SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

PAVANATMA COLLEGE

PAVANATMA COLLEGE, MURICKASSERY P. O, IDUKKI (DT), KERALA, PIN
685604
685604
www.pavanatmacollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Founded in 1982, Pavanatma College is a minority institution under the Corporate Educational Agency, Diocese of Idukki.   The College is a regular, grant-in-aid, co-education institution affiliated to Mahatma Gandhi University, Kottayam, Kerala. The institution has a rich legacy of more than four decades in revitalizing the academic aspirations of the region. Pavanatma college was upgraded to a degree-college in 1991. It was upgraded to a post-graduate college in 1993 and was recognized in 1997 by the UGC under 2(f) and 12(b) of the UGC Act of 1956. The College now offers ten UG programmes, 6 PG programmes, one research centre and many add-on programmes to the student community.

Pavanatma college was accredited by NAAC at Three Star level during the first cycle of accreditation in 2000. During the second cycle in 2006, the college was graded at B+ and during the third cycle in 2016, the grade was improved to A, with a grade point of 3.01.

After the third cycle of accreditation, the college has recorded tremendous improvement in all its areas of operation. Some of the significant achievements are

1. hosted three National Sports Championships

2. developed an eco-friendly green campus

3. able to gain financial support fromRUSA and UBA

4. developed efficient E-Governance System

5. started many environmental initiatives and other outreach programmes

6. outstanding performance in sports at the national and international levels

7. implemented OBE in curriculum

8. started many employability enhancing Certificate Courses and value- added programmes

9. streamlined institution-alumni interaction and improved stakeholder involvement

10. remarkable improvement in infrastructure facilities for a conducive learning environment for students

11. improvement in library resources in terms of books, journals, and online resources

12. improvement in computer labs facilities for providing students with hands-on experience

13. significant improvement in sports facilities

Vision

Vision of the college is to create a vibrant, enlightened, and responsible community founded on a relentless pursuit of excellence.

Mission

The mission of the College are

- To assist the individual in fostering spiritual and humane values to become a blessing to the society and to the nation at large.

- To enable individuals to become intellectually powerful, socially responsible, emotionally mature and self-reliant.

- To infuse a genuine love for nature and interest in protecting the environment, to inculcate sound moral values in the individual, and to be a pioneer in providing quality cum holistic education, responsive to the needs of the society.

Goals and Objectives

1. To encourage higher education among the economically weak and poor sections of the community, irrespective of caste and creed.

2. To instill commitment to academic mastery to seek new pastures of life by being a center of excellence in arts and science.

3. To foster in the individual a sense of concern for the less privileged fellow beings.

The Motto

The motto of the college 'In Truth in Love' encapsulates the institution's ideal of enlightening the hearts and minds of young men and women with love and truth.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strengths are

- Strong reputation for providing quality education in the region, attracting students from all over Kerala.

- Qualified faculty with extensive experience, excellent infrastructure, and innovative teaching methods.

- large pool of successful alumni who can contribute to institutional excellence

- efficient mentoring system

- adoption of diverse teaching methods

- adoption of participative management in academic and administrative activities

- efficient HR policies encouraging professional development activities

- sufficient infrastructure and library facilities, which create a conducive learning environment for students.

- excellent sports facilities

- ample hostel facility for women

Institutional Weakness

- Insufficient research activity and output

- limited diversity among the student body

- Lack of hostel facilities for men

Institutional Opportunity

- Possibility to include more specialized programmes for attracting a more diverse student body.

- Opportunity for more academic collaboration, for expanding and diversifying the academic programmes

- Possibility to leverage technology to enhance teaching and learning methods, which could improve student engagement and performance, and can overcome regional limitations

Institutional Challenge

- Socio-economic and educational backwardness of the region and the lack of transportation facilities

- Increasing competition from other institutions, both within the district and beyond.

- Changing higher education scenario, such as the growing importance of online learning

- Dependence on the government for policy framing, funding and approval of new programmes

- Difficulty in making industry linkage and mobilisation of funds due to the under-developed nature of the locality

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- The curriculum implementation action plan is finalized by the collective participation of the institutional academic bodies, departments, and faculty. Curriculum Planning and Implementation Committee (CPIC) organises curriculum workshops for the faculty. Departmental faculty meetings finalize the teaching methods, timetable etc.The teaching plan is prepared by the FIC. Academic calendar is available in the handbook, Google Classrooms and the college website. Timetable is available on the college website, PAAMS (the academic management software of the college). Curriculum Implementation is done by the FIC strictly following the teaching plan. Course materials are made available in the Google Classroom. Review of CI is done by assessing reports from the departments, "Teacher Performance Report (TPR)" and online feedback from all the stakeholders.

- During the assessment period, 75 add-on programmes were conducted. 52.64% of students enrolled and successfully completed those programmes.

- The syllabi of the UG & PG programmes and value education course contain several courses and modules directly addressing crosscutting issues such as gender equity, environment, sustainability, professional ethics, human values etc. The college develops and implements many activities to sensitize the student community to these issues.

- During the ac yr 2022-23, 824 students participated in project work/field work/ internships activities.

- The college has a feedback cell that regularly obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. The feedback summary and action taken report on the feedback are made available on the institutional website.

Teaching-learning and Evaluation

- During the assessment period, 78.12% of the sanctioned seats and 45.05% of the seats for reserved

categories were filled.

- The student:teacher ratio during 2022-23 was 16.9.

- The Innovative Teaching Promotion Cell monitors innovative and student-centric teaching-learning strategies. Practicals, webinars/seminars, project work, quizzes, reverse quizzes, debate, assignments, question-answer sessions, GDs, book/article/webinar/film reviews, exhibitions, short film/news-letter/ manuscript magazine preparation, open-book exam, news reading, sports/cultural events, IVs and internships, peer teaching etc. are used as experiential learning methods.

- There were 66 sanctioned posts during 2022-23.

- There were 38 teachers with NET/PhD during 2022-23.

- The evaluation process contains Continuous Internal Assessment and External Evaluation. An academic calendar is prepared for scheduling the internal examinations. Transparency is maintained and the opportunity for grievance redressal is available. The external assessment is conducted as per the University schedule.

- OBE cell coordinates and implements the OBE system. Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) for all programmes offered by the institution are prominently stated and easily accessible on the college website. The OBE attainment calculation process is integrated into PAAMS.

- The college has developed a mechanism for calculating attainment levels in the context of OBE. It involves calculating the attainment levels for COs, PSOs, and POs. The college has developed a programme to automate the process of calculation of outcome attainments.

- Pass percentage during the assessment period is 77.83

- Student Satisfaction Survey is conducted to evaluate the effectiveness of the teaching-learning process.

Research, Innovations and Extension

- College received grants of Rs 2.48 lakhs from Government and non-governmental agencies for research projects/endowments during the assessment period.

- The Tribal Studies Centre of the college focuses on the promotion of research, education, and sustainable development initiatives for tribal communities of the region. The Research Project Promotion Cell (RPC) actively promotes research by organizing workshops, securing research grants, and fostering collaborations and serves as a catalyst for enhancing the research culture. The Publication Wing of the college coordinates various college publications, including PESQUISA, an interdisciplinary, peer-reviewed research journal.

- 44 workshops, seminars or conferences were conducted on topics including Research Methodology, Intellectual Property Rights, and entrepreneurship during the assessment period.

- 76 research papers were published by teachers in the Journals notified on UGC care list during the assessment period.

- 27 books, chapters in edited volumes and papers in conference proceedings were published by teachers during the assessment period.

- The institution received appreciation for extension activities for 2019 floods relief efforts, COVID-19 emergency services, CMDRF contribution, Paliative Care Visit, destitute home services, Food Donation, Waste Management etc., during the assessment period.

- 40 extension programs were conducted by the institution through forums including NSS, NCC etc. with community involvement during the assessment period.

- The college has entered into 21 MoUs and linkages with other institutions for internship, on-the-job training, project work, student/faculty exchange and collaborative research during the assessment period.

Infrastructure and Learning Resources

- There are 45 classrooms (thirty nine ICT enabled with Wi-fi), 11 staff rooms and 2 non-teaching staff rooms.. There are three seminar halls, one conference hall, four science laboratories, four computer labs, e-content development centre, outdoor stadium, indoor stadium, Yoga Centre, Gymnasium, Basketball court, Auditorium, two outdoor open stages, two Ladies Hostels, administrative block, Counseling Room, Canteen, Ladies' Waiting Room, cabins for important cells, Guest Room, Visitors Lounge and Parking Lot.

- Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years is 33.35.

- RFID and wi-fi enabled Library is automated through KOHA. The library facilities include Digital Repository, N List, display boards, e-learning space, Differently abled friendly reading software, Reprographic facility, reference section etc. Rs 983708/- was spent on purchasing books, journals and periodicals during the assessment period.

- ICT committee of the college conducts annual ICT audits and monitors IT infrastructure requirements. ICT facilities include 101 computers, interactive boards, printers, scanners, UPS etc. All the classrooms have LCD projectors and Wi-Fi connectivity. Academic and administrative management of the college is managed by the software Pavanatma Academic and Administration Management System (PAAMS). The college has four computer labs with power backups. Internet facility (Bandwidth 300Mbps) is available. The Website Maintenance committee regularly updates the college website. CCTV surveillance system is available in the campus.

- Student – Computer ratio for 2022-23 was 11.52.

- 88 computers were available for student usage during 2022-23.

- Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years was 39.

Student Support and Progression

- 53.39% of students benefited by scholarships provided by the institution and other agencies during the assessment period.

- Capacity development activities including Soft skills, Language and communication skills, Life skills, ICT and computing skills are regularly organized for improving students' capability.

- 44.47% of students were benefited by guidance for competitive examinations and career counseling during the assessment period.

- Redressal of student grievances including sexual harassment and ragging cases are managed by rigorously implementing the guidelines of statutory bodies. The college has clearly stated policies to curb ragging incidents and to redress complaints and grievances. College organizes awareness programmes and collects undertakings from students to prevent ragging incidents. Anti-ragging regulations are displayed in display boards and the college website. Anti-ragging squad conducts surprise visits across the campus. Mechanisms for submission of online/offline students' grievances are available. Timely redressal of the grievances are ensured through the Grievance Redressal committee, Anti ragging Cell and Internal Complaints Committee.

- 44.03% of outgoing students either got placement or progressed to higher education during the assessment period.

- 11.38% of outgoing students qualified in state/national/ international level examinations during the assessment period.

- 190 students bagged awards for performance in sports/ cultural activities at various levels during the assessment period.

- Average number of sports and cultural programs in which students of the Institution participated during the last five years is 54.6.

- The Institution has a registered Alumni Association providing Academic, Co-curricular, Infrastructure and Financial support to the college.

Governance, Leadership and Management

- The Managing Board, Governing body, Administrative Council, Staff Council, and IQAC hold key responsibilities in the administration. Decentralized governance is evident through the functions of various cells and committees.

- The administrative council makes management strategies, the staff council addresses the interests of the staff, the managing board oversees the overall direction and financial health of the institution and the infrastructure committee oversees the infrastructure development.

- College has implemented e-governance in areas of administration, accounts, admission, student support and examination.

- The performance of faculty is assessed by the PBAS, Teacher Performance Record and student feedback. The non-teaching staff performance is assessed by annual self-appraisals and their promotion is based on departmental tests. Numerous welfare schemes are available to the staff.

- 6% of teachers were provided with financial support to attend conferences/workshops during the assessment period.

- 37.11% of teaching/non-teaching staff participated in professional development programs during the assessment period.

- To secure funding from government agencies, the college submits the proposals, DPRs and utilization certificates promptly when required and seeks partnerships with NGOs for additional funding. The Finance Committee, Purchase Committee, Building Committee, ICT committee, and Infrastructure committee implement financial planning and control mechanisms. Regular internal and external financial audits ensure transparency.

- The IQAC monitors the teaching/learning processes and learning outcomes and incremental improvements in various fields.

- Quality assurance initiatives of the college include regular meeting of IQAC,Academic and Administrative Audit and follow-up action, collaborative quality initiatives with other institutions, Participation in NIRF ranking and accreditation of NAAC.

Institutional Values and Best Practices

- Women's cell prepares annual gender sensitization action plans and organizes gender sensitization programmes. 50% of the class representatives are girls. The curriculum includes 18 courses that specifically address gender issues. Gender audit is conducted annually .

- The Institution has facilities for alternate sources of energy, waste management, water conservation and disabled-friendly, barrier free environment.

- The college conducts annual Green and Energy audits. Clean and green initiatives are undertaken by NSS, Bhoomithra club, Nature club etc.

- To inculcate human values palliative care visit, anti-drug programmes, value education and charitable activities are organized. Inclusion is achieved through activities like Ek Bharat Shreshta Bharat programme, extension and outreach activities. Activities of the Electoral Literacy Club and elections to the Students Union introduce students to the democratic process. National celebrations like Independence day and Republic day are organized. Subjects like Environmental Studies and Human Rights and programmes by various cells ensure sensitization in those areas.

- A "Herbal Garden" is maintained to preserve herbal plants, with the objective to create a resource and a platform for biodiversity conservation. In the palliative home care campaign, the students join with the local panchayath team to visit aged patients and provide palliative care.

- Many measures are taken by the college for promoting the education of women. To address the insufficient transportation facility of the underdeveloped region, the college has two women's hostels. Preference is given to girls in management quota admissions, and free skill training is given to local women. In conducting various events, the college always gives primary priority to women empowerment.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PAVANATMA COLLEGE
Address	Pavanatma College, Murickassery P. O, Idukki (Dt), Kerala, PIN 685604
City	Murickassery
State	Kerala
Pin	685604
Website	www.pavanatmacollege.org

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Bennichen Scaria	04868-263235	9446801060	-	mail@pavanatmacollege.org
IQAC / CIQA coordinator	Saji Joseph	-	8921237880	-	saji.joseph.pcm@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 minroity institution	Yes Minority Certificate.pdf
If Yes, Specify minority status	
Religious	Christian Minority Institution
Linguistic	
Any Other	

Establishment Details

State	University name	Document
Kerala	Mahatma Gandhi University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	24-10-1997	View Document
12B of UGC	24-10-1997	View Document

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

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

Recognitions

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Pavanatma College, Murickassery P. O, Idukki (Dt), Kerala, PIN 685604	Hill	24	12163.17

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BCom,Commerce,Finance and Taxation Model I	36	HSE	English	50	50
UG	BA,Economics,Model I	36	HSE	English	40	23
UG	BA,English, Language and Literature Model I	36	HSE	English	30	28
UG	BA,Malayalam,Language and Literature Model II Copy Writing	36	HSE	Malayalam	50	11
UG	BA,History, Model II Forestry and Environmental History	36	HSE	English	30	26
UG	BSc,Mathematics,Model II Computer Applications	36	HSE	English	30	5

UG	BSc,Chemistry,Model I	36	HSE	English	38	12
UG	BSc,Physics, Model II Computer Applications	36	HSE	English	30	7
UG	BVoc,B Voc,Business Accounting and Taxation	36	HSE	English	50	50
UG	BVoc,B Voc, Animation and Graphic Design	36	HSE	English	50	24
PG	MCM,Commerce,	24	Graduation	English	20	16
PG	MCom,Commerce,Finance and Taxation	24	Graduation	English	15	12
PG	MA,Malayalam,	24	Graduation	Malayalam	19	16
PG	MA,History,	24	Graduation	English	15	3
PG	MSc,Mathematics,	24	Graduation	English	15	0
PG	MSc,Chemistry,	24	Graduation	English	20	12
Doctoral (Ph.D)	PhD or DPhil ,Commerce, Commerce	72	Post Graduation	English	18	16

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	1				3				27			
Recruited	0	1	0	1	3	0	0	3	20	7	0	27
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				35			
Recruited	0	0	0	0	0	0	0	0	12	23	0	35
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				14
Recruited	5	5	0	10
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	0	3	0	3
Yet to Recruit				0

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Technical Staff			
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	4	1	0	5
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	2	0	0	10	3	0	16
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	0	0	10	4	0	15
UG	0	0	0	0	0	0	0	0	0	0

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Temporary Teachers

Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	12	22	0	34
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers

Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	3	0	5
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	135	0	0	0	135
	Female	143	0	0	0	143
	Others	0	0	0	0	0
PG	Male	22	0	0	0	22
	Female	62	0	0	0	62
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	10	20	16	9
	Female	15	11	15	14
	Others	0	0	0	0
ST	Male	3	5	5	2
	Female	9	3	6	7
	Others	0	0	0	0
OBC	Male	6	2	3	4
	Female	3	6	7	8
	Others	0	0	0	0
General	Male	110	157	139	107
	Female	153	238	251	236
	Others	0	0	0	0
Others	Male	14	14	22	3
	Female	22	31	37	7
	Others	0	0	0	0
Total		345	487	501	397

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Ours is a multidisciplinary institution with various departments in Humanities, Science, Commerce and Languages. In the college, fifth semester undergraduate students have the freedom to choose a course from a cluster of courses irrespective of their program of study. This introduces a certain level of multidisciplinary aspect to all the graduation courses. Being an affiliated institution, Pavanatma college is committed to offer the curriculum prescribed by M G University. Further by providing Add on/Certificate courses in different disciplines and admissions to this course being open to all students facilitate opportunities to multidisciplinary studies. A multidisciplinary printed journal 'PESQUSIA' is

	published by the college and it promotes interdepartmental research activities. To promote a holistic approach to education, we provide yoga and meditation programmes to all students under the aegis of the Department of Physical Education. Students are encouraged to participate in extension programmes, study tours, industry visits, projects, and excursions for it enable them to become aware of contemporary issues and imbibe social skills. All these programmes are complemented by the social service activities of NCC and NSS units of the college. It strengthens the environmental awareness as well as develops social commitment of students.
2. Academic bank of credits (ABC):	Being an affiliated college having no autonomy of any kind, the institution is not in a position to implement the ABC system envisaged by NEP 2020. Though the internal examinations are conducted in a centralized manner at the college, the conduct of other components of the assessment process such as seminars and viva voce is left to the decision of the faculty concerned. Teachers are advised to give awareness to students on the concept of Academic Bank of Credits. The affiliating university is presently in the process of restructuring the UG programmes in tune with the provisions of NEP including ABC. The teachers of the College are actively participating in this restructuring process.
3. Skill development:	The College is keen in making efforts to develop various skills of the students. Placement cell of the college takes an important initiatives in this direction. Classes on soft skills are conducted for students in addition to career opportunity awareness programmes which focusses on the necessary skills essential for the specific jobs. In tune with the NEP guidelines, the college has already started the B. Voc animation and accounting courses which facilitates skill acquisition and internships. The Women Cell of the college organizes initiatives such as training in tailoring, four-wheeler and two-wheeler driving, baking and handicraft making. The artistic and sports programmes and other club and association activities are directed at developing various life skills and cultural skills along with the co-curricular and extra-curricular ones. Through the seminars, assignments, projects and field visits, the soft skills like presentation skills and interview skills, general language skills and writing skills are integrated into

	the curriculum. Skill training programme and courses in various fields are offered by the Departments, Women Cell and C-DiT. The College encourages the students to enroll in online skill development programmes such as MOOC and SWAYAM courses.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Even though there exists the lack of availability of textbooks in regional language for the subjects being taught, teachers make it sure that the concepts expressed in English are elaborated to the students in the regional language [Malayalam]. Pavanatma management is dedicated to impart the rich heritage of India to its students. In this spirit, the college celebrates 'Vayana Varam' (Reading Day), 'Yoga Day' and other such days of traditional significance. Further impetus is given to the regional and national languages and traditional arts by conducting literary competitions and college arts festivals. Students are being taught on Indian Aesthetics and Indian Literature as part of the BA English Degree programme. Translated literary texts from Sanskrit are incorporated into the syllabus of the additional language Malayalam. Value enhancement programmes conducted regularly in the college instill in our youth with morals that will bring glory to our Nation. The Hindi Department, even being a single faculty department conducts various programmes for popularization of Hindi. A certificate course in Vedic Mathematics is being offered. By nurturing a herbal Garden, we are providing the pieces of valuable knowledge about Indian medicinal system to students. The institution also takes effort to integrate the Indian tradition and culture through celebrating days of National importance as well as national festivals like Holi along with regional festivals.
5. Focus on Outcome based education (OBE):	The affiliating university has prepared Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) on the basis of learning objectives mentioned in the university syllabi. IQAC has entrusted a committee to implement Outcome Based Education (OBE) in the College. The committee has devised a mechanism to calculate OBE attainment of different programmes. The Academic Management System of the College "PAAMS" enables the smooth implementation of OBE. The exam assessment and the monitoring of the attainment of the Course Outcome are done in the PAAMS framework. Students are made aware of

	outcome-based education and attainment of outcomes, through orientations right from the time of admission. The attainment of outcome is monitored through the continuous evaluation committee constituted by the college.
6. Distance education/online education:	The College ensures to provide adequate facilities and opportunities to students to learn and explore through ICT enabled classrooms and online channels. The COVID pandemic scenario was efficiently handled through ICT tools like Zoom, Webex, Google Classroom ,Google Meet, etc. The College makes use of PAAMS (Pavanatma Academic and Administrative Management System) to monitor and record attendance and evaluation reports of the students. This transparent information system provides students with the knowledge of their academic status and helps their progress in the same. Online learning assessments are done through Quizzes, and Google forms. The departments are instructed to maintain digital repositories of their subjects and the college library has a very efficient digital repository D-Space. The faculty are encouraged to create E-content. Many of the faculty members have attended Faculty Development Programmes in the online mode. Teachers and students have been provided with g-suite ids to access the same. Special classes and many modules of certificate programmes are conducted in online mode. The College gives wide awareness to students regarding the availability of online programmes such as MOOC and SWAYAM courses, and encourages them to join in those courses.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club was established in Pavanatma College in 2022 to instil awareness among the young voters regarding their electoral duties and rights and to equip them to exercise their suffrage righteously. ELC envisages spreading electoral awareness among the members of the surrounding Community by tapping the resources of its members.
2. Whether students' co-ordinator and co-ordinating	Faculty coordinators are appointed by the Principal of

faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	the college and student coordinators are elected by the ELC Members. The Committee is generally known as the Coordination Committee, The ELC meets at regular intervals, especially at the time of College Union Elections, to educate students on the process. Mr.Bobin George, Assistant Professor, PG Department of Mathematics is the Faculty coordinator and Ms. Aarathi Satheeshan, Second year B. A History student is the student coordinator.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	ELC contribute to the voter registration process by conducting voter registration campaigns. ELC imparts messages to students of the College through the ELC Notice Board. ELC also conducts classroom visits to popularize messages as and when required. NCC cadets of the College regularly participate in state and parliament elections as security personnel. Teaching and non-teaching staff of the College serve as Presiding/polling /counting officers at the time of Elections.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Elections to the Students Union present an excellent hands-on-training to students on the participation in Parliamentary Democratic election process. Campaigning, swearing-in-ceremony, etc. are conducted similar to the general elections. College buildings and premises are used for election related activities such as Polling booths, Distribution Centres and Counting Stations. Teaching and non-teaching staff of the College serve as poling officials in all general elections.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The college provides information and assistance to students to register their names in the eligible voter's list. Almost all students above 18 years have already enrolled as voters in the electoral roll. The ELC has sensitized students in this regard through the campaigning undertaken by the class representatives of various classes. An announcement was made through the public address system to encourage students to ensure that they have already enrolled in the electoral roll in view of the imminent Lok Sabha elections.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1014	1177	1261	1177	1044

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

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

Response: 121

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
60	60	60	60	59

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
150.60101	112.64521	157.28571	193.79443	168.05959

File Description	Document
Upload Supporting Document	View Document

13-05-2024 12:50:33

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Development of action plans

The development of curriculum implementation action plan is done by the collective participation of the institutional academic bodies, departments, and faculty.

1. At the beginning of the academic year, the CPIC organises workshop for the faculty for
   1. detailing the PO, PSO, CO, syllabus and the university academic calendar
   2. teaching plan preparation training
   3. presenting examination structure, finalizing examination dates
   4. scheduling Field trips, study tours etc.
2. Development of the curriculum of enrichment and diploma programmes
   1. The IQAC assesses skill gaps of students through feedback from stakeholders and finalizes the enrichment programmes.
   2. The Diploma Cell prepares the curriculum of new enrichment programmes
   3. Teaching plan, examination schedule etc., are prepared by the FIC.
3. Departmental faculty meetings finalize the teaching methods, timetable etc.
4. The teaching plan is prepared by the FIC, including the number of hours, methodology and the evaluation procedures.
5. The teaching plan is integrated with the Curriculum Implementation Plan.**Deployment of Action Plan**

Deployment of Action Plan is done in the following manner:

1. A handbook (directory) containing the academic calendar is distributed to all students. It is placed in the respective Google Classrooms and the college website.
2. College Master Timetable is available on the college website and in PAAMS (the academic management software of the college).
3. Class timetable -Google Classroom,PAAMS.
4. Departmental timetable, Faculty timetable -PAAMS.
5. Teaching plans- respective Google Classrooms, Website
6. The various channels for accessing the Academic calendar are detailed in the orientation

programmes for freshers.

7. Department-level orientation programmes at the beginning of the academic year - detailing the schedule of academic activities.
8. Messages, information - respective batch WhatsApp groups,G Classroom streams.
9. Orientation for parents on curriculum structure and delivery - at the commencement of the programme, at annual and departmental PTA meetings

Curriculum Implementation

Curriculum Implementation is done by the FIC strictly following the teaching plan:

1. Lecture/tutorial sessions are conducted as per the teaching plan.
2. Course materials - supplied during teaching sessions, available in the "Classwork" tab of Google Classroom .
3. ICT-enabled innovative teaching methods such as pre-recorded video lectures, online quizzes etc., are also conducted using Google classroom.
4. Innovative teaching methods are employed, as mentioned in the teaching plan.

Review

1. CPIC collects half-yearly CI reports from the departments, containing teaching methodology, evaluation techniques, etc.
2. All teacher activities are recorded daily in the "Teacher Performance Report (TPR)" in PAAMS. Monthly TPR reports are assessed by the HOD and the Principal.
3. The innovative teaching methods report and ICT tools usage report are submitted to the ITPC and ICT cells.
4. The annual reports of the departments- assess the overall effectiveness of curriculum implementation.
5. Online feedback is taken from all the stakeholders to assess the effectiveness of curriculum delivery and to frame finalizes remedial measures.
6. General Faculty Meetings assess the progress of curriculum implementation.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

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

Response: 57

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 52.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
507	841	740	652	246

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

The syllabi of the UG and PG programmes contain several courses and modules directly addressing crosscutting issues such as gender equity, environment, sustainability, professional ethics, human values etc. The following courses of all UG programmes generally address such issues:

1. Common courses
2. Open courses
3. Environmental studies (mandatory for all UG programmes)
4. Modules in core courses and complementary courses in certain programmes
5. Courses in the vocational stream (Environmental History) of B.A. History programme.

Many diploma/certificate programmes offered at the college have modules addressing these issues. They are:

1. Environmental Study
2. Jaiva Krishi Arivum Padanavum (Organic Farming)
3. LSR Skill Development
4. Tribals and Participatory Forest Management
5. Tribal Studies
6. Communicative English and Career Skills
7. Proficiency in English and Career Skills
8. Yoga and Physical Fitness
9. Basic Skills in Commerce and Technology
10. Communicative English and Phonetics
11. Career Planning: Resume, Covering Letter and Interview
12. Career in Freelancing
13. Functional English with Academic Objectives
14. Sustainable Environmental Economics
15. Green Chemistry Management
16. Skill-Based Language Learning

Pavanatma College has a compulsory "Value Education" course for all students, with one hour of weekly contact class. All the modules in that course specifically address the Cross-Cutting Issues. The "Value Education Cell" of the college frames the syllabus and monitors the conduct of classes and assessment of the course.

The college develops and implements many activities to sensitize the student community to these issues by the collective participation of the institutional academic bodies, departments, and faculty in the following manner.

1. In the curriculum workshop organized at the beginning of the academic year, deliberations on the level of integration of the Cross-Cutting Issues in the present curriculum of various programmes are held, including
   1. Regular university programmes
   2. Diploma/Certificate programmes
   3. Value education programme
2. Brainstorming sessions and discussions among faculty assess the effectiveness of the present curriculum. The IQAC coordinator briefs the summary result of the feedback on the curriculum obtained from various stakeholders and half-yearly reports from departments. Based on the discussions and feedback, departments, associations, cells and the staff advisor to the Student's union are asked to prepare extracurricular and enrichment programme plans including

1. field trips
2. seminars
3. debates
4. awareness programmes such as quiz competitions, GDs
5. Day observations etc.
6. The extra-curricular plan is integrated with the academic plan by the CPIC to finalize the curriculum implementation plan (academic calendar) of the college.

Review of the effectiveness of co-curricular activities in integrating Cross-Cutting Issues into the curriculum

1. CPIC collects half-yearly reports from all the departments regarding the implementation of the curriculum. The report includes the assessment of different departments regarding the effectiveness of the co-curricular activities .
2. General faculty meetings assess on a regular basis the effectiveness of integrating Cross-Cutting Issues into the curriculum.
3. The IQAC coordinator details the feedback before the faculty during the curriculum workshop at the beginning of the academic year to modify the co-curricular activities of subsequent years.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest

completed academic year)

Response: 81.26

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

Response: 824

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 78.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
362	345	487	501	397

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

2022-23	2021-22	2020-21	2019-20	2018-19
528	519	628	552	447

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

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

Response: 45.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
34	46	47	52	44

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

2022-23	2021-22	2020-21	2019-20	2018-19
92	91	131	100	81

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 16.9

2.3 Teaching- Learning Process

2.3.1

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

13-05-2024 12:50:33

Response:

Giving top priority to the learners and their educational, social, and psychological needs, we enhance experiential, participatory, and problem-solving methods. The ITPC (Innovative Teaching Promotion Cell) monitors innovative teaching-learning strategies adopted by faculty members. The cell organizes training sessions, collects monthly implementation reports, and gives timely guidance. Monthly reports on student centric methods are collected from all faculty members and based on the reports, follow-up programs are arranged. We adopt the following programs:

- Laboratory experiments and practical sessions provide hands-on training in programmes such as Physics, Chemistry, Computer Science, and Vocational Studies.
- Departments of English and Mathematics organize bridge courses that help learners approach the academic realm stress-free. Remedial cum special classes are arranged for slow learners. Certificate/diploma/Add-on courses are given in addition to the open/elective programmes.
- All departments organize national/international webinars/seminars which widen students' knowledge horizons.
- Curriculum-based project work is mandatory for UG and PG programmes and students in Chemistry, Commerce and Vocational Studies do projects in well-established companies that strengthen their exposure. Promoting research aptitude, we encourage students to get their article/book chapter published by reputed publications.
- All departments organize most of the following programmes: quizzes, reverse quizzes, debate, syllabus-based assignments, seminars, question-answer sessions, group discussions, book/article/webinar/film reviews, exhibitions, short film/news-letter/ manuscript magazine preparation, opened-book exam, news reading, morning assembly, fresh students' day, miss a meal & feed an orphan programme, sport/ cultural events, intercollegiate/department competitions, etc which empower skills and talents.
- Student-friendly assessment tests/examinations, parent-teacher meetings, and merit-day celebrations are organized. Systematic functioning of grievance redress mechanism and faculty/student mentoring and counseling service alleviate stress and anxiety.
- All the batches of both UG and PG students prepare question banks and consider this as the best strategy to attain a broader academic vision.
- Curriculum-based industry visits and internships give insight into the internal working environment of reputed firms.
- All departments organize field trips that empower students to handle different life situations.
- Peer teaching is found appealing and quite experiential. Forming a blended group helps to create fascinating learning vibrations for slow learners and provides a better platform for advanced learners. It is quite interesting that students prepare video /audio lessons and handle sessions successfully.
- Most of the departments provide training sessions like career guidance, soft-skill training, and UGC-CSIR NET/PSC coaching to equip students with the current competitive scenario.
- Teachers adopt blended learning, making use of ICT tools, sharing video/audio recorded classes, study materials, and PPTs which make the learning process interesting. Google Classroom or G-Meet is the common platform used.
- Students are given wider exposure to e-resources and online tools such as youtube videos, Moodle, n-list, D-Space, SPSS, blog, Telegram, WhatsApp, Facebook, beamer presentations, and quiz apps like Kahoot and Quizizz. Google Drive/docs/sheets/slides/forms are used for content delivery and evaluation. 431 students have completed and 147 have registered for the MOOC course offered by the university, and 155 students have registered for SWAYAM courses.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

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

Response: 86.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
66	67	72	71	69

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.2

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

Response: 26.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	19	14	15	11

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The College has a very efficient mechanism for assessment and evaluation that conforms to the university guidelines. The evaluation of each course contains:

Continuous Internal Assessment

- To ensure that students are well-informed about the CBCS (Choice Based Credit System), internal evaluation procedures and the grievance mechanism, the coordinator of the internal examination cell (IEC) conducts orientation sessions at the beginning of each academic year. The examination procedures are also made available on the college's website.
- An academic calendar is prepared and distributed to students at the start of the academic year.
- Two internals are conducted in each semester in a centralized manner.

- IEC is responsible for scheduling these exams, collecting question papers, preparing invigilation rosters, and making seating arrangements.
- Examination schedule is communicated to students two weeks in advance.
- To maintain alignment with the university's examination pattern, the cell ensures that question papers are set appropriately.
- After the internal examinations, transparency is maintained by returning evaluated answer scripts to students within one week. The corrected scripts are discussed individually with students to gather their feedback, and the scripts are retained in the respective departments until the end of the semester for increased transperancy.
- Students who miss the initial tests are given the opportunity to appear for supplementary examinations, providing them with a chance to improve their scores.
- Progress reports that include attendance and marks from internal tests are distributed to parents during department-level parent's meetings. These meetings also serve as a platform to suggest appropriate support mechanisms to parents for their children's academic progress.
- To ensure accessibility and grievance redressal, internal marks and attendance details are uploaded promptly onto the college's software system, PAAMS (Pavanatma Academic and Administrative Management Software).
- This information is made available on the notice board and the college website. Students are required to verify their signatures on these sheets before uploading to the university portal.
- A Student Grievance Cell and complaint boxes are available for students to report grievances related to examination conduct or the valuation of answer scripts. These grievances can be addressed at various levels, including the concerned teacher, tutor, Head of Department (HOD), and Principal.
- The Internal Quality Assurance Cell (IQAC) conducts academic audits at the end of each year to ensure that departments adhere to the academic calendar without any discrepancies.
- The college calendar and website publish the grievance redressal policy, along with contact information for the grievance redressal cell.

External Evaluation

- The external assessment processes are conducted as per the instructions of the affiliating University.
- The Academic Calendar published by the University includes tentative dates of examination.
- The University sends the question papers of external examination confidentially to the Principal through the MGU exam portal.
- Practical and project evaluation is monitored by the external examiners appointed by the university.
- External valuation is done at University centralised valuation camps.
- The results are published by the university on the website.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Programme, Programme Specific and Course Outcomes

- **University Affiliation:** The college is affiliated with Mahatma Gandhi University Kottayam, ensuring that the programmes align with the university's guidelines.
- **Clear Representation:** Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) for all programmes offered by the institution are prominently stated and easily accessible on the college website.

Emphasis on Outcome-Based Education (OBE)

- **Comprehensive OBE System:** The college strongly focuses on Outcome-Based Education (OBE) and has implemented a comprehensive system to evaluate and improve student performance based on specific learning outcomes.
- **Programme-Specific Outcomes:** Each programme has defined, specific learning outcomes established by the respective departments. These outcomes delineate the knowledge, skills, and abilities students should acquire during their academic journey.
- **Common Programme Outcomes:** Ten common programme outcomes are set across all programmes, reflecting overarching skills and knowledge that every student is expected to develop.

Coordination and Training

- **OBE Coordinator Role:** An OBE Coordinator is appointed to oversee the coordination and execution of the OBE system. This person is skilled in providing training to both faculty and students and plays a pivotal role in integrating OBE principles into the educational process.
- **Faculty Training:** Faculty members, including newly appointed ones, receive annual training and awareness programmes to familiarize themselves with OBE principles. This training is crucial for educators to incorporate OBE into their teaching methodologies effectively.

13-05-2024 12:50:34

Curriculum and Communication

- **Curriculum Planning Committee:** The Curriculum Planning and Implementation Committee (CPIC) is responsible for creating the curriculum framework and implementation plan.
- **Student Awareness:** During the orientation and induction programmes at the start of each academic year, students are informed about programme outcomes, programme-specific outcomes, and course outcomes. This ensures transparent communication about the structure and content of their academic programmes right from the beginning.

Tracking and Assessment

- **Outcome Attainment Calculation:** The college has devised a process and a programme to calculate outcome attainments. This calculation process is integrated into the Pavanatma Academic and Administrative Management System (PAAMS), a software system used for academic and administrative purposes.
- **PAAMS Functionality:** PAAMS records both internal and external marks and tracks the OBE style for each course. It generates various attainments related to OBE, serving as a crucial tool for tracking and assessing how well students are meeting the specified learning outcomes.

These points illustrate the institution's thorough approach to Outcome-Based Education, curriculum planning, faculty training, transparent communication with students, and the use of technology to assess and track learning outcomes.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The college has developed a mechanism for calculating attainment levels in the context of Outcome-Based Education (OBE). It involves calculating the attainment levels for Course Outcomes (COs), Programme Specific Outcomes (PSOs), and Programme Outcomes (POs) and making decisions based on these attainment levels. Let's break down the procedure step by step:

1. CO Attainment Calculation

- COs represent specific learning outcomes for individual courses.
- Four direct assessment methods are used to determine CO attainment: first and second internal examinations, assignments, and university examinations.
- CO attainment is calculated at three levels.
- The ultimate CO attainment for each CO is calculated using the formula: CO attainment = 50% internal attainment + 50% university attainment.
- The internal CO attainment and university CO attainment are determined independently.

2. PSO Attainment Feedback Calculation

- PSOs are Programme Specific Outcomes, which are broader outcomes that a programme aims to achieve.
- To calculate PSO attainment, the CO-PSO Mapping Matrix and Final CO Attainments are used.
- PSO feedback % is calculated as: PSO feedback % = (PSO Attained / PSO Actual) X 100.
- PSO attainment is assessed at three levels.

3. PO Attainment Feedback Calculation

- POs are Programme Outcomes, representing the overarching goals of a programme.
- The CO-PO mapping matrix and final CO attainments are used to calculate PO Actual and PO attainment for each PO.
- PO feedback % is calculated as: PO feedback % = (PO Attained / PO Actual) X 100.
- PO attainment is assessed at three levels.

4. Final Calculation and Analysis

- The PO and PSO attainments for each course are used to determine the semester-wise attainments and these are used for calculating final attainment levels.
- The attainment levels are likely categorized into multiple levels (e.g., level 1, level 2, level 3).
- A decision is made regarding whether the educational goals, set at a particular level (e.g., level 2 or level 3), have been achieved.
- If the attainment levels do not meet the predefined goals, corrective actions are required to increase the degree of accomplishment.

The college has developed a programme to automate the process of calculation of outcome attainments. This calculation process is integrated into the Pavanatma Academic and Administrative Management System (PAAMS), a software system used for academic and administrative purposes. PAAMS records internal and external marks, as well as the OBE style of each course. Using this information, PAAMS generates various attainments related to OBE. This procedure outlines a systematic way of assessing and analysing the attainment levels for Course Outcomes (COs), Programme Specific Outcomes (PSOs), and Programme Outcomes (POs).

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.3

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

Response: 77.83

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

2022-23	2021-22	2020-21	2019-20	2018-19
275	315	326	319	317

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

2022-23	2021-22	2020-21	2019-20	2018-19
394	459	392	369	380

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.52

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 2.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0.50	0	1.984	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Innovative Ecosystem at Pavanatma College

Centre for Tribal Studies: Established in 2022, is committed to researching and promoting tribal cultures. Its mission spans research, education, and sustainable development initiatives for tribal communities. Despite facing challenges like funding constraints and limited staffing, the centre remains pivotal in preserving and understanding tribal cultures.

Department Libraries of History and Commerce: Pavanatma College boasts rich resources through its department libraries. The History Department Library, housing 3200 books and 6 journals, focuses on Indian and world history. Simultaneously, the Commerce Department Library, with 1200 books and 8 journals, caters to business-related topics. Both libraries offer online database access, creating valuable learning environments with facilities like reading rooms, reference sections, and computer access.

Pavanatma College Library: Established in 1982, the central library covers diverse subjects with a collection of over 20525 books. Fully automated with KOHA software, it provides online access to resources, including e-books and e-journals and 18 journals. Recent achievements include a UGC grant for a Digital Library, workshops on research methodology and new online databases subscriptions.

Research Promotion Cell (RPC): Established in 2022, the RPC actively promotes research at Pavanatma College by facilitating workshops, securing research grants, and fostering collaborations. The RPC serves as a catalyst for enhancing the research culture within the college.

Research Policy: Pavanatma College's research policy aims to create a supportive environment, encourage engagement in research, and facilitate collaboration. The policy includes provisions for financial support and active participation by students in research projects. Implemented by the RPC, the policy has led to significant achievements, including securing research grants and promoting collaborative projects.

Publication Wing: The Publication Wing, established in 2005, drives the creation of various college publications, magazines, and journals. These include Pavanatma Times, Pavanatma Research Journal, and Pavanatma Literary Journal. The wing also publishes books, souvenirs, festschrifts, and research compendiums. Managed by a dedicated team of students and faculty, it serves as a platform for showcasing the literary and cultural talents of Pavanatma College.

Young Innovators Programme(YIP): Students of the College were selected for the Young Innovators Programme and completed their project successfully.

Interdisciplinary Research Journal - PESQUISA: Published by the Publication Wing, PESQUISA is an interdisciplinary, peer-reviewed research journal that covers a wide range of subjects. Indexed in national and international databases, it ensures high-quality articles and broad accessibility.

Pavanatma Academic and Administrative Management System (PAAMS): PAAMS, a ERP software, streamlines academic and administrative activities at Pavanatma College. The benefits of PAAMS include process automation, improved efficiency, reduced workload, real-time data access, and enhanced communication among stakeholders.

Innovative ecosystem of Pavanatma College comprising research initiatives, robust library services, a dynamic publication wing, and efficient administrative systems, reflects a commitment to academic excellence and holistic development.

ED Club : Counducts a number of programmes on innovation, awareness and skill enhancement.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.2.2

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

Response: 44

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	10	13	9	4

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 0.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	9	10	9	5

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

3.3.2

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

Response: 0.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	3	3	4

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

3.4 Extension Activities

3.4.1

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

Response:

In line with the mission, the primary focus of the college is to sensitize students about social issues so that they become socially responsible citizens with a solid commitment to humanity and nature. The extension activities are carried out under the leadership of Out Reach Cell through various cells like NSS. Many other initiatives like palliative home care visit programme are also undertaken to empower the local community so that they also contribute to the growth of the nation in a more meaningful way.

The major initiatives includes:

Palliative Care Visits

Initiative: Students join with the local Panchayath team to visit aged patients and provide palliative care.

Outcome: Enhanced emotional support for patients

Street Plays on Social and Environmental Issues:

Initiative: Conducting Street plays to address social and environmental issues.

Outcomes: Increased environmental consciousness.

Miss a Meal **Programs:**

Initiative: To address nutritional needs among underprivileged and orphaned individuals.

Outcome: Direct impact on addressing nutritional deficiencies in the target population.

Free Medical Camp:

Initiative: Organized a Free Medical Camp providing essential healthcare services and medications free of charge.

Outcome: Provided essential healthcare services to those in need.

Blood Donation Camp:

Initiative: Organized a Blood Donation Camp

Outcome: Direct impact on replenishing blood banks, ensuring a stable supply for medical needs.

Water Quality Checking:

Initiative: Conducted water quality checking programs to equip participants with skills for water quality assessment.

Outcome: Essential skills for accurate water quality assessment.

Cloth Collection Campaign:

Initiative: Programme to gather clothing donations for cancer patients at Palliative Care in Alphonsa Hospital.

Outcome: Empathy

Plastic Removal Campaign:

Initiative: Conducting a Plastic Removal Campaign to address environmental sustainability concerns.

Outcome: Positive mind set for sustainability

Waiting Shed and Signboard Cleaning:

Initiative: Conducted meticulous cleaning of waiting sheds and signboards.

Outcome: Achieved enhanced cleanliness and aesthetic appeal.

Top of Form

Antidrug Awareness among Public and Students:

Initiative: Conducted an Antidrug Awareness campaign targeting both the public and students.

Outcome: awareness about the detrimental effects of drug abuse.

Adhyayanam 2k22:

Initiative: NSS volunteers taken classes to students in the adopted school.

Outcome: Successfully empowered school students with valuable information, enabling them to make informed and responsible choices.

Seminar for SHGs:

Initiative: Conducted a seminar focused on Self-Help Groups to raise awareness about their significance in community development.

Outcome: Successfully raised awareness about the crucial role of Self-Help Groups (SHGs) in fostering community development.

A Day with the Sick:

Initiative: Organized "A Day with the Sick" event, cantered on individuals facing health challenges.

Outcome: Promoted a holistic approach to community well-being.

Old Age Home Visit:

Initiative: Conducted visits to Old Age Homes, providing support and companionship to elderly residents.

Outcome: Successfully offered support and companionship to the elderly residents, enhancing their well-being and quality of life.

Puzhayozhukatte **Programme** : NSS volunteers of the College conducted a programme named *Puzhayozhukatte* which focussed on cleaning of water sources such as river and streams in the neighbourhood area.

Share and Care - Munnar Tea Plantations:

Initiative: "Share and Care" program focused on providing financial support to labourers in Munnar Tea Plantations.

Outcome: Successfully provided financial support to labourers, addressing their immediate needs and enhancing their well-being.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2

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

Response:

Pavanatma College has always been dedicated not only to academic excellence but also to community service. In August 2018, the faculty members of Pavanatma College exhibited outstanding commitment and resilience during the devastating floods that struck the region. Their selfless service in the flood relief camps did not go unnoticed, earning us a Certificate of Recognition from the Vathikkudy Grama Panchayath, Idukki district.

In August 2018, unprecedented floods wreaked havoc across Idukki district, posing a severe threat to the local communities. Recognizing the urgency of the situation, the faculty members of Pavanatma College promptly stepped forward to volunteer their time and skills in the flood relief camps. In acknowledgment of their exceptional service, the Vathikkudy Grama Panchayath, Idukki, honored the faculty members of Pavanatma College with Certificates of Recognition.

In the face of the unprecedented challenges brought about by the COVID-19 pandemic, the faculty members of Pavanatma College demonstrated unwavering commitment to community service. Ms. Jeejamol Joseph's remarkable contribution as a data entry operator during (06/05/2021 to 18/08/2021) the pandemic caught the attention of the Primary Health Centre, Vathikkudy Grama Panchayath, Idukki, leading to a Certificate of Recognition.

The Vathikudy Grama Panchayath issued a certificate in recognition of our outstanding contribution in the construction of the road at Perinjankutty (26/12/2022 to 01/01/2023) (Ward 5). The National Service Scheme (NSS Unit No. 56A&B) volunteers of Pavanatma College have demonstrated exemplary dedication and hard work in completing this important project, which has greatly benefited the community.

In response to the unique challenges posed by the COVID-19 pandemic, the election authorities recognized the exceptional efforts of individuals who served on election duty during this period. The Certificate of Appreciation was secured by Dr. Saji Joseph and Dr. Kiran Mathew, faculty members of the college, not only as a formal acknowledgment but also as a token of gratitude for the dedication exhibited by the election duty personnel. The certificates served as a symbol of gratitude and recognition for those who played a crucial part in ensuring the continuity of the electoral process during difficult times.

On 26 November 2022, a road accident occurred near Oonnukal Ernakulam District, necessitating immediate intervention. Mr. Boby Thomas, a faculty member at the college, demonstrated exceptional courage and presence of mind by offering timely assistance to the victims until the arrival of emergency services. The Kerala Police Department, acknowledging his praiseworthy act, extended an Appreciation Certificate in recognition of his exemplary service.

The Appreciation Certificate from Mahatma Gandhi University stands as a testament to the successful organization of the All India and South Zone Inter-University Women's Volleyball Championship in the College. The certificate serves as a symbol of recognition for the efforts of the organizing committee and reinforces the importance of hosting inclusive and well-executed sporting events within the university community.

Other than the aforesaid recognitions the institution has credited with appreciation certificate for

1. CMDRF
2. Paliative Care Visit
3. Sneha Bahavan Visit
4. Waste Management

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.3

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

Response: 42

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	5	2	13	6

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.5 Collaboration

3.5.1

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

Response: 21

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Pavanatma College has excellent infrastructure facility in terms of building space, library, research and sports infrastructure. It offers both the physical and learning infrastructure to support ten UG courses, six PG courses and a research centre in a campus area of 18 acres. For monitoring the infrastructural requirements of the college, as documented in its strategic plan, a building committee is functioning in the institution.

The Campus

The campus comprises of 6 blocks: 1. A Block 2.B Block 3. C Block. 4. Ladies Hostel-1 5. Ladies Hostel-2 6. Sports Complex. The student- friendly campus provides the students with sufficient facilities for their curricular and co-curricular engagements and space for their cultural and sporting activities.

Classrooms

- There are **45** spacious classrooms, 11 staffrooms and 2 non-teaching staffrooms.
- 39 classrooms are ICT enabled with Wi-fi/LAN facility.
- There are 3 multi-purpose seminar halls and one conference hall.

ICT facilities

ICT facilities include:

- Pavanatma Academic and Administrative Management System-PAAMS
- Integrated Library Management System- KOHA
- Google Workspace Subscription
- D-Space - the digital repository
- RFID-enabled entry-exit in Library

Laboratories

There are

- 4 science laboratories
- 4 computer labs
- Multi-media cum e-content development centre.

Sports and Cultural Facilities

- Outdoor stadium of 6000 sq. m suitable for outdoor games such as Football, Cricket, Tug of War and track & field competitions.
- Indoor Stadium of 1320 sq. m. suitable to conduct games such as shuttle Badminton, Volleyball, Table Tennis, Weight Lifting and Power Lifting.
- Outdoor Volleyball court: Volleyball court with fencing was a venue of the All India Inter University Volleyball Championship 2022-23.
- Mini Football court: A mini Football field with fencing also available Football.
- Gymnasium
- Yoga Centre
- Basketball court

Facilities for Cultural Activities

- Auditorium with seating capacity of 1000 students
- Three seminar halls
- Two outdoor open stages

Administrative Facilities

- Principal's Office
- Vice Principal's Office
- Manager's Office
- Bursar's Office
- Administrative Office
- Exam Office
- IQAC office

Library

The college library has a seating capacity of 100 and a built-up area of 600 sq. m., having the following facilities:

- Integrated Library Management System KOHA
- RFID-enabled entry and Exit system
- D –Space, the Digital Repository
- E-Learning Centre
- Interactive Learning Space
- Reprographic Centre

Green Facilities

- The solar panel of 15 KW
- Poly House
- Rainwater harvesting
- Biogas Plant
- Sanitary pad digester
- Incinerators

Other Common Facilities

- Histo- Museum
- Divyangjan-friendly facilities: washrooms, ramps, wheelchair
- Reprographic Centre
- NCC, NSS offices
- Counseling Room
- Two well-maintained wells with pumping system and water purifiers.
- Ladies Hostels
- Staff quarters -5
- Canteen
- Ladies' Waiting Room
- Diesel Power Generator
- Guest Room
- Visitors Lounge
- Parking Lot for staff and students

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.1.2

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

Response: 33.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
40.04	35.87	68.33	59.81	56.91

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library has an excellent array of resources in its collection. Users have access to 20,525 books, which offer a wealth of knowledge in many areas. The library keeps subscriptions to 35 magazines, 18 journals, and 7 newspapers. The library embraces technology in addition to traditional printed resources to improve the user experience. Access to more than 500 bound volumes is provided. During the last 5 years Rs 983708/- spent on purchasing books, journals and periodicals.

- Total library floor area: 5400 Sq. ft. with circulation counter, reference section, reading area, Librarian's office, Info lab and multimedia room.
- The library is open from 8:30 AM to 5 PM every working day.
- The Library is fully automated with KOHA, a free and open source Library Management System, since 2019.
- The Online Public Access Catalogue enables students to browse the library resources.
- RFID-enabled ID cards are used for tracking the entry and exit and for recording the library usage of students and staff.

Details of Library Automation :

Integrated Library Management Software	KOHA
Year of Automation	2019
Nature of Automation	Fully Automated
Version	20.11.02.000.

Automated Facilities:

- D-Space - the Digital Repository: Digital repositories include e-books, Projects, current content services, and previous year question papers.
- RFID based entry-exit system.
- Integration of bar code reading facility server with high configuration.
- Online access to N List resources such as books, journals and other resources through the college library's webpage.
- Display of new arrivals in display boards.
- The library is fully wi-fi enabled to access online content.
- Dedicated e-learning space inside the library.
- Differently abled friendly reading software.

Other Services

- Reprographic facility.
- A library committee monitors all the activities of the library.
- The library takes initiatives for conducting orientation programmes, Reader's Week celebrations etc. and for arranging students internships.
- A special reference section serves the varied interests of students and staff. Resources on teacher publications, career advice, Shakespeare's collection, Gandhian studies, manuscripts, and materials for various competitive tests are included in this section.
- The library provides free internet service.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

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

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

Response:

The ICT policy of the college aims to encourage students and faculty members to make optimum use of the internet and other electronic communication options. The College has constituted an ICT committee consisting of the Principal, the Vice Principal, the HoD of Computer Science, and Coordinator of the Website Maintenance Committee and the Librarian.

Functions of the ICT Committee

1. Improvement of the IT infrastructure.
2. Conducts ICT audit regularly and make recommendations to the management.
3. Regularly asses ICT requirements of the institution and takes appropriate measures.
4. Purchase of Computers and their accessories.
5. Organize Orientation programs for students and teachers on ICT.
6. Keeps ICT stock register.

The requirements of individual department can be submitted to the ICT committee through the specially designated WhatsApp group. Consequently, the internet speed has increased from 10Mbps to 300 Mbps during the last five years. Annual maintenance Contracts are in place for the maintenance and repair of IT infrastructure.

There are 88 computers in the college exclusively for student use. For automation of administrative procedures, there are   13 computers in the administrative office, departments, library, examination cell etc. All the class rooms are equipped with LCD projector and Wi-Fi connectivity. Some seminar halls have interactive boards for presentations.   All the department staff rooms and administrative office are equipped with computers, printers, internet and Wi-Fi.

Pavanatma Academic and Administration Management System (PAAMS) is indigenous software developed by IQAC for the academic and administrative management of the college. Parents and students can access the internal marks of students from the official college software PAAMS. It also enables the smooth implementation of the academic activities of the college and office.

Advanced softwares like TALLY, Matlab Amazon Kindle, college blogs, Canva, AI softwares, FLIP html, e- commerce platforms, e-books, Gretl etc. are also used by students. The faculty makes use of Google Classrooms and Google Workspace.

The college has four well-equipped computer labs with power backups. The college regularly provides ICT training to both staff and students. High-speed Internet facility (Bandwidth 300Mbps) provided by BSNL and Kerala Vision, connects the entire campus to the internet.

The library is automated with KOHA software, E-Gate register, and Web OPAC. Digital library, e-books and e-journals (via INFLIBNET) are also available. Barcode scanners are used in the library for regulating student entry/ exit.

Many sections of the administrative office make use of modules in PAAMS software. The equipment in the administrative office includes photocopier, duplex printers, ID card printing machine etc. in addition to computer system.

The college has a dynamic website which updates regularly. Website Maintenance committee is the in charge of updating the website.

- An LED Information Display wall is fixed in front of the office to circulate the college information daily.
- A centralized printing and scanning facility is available for the reprographic requirements of the college.

- The examination cell office is well-equipped with high-speed computers, printers, and copiers.
- A Full-time CCTV surveillance system is available in the institution and its premises.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3.2

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

Response: 12.37

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

Response: 82

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 38.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
70.42	44.73	43.42	71.76	68.92

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 53.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
519	701	546	670	593

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

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

Response: 36.61

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

2022-23	2021-22	2020-21	2019-20	2018-19
743	868	210	159	97

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

5.2.1

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

Response: 36.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
191	194	130	109	111

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

2022-23	2021-22	2020-21	2019-20	2018-19
394	459	392	369	380

13-05-2024 12:50:34

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

5.2.2

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

Response: 12.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	16	24	27	54

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

5.3 Student Participation and Activities

5.3.1

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

Response: 161

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

2022-23	2021-22	2020-21	2019-20	2018-19
73	27	14	22	25

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Response: 54.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
95	121	24	21	12

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The Institution has a registered Alumni Association, Pavanatma Alumni Association Murickassery (PAAM), under the Travancore-Cochin Literary, Scientific and Charitable Societies Act-1955, with Register No.: IDK/TC/378/2022. The President of the Alumni Association is the Principal of Pavanatma College. The Executive Committee comprises the President, Vice President, Working Presidents, General Secretary, and Members elected from the general body meetings. There is a faculty member in charge of the Alumni Association. The meetings of the Alumni Executive Committee are convened regularly. The departmental alumni meetings are also conducted on special occasions. Alumni have contributed to and supported the institution's activities in various capacities.

Functions and Mechanism of PAAM

The objective of PAAM is to function for maintaining an everlasting cordial relationship between the Alumni and *Alma mater*.

Coordination :

- There is a college-level Alumni coordinator for PAAM.
- There are department-level Alumni coordinators who coordinate the alumni engagements in the respective Department.
- Alumni coordination is networked via Whatsapp Community, Instagram pages, Face Book pages etc.

Alumni Engagements:

1. Academic Support

The alumni, in their various capacities as academicians, researchers, corporate managers, and political and administrative leaders, offer their expertise in their respective areas such as **resource persons** for seminars and other enrichment programmes. They often visit their alma mater, **interact with the student community**, and motivate themselves to avail themselves of the opportunities to excel. The **joint meetings of the alumni and the faculty** provide a platform for **sharing teaching and learning experiences** and an opportunity for collecting **feedback** to improve the institution's curricular and co-curricular programmes.

2. Co-curricular, Infrastructure and Financial supports

The alumni generously support their respective departments in conducting various programmes, including social outreach initiatives.

- Actively supports placement training and the placement aspirations of students.
- Conducts placement drives for alumni and final year students.
- Alumni members extend support as resource persons for capacity enhancement programmes.
- Serve as resource persons for seminars and invited lectures organised by every department on relevant topics for the students of the undergraduate and post-graduate programmes.
- Motivational talks and career guidance classes given by alumni play a key role in grooming the careers of students.

- Alumni complement the quality improvement strategies of the college as members of IQAC.

- Prominent members of the alumni community contribute to the administrative process as members of the Governing Body.
- Partial financial support to construct a house for people in need also was offered by alumni.
- Alumni members sponsored books to the college library.

PAAM's diverse activities collectively contribute to the institution's academic excellence and the holistic development of its students. The association's unwavering commitment to foster a culture of learning, scientific inquiry, mentorship, and global engagement stands as a beacon for current students and an enduring testament to the enduring bond between alumni and their *alma mater*.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The vision of Pavanatma College aligns closely with the National Education Policy 2020, emphasising the creation of an inclusive and equitable education system that empowers individuals for societal, economic, and cultural advancement. The institution aspires to foster a learning environment that promotes creativity, critical thinking, and holistic development, instilling a strong sense of ethical and social responsibility.

The college's mission is centred on transformative changes in the education system, aiming for a learner-centric, flexible, and multidisciplinary approach aligned with the demands of the 21st century. Key objectives include reshaping curriculum and pedagogy to emphasise critical thinking, creativity, communication, and collaboration; addressing social and gender gaps; enhancing the quality of higher education through multidisciplinary approaches; investing in continuous professional development for educators; integrating technology for improved learning outcomes; and preparing students as responsible global citizens while maintaining cultural roots.

To ensure good governance, the management has established policies for timely grievance resolution, accountability in academic delivery through student feedback, transparency in academic details, availability of regulations in handbooks, and effective communication through circulars and notices.

The college operates with a decentralised and participatory governance model. The Administrative Council holds the responsibility of formulating policies and evaluating actions, recommendations, and requests from the Staff Council, various committees, and planning groups within the college. This council amends and guides planning processes, suggesting policies and procedures to address evolving student needs. Its members include the College Manager, the Secretary of the Corporate Educational Agency, the Bursar, the Principal, and the Vice Principal.

Functioning as an advisory body to the Administrative Council, the Managing Board, chaired by the manager, comprises academicians, community leaders, and administrators. This board directs and advises the administrative council on strategies for quality improvement aligned with the college's mission, vision, quality policy, and objectives.

The college's governing body includes the manager, principal, bursar, a syndicate member, a senior faculty member, a junior faculty member, and an administrative staff representative.

. The IQAC, chaired by the principal and comprising nominated faculty representatives, is responsible for setting quality standards, proposing improvement strategies, and evaluating the institution's attributes based on its vision, mission, and core values.

The Staff Council, led by the principal and comprised of elected and nominated faculty members, assesses reports and proposals from various units like cells, clubs, forums, departments, and committees, advising the principal on strategies for enhancing different aspects of the college.

Operational within the institution for decentralised governance are various cells and committees, such as the Anti-Ragging Committee, Anti-Ragging Squad, OBE Cell, NEP Implementation Cell, Prevention of Sexual Harassment Committee, Students Union, Ethics Committee, SC/ST Monitoring Cell, Internal Complaints Committee, Grievance Redressal Committee, Student Discipline Committee, Finance Committee, Planning and Evaluation Committee, Purchase Committee, Admission Committee, Student Welfare Committee, Library Committee, and Examination Committee. NEP Cell is a specialized committee established within the college administration to oversee and facilitate the implementation of the National Education Policy of 2020 (NEP). Workshops were conducted on the curriculum framework for the faculties of the institution.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The college sets various benchmarks to ensure openness and transparency, encompassing admissions criteria, processes, and quotas. These benchmarks are established in compliance with University rules and relevant government requirements.

Different committees, such as the administrative, academic and infrastructure committees, are designed to meet the objectives of future plans. The administrative committee includes various subcommittees, such as the administrative council, staff council, and management board. The administrative council is typically responsible for making decisions related to administrative policies, procedures, and overall management strategies. The Administrative Council oversees the recruitment of qualified faculty for all college programs. The primary role of the Staff Council is to address and advocate for the interests and concerns of the staff. The Management Board is often responsible for making strategic decisions, setting long-term goals, and overseeing the overall direction and financial health of the institution.

Academic committees consist of the IQAC, Curriculum Planning and Implementation Committee (CPIC), Student Academic Support Cell (SASC), Equal Opportunity Cell, Scholarship, and Diploma cells. The Curriculum Planning and Implementation Committee (CPIC) is in charge of designing, implementing, and reviewing the curriculum of different programmes at the college in accordance with its mission and vision. The IQAC, chaired by the principal and comprising nominated faculty representatives, is responsible for setting quality standards, proposing improvement strategies, and evaluating the institution's attributes based on its vision, mission, and core values. The Diploma Cell is

responsible for overseeing and managing the processes related to the awarding of diplomas or certificates. The committee assesses the curriculum and academic requirements of diploma programmes to ensure they meet the necessary standards and objectives. The primary goal of the Equal Opportunity Cell is to create an inclusive environment where everyone has fair and equitable access to educational and professional opportunities. The admission policy of the college has provisions to include a maximum number of students from various marginalised or weaker sections of the society. The PTA of Pavanatma College serves as a platform for parents and teachers to communicate on various matters related to the institution and the academic aspects of students.

The infrastructure committee is responsible for overseeing, managing, and making decisions related to the physical and technological infrastructure. To provide students with cutting-edge technology, the college regularly upgrades its infrastructure in line with technological advancements. The Library Committee ensures the effective functioning of the library, promotes the use of library resources, and contributes to the academic and research needs of the college community.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Performance Appraisal System

- **Teaching staff**

The teacher, as a person and teacher as performer, is appraised through his/her implementation of innovative methodologies in classroom lectures, seminars, tutorials, course delivery, question paper setting and evaluation, updating of materials etc.

- The performance of each faculty member is assessed according to the Annual Self-Assessment for the Performance Based Appraisal System (PBAS).
- Promotions are based on the PBAS Performa for UGC Career Advancement Scheme (CAS) that is based on the API score.
- The college undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities.
- Teacher Performance Record (TPR) is given to each teacher at the beginning of every academic year to record their everyday engagements. It is used for recording the day to day academic and co-curricular activities of teachers every day. All details pertaining to lesson plans, tests, assignments, projects, and mentoring, tutoring, remedial classes, leave taken etc. are recorded. It is recorded daily by the faculties and submitted to the Principal monthly.
- Feedback is collected from the students regarding the performance of the faculty members and the result is made available to the faculty members.

- **Non-Teaching staff**

The non-teaching staff members are encouraged to attend departmental tests for promotion. Their promotions are based on their performance and departmental test results.Non teaching staff have to submit Annual Performance Self Appraisal.

Welfare measures for teaching and non-teaching staff

College recognizes employees as the most valuable resource and has welfare measures which enable them to develop and optimize their full potential. The welfare measures for teaching Staff and non-teaching staff are given below.

- Provident Fund
- Group Insurance Scheme
- State Life Insurance
- Group Personal Accident Insurance Scheme
- Statutory Pension
- Contributory Pension
- PF Temporary Loan
- PF Non-Refundable Advance
- Teachers' Society
- Earned Leave and Its encashment
- Reimbursement of Medical Expenses
- Medical Insurance – MEDISEP
- Annual Increments
- Promotion and Change of Pay Scale
- Festival Allowance
- Dearness Allowance Enhancements
- Casual leave
- Earned Leave
- Maternity Leave/ Paternity Leave
- Duty Leave
- Festival advance
- College canteen
- Indoor stadium
- A fitness center is functioning in the college.
- Library and reprographic center
- Worship Place / Chapel

Avenues for career development/progression

- The faculty members are encouraged to apply for various projects offered by UGC and other recognized institutions and bodies.
- Financial assistance is provided to the faculty members for attending conferences and workshops.
- No objection Certificate is given by the management for doing higher studies (Ph.D.).
- Faculty members are provided an opportunity to access all the resources and utilize the

infrastructure facilities of the institution without any restrictions (time limit) for pursuing higher qualifications like PhD and other career related activities.

- Faculty members are permitted to avail commuted leave for attending course work.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.3.2

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

Response: 1

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	2	0

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

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes

(FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 3.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	2	00	00

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	16	18	18	14

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Pavanatma College places a strong emphasis on the strategic mobilization and efficient utilization of resources and funds from a variety of sources, including both government and non-government organizations.

The college's commitment to resource mobilization is evident in its proactive engagement with multiple stakeholders. To secure funding from government agencies, the college works closely with relevant ministries and departments. It actively participates in government initiatives and programs aimed at advancing education, research, and community development. The college sometimes employs a practice of letting out the premises on holidays for rentals.

Furthermore, Pavanatma College actively seeks partnerships with non-government organizations (NGOs) and other philanthropic entities. By identifying organizations that share common values and objectives, the college leverages external support to enhance its academic and extracurricular programs, infrastructure, and student services. Funds from the RUSA programme are utilized for the development of infrastructure and other avenues which are aimed at holistics education. A section in the administrative office is functioning well for handling accounts in this regard.

In addition to securing funds, the institution excels in the optimal utilization of these resources. The college's financial management team, in collaboration with academic and administrative units, such as the Finance Committee, Purchase Committee, Building Committee, ICT committee, and Infrastructure committee implements stringent financial planning and control mechanisms. The budget deficits, if any, are addressed through securing short term loans from financial institutions.

To maintain transparency and accountability in its financial operations, Pavanatma College conducts regular financial audits. These audits take two primary forms: internal and external.

Internal audits are carried out by the college's own team of auditors, who meticulously examine the financial records and transactions. This internal oversight helps to identify and rectify any discrepancies or inefficiencies in the college's financial operations promptly. It also ensures compliance with established financial policies and practices. Besides the internal financial audit the college conducts Infrastructure audit, ICT audit, etc. internally on periodical intervals.

External audits, on the other hand, are conducted by independent, accredited auditing firms. These external audits provide an additional layer of accountability and transparency, offering an unbiased assessment of the institution's financial health and practices. They help to instill confidence among stakeholders, as well as government bodies and other donors, by demonstrating that the institution is adhering to best financial practices and regulatory requirements. Furthermore, DCE Audit, DD Audit, AG Audit, etc. are conducted to focus on the financial transparency of the administrative office.

In short, the strategies for resource mobilization and financial management at Pavanatma College are essential components of its success and sustainability. By actively engaging with various funding sources, the college diversifies its financial base, reducing dependence on any single entity. Simultaneously, the commitment to regular financial audits, both internal and external, showcases the institution's dedication to responsible financial stewardship. This holistic approach ensures that the college can effectively pursue its educational mission and vision while maintaining the highest standards of financial integrity and accountability.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) of Pavanatma College plays a pivotal role in enhancing the quality of education and institutionalizing robust quality assurance strategies and processes. It ensures that the college continually improves and aligns itself with the highest educational standards.

IQAC's primary function is to review and monitor periodically various aspects of the college's operations - teaching and learning processes, structures, methodologies, and learning outcomes. By monitoring the functions of Quality Monitoring Groups (QMGs), IQAC ensures the promotion of curricular, student support and innovative programmes through the activities of Curriculum Planning and Implementation Committee, Students Academic Support Cell, Internal Examination Cell, Outcome Based Education Cell, Mentoring Cell, Grievance Redressal Cell, Career Guidance Cell, Innovative Teaching Promotion Cell, ICT Committee, etc. IQAC's significant contributions are listed below:

Teaching-Learning Processes: IQAC evaluates the effectiveness of teaching methodologies, curriculum design, and the utilization of instructional resources. By doing so, it ensures that the pedagogical methods employed are contemporary, engaging, and conducive to effective learning.

Operational Structure and Methodologies: Beyond academics, IQAC also examines the operational structure of the college. This includes the administrative processes, financial management, infrastructure maintenance, and other non-academic areas. By conducting regular assessments, IQAC identifies areas for improvement, streamlining processes to enhance efficiency and effectiveness.

Learning Outcomes: One of the key areas of focus for IQAC is the assessment of learning outcomes. This involves evaluating the knowledge, skills, and competencies that students acquire during their time at the college. By analyzing data and using various assessment tools, IQAC ensures that the educational objectives are met, and students are well-prepared for their future careers.

Incremental Improvement: IQAC maintains a record of incremental improvements made in various activities. This documentation is essential for tracking progress over time. By recording the changes implemented based on their recommendations, IQAC can demonstrate how these improvements have positively impacted the quality of education and the overall functioning of the college.

IQAC's work is rooted in a commitment to a culture of continuous improvement. It actively engages with faculty, staff, and students to gather feedback, which is then used to make decisions related to teaching and administrative processes. This participatory approach ensures that the entire college community is involved in the quality assurance process. Furthermore, IQAC is also responsible for preparing the college for accreditation and assessment by external quality assurance agencies. It helps in the preparation of self-study reports and other documentation required for these processes, ensuring that the college meets the necessary criteria and standards. It stands as a cornerstone of the institution's commitment to excellence in education. Its contributions are far-reaching, encompassing the review of teaching and learning processes, operational methodologies, and the assessment of learning outcomes. By recording and facilitating incremental improvements, IQAC ensures that the college is continually evolving and providing a high-quality educational experience to its students. This dedication to quality assurance not only benefits the institution but also upholds its reputation as a center of academic excellence.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender equity is an area that the College has consistently recognized as of vital importance in tune with its vision and mission. The efforts of the institution in this regard includes educating individuals about gender equity and enforcing measures for the eradication of gender discrimination.

The college has a **Gender sensitization policy** for ensuring a campus devoid of any gender barriers. To implement the procedures of the stated policy, different committees and cells frame and oversee gender-sensitization programmes regularly. Organizations like the **Women Cell, the Anti-Ragging Cell, the Prevention of Sexual Harassment Cell, etc.** are actively involved in gender sensitization initiatives. The College employs an open and transparent merit-based selection in the admission process, regardless of gender. The campus maintains a harmonious environment that is devoid of any trace of gender discrimination, providing equal opportunity for all.

The following are some of the gender sensitization initiatives of the college:

A. Cells and Committees

1.Women Cell – awareness the students about their rights, duties, protections etc.

2. Internal Complaints Committee (ICC) –This is a mandatorily constituted body, and the victim can approach ICC.

3. Lady Representatives in the administrative process especially in class representative and college union positions, seats are reserved for girl students.

4. Surveillance Cameras-Installation of surveillance cameras to ensure safety of all.

5. Grievance Redressal –Involved in redressing stakeholders' grievances, and ensuring gender equity and justice.

B. Counselling

The college has a three-tier mechanism to address the psycho-social problems faced by the students.

Under the mentoring cell, a strong mentor-mentee relationship is upheld to offer academic and personal guidance, and forms the first level of counselling.

C. Common Rooms/Facilities

1.Girls retiring room

2.Separate Washing and Toilet area for girls

4.Hostel- Two hostels specifically for girls.

5.Canteen

D. Gender Equity and Sensitization in Curricular Activities

1. The curriculum includes 18 courses that specifically address gender-related concerns.

2. In MA Malayalam, MA History, and BA English programmes, there are specialized courses that address gender issues.

3. There are 31 women faculty on the rolls which forms 46.96 % of the total faculty.

E. Co-curricular Activities

1.Gender sensitivity is imparted through various programmes organised by clubs and associations.

2.Major committees and cells like Women Cell, Anti-ragging cell, Internal Complaints Committee (ICC), NSS, NCC, IQAC and the Student Academic Support Cell organize programmes on gender related themes.

3.The college conducts gender awareness, anti-ragging and anti-sexual harassment campaigns on different occasions, particularly during student induction programmes.

4. Value Education : College provide value education programme to students once in a week.

F. Gender Sensitization Action Plan : College prepares an actional plan every year for the effective implementation of Gender related events.

G. Gender Sensitization Policy : This policy is the base on which Gender Sensitisation Programmes of the College are planned and implemented.

H. Gender Audit : Women Cell of the College regularly conducts Gender Audit.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

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

Response: C. 2 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

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

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.4

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

Response:

Pavanatma College is committed to ensure equality and fraternity among all its stake holders as stated in its equal opportunity policy. To monitor the institutional efforts in this regard, various cells and bodies of the college function in a participative manner. A single-window admission system of Pavanatma College ensures equal opportunities for everyone. Within the college, a spirit of unity flourishes, fostered by regular PTA meetings that bridge the gap between parents, teachers, and students.

Institutional efforts/initiatives in providing an inclusive environment i.e, tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic diversity

Pavanatma College recognizes the importance of celebrating diversity and social equality. The Women's cell actively advocates for gender equality and anti-harassment measures, empowering women both within the college and beyond. Legal aid classes equip students, particularly women, with knowledge of their legal rights, empowering them to navigate the complexities of the legal system.

Awareness of environment sustainability is achieved through the following.

- Energy, green and environment audits
- Nature club activities, Bhoomithra sena activities
- Herbal garden
- MOOC course on organic farming and organic manure making
- Palliative care and old age home visit
- Anti-drug awareness

- Cleaning drives
- Value education
- House construction by NSS
- Contributing mid-day meals to the old age home Snehabhavan.

Cultural, social and linguistic inclusion is achieved through the following activities

- *Ek Bharat Shreshta Bharat* programme
- Extension and outreach activities
- Arts fest
- Student;s union activities
- Association activities
- Onam and Christmas celebrations
- 'Malayali Manka' and 'Kerala Sreeman' competitions
- National days are commemorated with reverence

Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens

Elections to Staff Council and PTA mirror the national electoral processes, giving everyone a voice in shaping the college's destiny. The students' union elections not only nurture young minds in democratic practices but also function as a microcosm of democratic governance. An Electoral Literacy Club further reinforces this commitment, educating students about electoral procedures and fostering awareness. Moreover, teachers and non-teaching staff contribute to the democratic fabric of the nation by serving as Presiding and Polling officers in national and state elections.

NCC actively participates in national celebrations like Independence day and Republic day. NCC cadets participate in regular parades and camps. NCC equipping cadets with the knowledge, skills and values to be active and responsible Indian citizens.

Subjects like Environmental Studies and Human Rights ensuring a holistic understanding of these vital aspects of Indian society. The department of Mathematics organises a patriotic song competition *SWARAJ* on the occasion of independence day to inculcate spirits of patriotism and communal harmony among the students. Reminding everyone about human rights is done through programmes by various cells such as observance of human rights day, Hiroshima day, Gandhi Jayanthi and other days of national and international importance.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

(Best Institutional Practices – I, Herbal Garden & Herbarium)

Title of the Practice : "Herbal Garden & Herbarium: Promoting Biodiversity Conservation and Education"

Objectives of the Practice:

The objective of this best practice is to create an educational resource and a platform for biodiversity conservation by establishing an herbal garden & herbarium.

It aims to provide students and researchers with hands-on learning opportunities while preserving and cataloguing plant specimens. This practice aims to foster research, conservation, and education about herbal biodiversity. The underlying principles include hands-on learning, sustainability, and preserving indigenous herbal knowledge.

The Context:

In the context of higher education, there is a need to address the lack of practical, experiential learning opportunities in the field of biodiversity conservation. Challenges included limited access to preserved plant specimens and a disconnect between theoretical knowledge and practical application.

In our region, traditional herbal knowledge was at risk of being lost. Challenges included limited resources for herbal research and declining herbal biodiversity. To address this, we established a unique collaboration between our college's herbarium and herbal garden.

The Practice:

We established a herbal garden and preparing herbarium, where students and faculty of Bhoomithra and Nature club could collect, preserve, and catalogue of plant specimens. This practice integrates botanical knowledge with hands-on experience. Our herbarium, equipped with modern facilities, houses a collection of dried plant specimens, while the herbal garden showcases living plants and name boards. Students, researchers, and the community can access these resources for study and research on the same time public can donate plants.

Evidence of Success:

Over the years, our herbarium has grown to include hundreds of plant specimens, aiding research and education. Our herbarium has become a benchmark for other institutions. Since implementation, our herbarium-herbal garden collaboration has led to a 30 percent increase in student engagement in herbal studies.

Pavanatma Herbal Garden has more than 250 species of Medicinal Plant species. The plants are assigned with QR codes. With the help of QR scanner app, we can identify the scientific name and the common name along with its medicinal properties.

Problems Encountered and Resources Required:

Challenges included space constraints, initial costs for setting up the herbarium, and the need for skilled personnel. Challenges included securing funding for the herbal garden's establishment and maintaining the living plant specimens.

Methodology

It is under the initiative and interest of the Bhoomithra Club, the herbal garden is being developed and preserved in the campus. Watering, removing weeds, manuring, pruning, etc. are done by them. New varieties are cultured at home and brought to the garden. Rare species are brought from the tribal settlements. The medicinal value of the common plants found around are investigated during interactions with the tribal chieftains and aged people of the local population and are catalogued.

Contact details

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Name of the Institution:

Pavanatma College

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 (Best Institutional Practices – II, Palliative Home Care)

Objectives of the practice:

1. Provide awareness to stakeholders on the crucial need of extending support to the needy

2. Give opportunities to youth for palliative home care services

3. To inculcate values such as human dignity, empathy, and concern for the less privileged with the curriculum

4. To promote a culture of social life acknowledging the praiseworthy services of the elder generation

5. To facilitate holistic education, being responsive to the needs of the economically backward society

6. To enable students to be socially responsible and emotionally mature

The context

- There is a major category of people in every society which include the aged, bed-ridden, paralysed, economically backward, and seriously disease-affected. Though they had contributed much to the social development, now they are neglected and the younger generation doesn't know much about their role and services.
- Palliative Home Care is one of the courageous steps taken by the Civic bodies in Kerala which extends medical, paramedical, economic, and palliative care support to the bed ridden patients. With the collaboration of various departments such as Panchayaths, Medical practitioners, and a group of dedicated volunteers, the programme flourishes quite successfully in the state.

The Practice

- There are above 250 patients in the Vathikudy Grama Panchayath (where the college is situated) who receive palliative care regularly. The Panchayath Team has set apart 16 days per month for home care and the college team joins them once or twice a month. Medicare, food support, equipment, etc. are provided as per the requirement.
- The youth volunteers spend time with the patients- listening and sharing experiences, and entertaining them with variety cultural programmes.

Evidence of success

The following facts stand as testimony of the achievement of the objectives of the practice:

- Students return from the homes with a feeling of fulfilment and they determine to extend such supports to the society in their future.
- Without any external influence or force, they volunteer financial assistance to the needy families and hence the college keeps such a 'Voluntary Fund Rising'.
- The Panchayath authorities and the Medical Department express their appreciation on the special care and concern of the youth in this venture, without any inhibitions.
- Besides regular home care visits, the unit supports Palliative care activities of the panchayath

through cultural events, kit distributions, finance collection, etc.

- Voluntary membership in the unit and earnest participation in the home care stand as an indicator of the youth's social responsibility.

Problems encountered

- The major difficulty that we face is to coordinate the programme with the syllabus and curriculum. Since we run in short of time to complete the syllabus, most of the Saturdays are working either with regular or special classes. This leads to a practical difficulty in arranging the programme.

Resources required

- Transportation of the team to the homes is the only financial requirement for this practice. This is met by the team members.
- The most precious resource is of course, our time.

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File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Pavanatma College is located in the village Murickassery, which is pitifully backward even by the standards of the educationally and financially backward district of Idukki. During the inception time of the college in 1982, every human being in the region participated in the construction of the college building with utmost enthusiasm. People laboured without taking any wages, those who had timber contributed that for making furniture and the women even saved some rice every day from the meals of the family and contributed that too. The college opened the doors of higher education for the first time to the poor settlement farmers and the tribes of the region. Ever since its inception, Pavanatma College has been committed to fulfil the aspirations of the founders and the local population. Of late, a few colleges have been established in the high- ranges, some of them residential targeting the students of other parts of the country, but the local population still look at Pavanatma College as the only answer to the educational needs of their children because it offers high quality education for tribal people and low-income farmers. The campus is free from politics and the College offers a serene, cool, calm and pollution-free environment for academic pursuit.

One of the objectives of the college is to encourage higher education among the economically weak and poor sections of the community, irrespective of caste and creed. In accordance with its vision and mission, the college has always given utmost importance to the educational upliftment of the local population, especially women. Except for the first three years, the majority of the student community of the college comprised of women. They all were from the educationally and financially backward families of the region. Through the education they obtained from the college, many of them were able to secure jobs within the country and abroad leading to substantial financial progress of their families and the region as such. The following measures are taken by the college for promoting the education of women in the region.

1. As the transportation facility of the region is very insufficient, the girl students find it difficult to join an academic programme. To target this, the college has built two women's hostels in the campus. In addition to this, one more women hostel authorized by the institution is functioning near the campus. This is a relief to many girl students in their effort of pursuing higher studies.

2. The college gives preference to girl students in admission through management quota. As a result of the above initiatives, the new admissions of the college are predominantly women. In 2023-24, out of 851 students, 464 were women which accounts for 54.52 percent of the total students. The proportion of the women employees in the institution is also significant. Out of the 77 full time employees, 36 are women which comprises 46.75 of the total employees.

3.As the college is committed to women empowerment of the region, we give free training to self- help groups of local women in areas like computer accounting, paper carry bag preparation etc. Through its efforts like these, the college acknowledges the importance of the role of women in the effort of the nation for an Aatma Nirbhar Bharat.

4.At the time planning infrastructural developments special priorities are given to the needs and requirements of the women on the campus. Well-equipped facilities are available in the campus for the proper maintenance of the women on the campus.

5.The evaluation of the university examination scores of the students especially in the first 10 positions at the university level revealed that majority of them are women.

6. International Women's Day is celebrated with talks, discussions, exhibitions etc. Students participate in talk shows, sessions on financial security, physical safety, legal security, cyber security and medical awareness.

7.The analysis of the data relating to the aspects like rank holders, outstanding performers in sports and cultural events, placement, progression, competitive examinations and the recipients of "Chief Ministers Student Prathibha Scholarship" are revealed that the majority of them are of girl's students.

8.The college gives preference to girl students in conducting various national, state and university level programmes and events. The details of the programme are summarized below.

8.1. South Zone Inter University (Women) Volleyball Championship 2022-23:

Pavanatma College was selected as the venue of South Indian Inter University (Women) Volleyball Championship 2022-23 which was hosted by M.G.University. The event conducted from 27th December 2022- to 31st December 2022 at Pavanatma College. 62 south Indian University team consist of 744 participants participated and SRM IST Chennai and M. G University Kottayam were the winners and Runners up.

8.2 All India Inter University (Women) Volleyball Championship 2022-23:

Pavanatma College also organized All Indian Inter University (Women) Volleyball Championship 2022-23 which was hosted by Mahatma Gandhi university. The event conducted from 1st January 2023- to 6th January 2023 at Pavanatma college Indoor stadium and outdoor stadium. 16 university teams from 4 four zones of India (South-North-East-West) consist of 192 participants participated. SRM IST Chennai and Punjabi University Patiala were the winners and Runners ups.

8.3 National Classic Powerlifting Championship 2019 (Men & Women):

There are 640 participants represented all Indian states and union territories participated in the championship. The event conducted from 27th – 30th September 2019. The Indian team for the Asian Classic Powerlifting Championship at Almaty, Kazakhstan during 2–8 December 2019 was also selected from this Championship.

8.4 Mahatma Gandhi University Weightlifting (Men & Women) 2019-20:

Department of physical education, Pavanatma College Organized Mahatma Gandhi University Weightlifting (Men & Women) 2019-20 in the Pavanatma college Indoor stadium on November 2nd 2019. 35 college teams consist of 325 participants participated in the championship.

9.Conclusion

Girls and women need to be educated, but they also need to have access to the necessities of life. Every privilege enjoyed by males should be extended to women. Education is one of the main entitlements granted to women.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

Located in a tribal dominated and economically backward village of the western ghats region of Kerala, Pavanatma College cannot be a silent spectator to the requirements and aspirations of the local community. The college has always been in the forefront of initiating efforts for preserving the unique practices and culture of the tribal population. The college has established a tribal study centre with an objective of preserving the language, folklore, customs and arts, and for recording the history of the tribes that has passed through the generations orally. The college is proud to have the tribal King Binu Raja Mannan himself as the Advisor to Tribal Study Centre. The herbal medicinal practices of the tribal people have influenced the college in establishing a Herbal Garden with rare herbs found only in the Western Ghats. The Histo-museum of the college is a rare collection of ancient relics, utensils, burial urns and tools of the region, the history of which dates back right to the stone ages.

The college has been actively involved in many campaigns of social relevance. The college offered itself as a flood relief camp during the great Kerala Floods in 2018, where its staff and students were active relief workers and volunteers. During the Covid times in 2020, staff of the college volunteered in the campaign for pandemic control.

Despite being located in a remote area, the college has been a fore-runner in appearing for the accreditation process, with its first cycle of accreditation in 1999, and the establishment of the IQAC in 1995. The college also established the NME-ICT facility very early and has been in the N-List top-users list during March 2021. The College was able to conduct three national sports championships within a span of 5 years.

The history of the college is one of untiring determination to continue its pursuit for excellence, as envisaged in its mission statement. A day's activities in the campus may end with the National Anthem, but the young minds that have been enlightened there through decades are perpetuating the legacy of Pavanatma College across continents.

Concluding Remarks :

Established in 1982, Pavanatma College caters to the educational needs of migrant farmers and tribal communities in Idukki, Kerala. A trailblazer in holistic education, the college fosters intellectual strength, social responsibility, emotional maturity, and self-reliance. Adopting a student-centric approach, it provides an ideal learning environment through various add-on programs.

The institution achieved a significant milestone with the introduction of the self-designed software application

"PAAMS," automating administrative and academic procedures. This innovation enhances the efficiency of institutional processes, addressing under-performance effectively. Additionally, the post-accreditation period witnessed the institutionalization of monitoring and review through streamlined committees and cells, such as CPIC, ITPC, Outreach cell, SASC, Feedback cell, and Quality Monitoring Groups.

The college embraced ICT-enabled teaching and evaluation methodologies post-Covid, offering add-on programs and special classes predominantly online to address transportation challenges. Leveraging Google Workspace, assignments, tests, and course materials are distributed through online classrooms.

A noteworthy accomplishment is the adoption of the Outcome-Based Education (OBE) structure in the curriculum, signifying a pedagogical shift. Automated OBE assessment expedites grade card availability. The college is poised to implement National Education Policy (NEP) provisions, forming an NEP cell to coordinate awareness programs, adhere to guidelines, and facilitate faculty participation in syllabus revision workshops.

Pavanatma College remains committed to its mission, bolstered by improved infrastructure, dedicated faculty, and a progressive student community. Overcoming geographical challenges with advancements in technology and communication, the college confidently strives to make a lasting impact on the local community in pursuit of its institutional mission.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : 75 Answer After DVV Verification :57
2.4.2	*Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)* 2.4.2.1. **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>38</td><td>38</td><td>36</td><td>34</td><td>28</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>19</td><td>19</td><td>14</td><td>15</td><td>11</td></tr></table> Remark : Input is edited from provided certificates from supporting documents .
3.3.1	**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years** 3.3.1.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>41</td><td>9</td><td>10</td><td>9</td><td>5</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>25</td><td>9</td><td>10</td><td>9</td><td>5</td></tr></table> Remark : Input is edited from clarification documents.
3.3.2	**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
27	25	13	3	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	3	3	4

Remark : Input is edited from clarification documents considereing only books and chapters having links along with them.

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

Answer before DVV Verification :
Answer After DVV Verification :21
Remark : Input is edited from supporting documents of copies of mou Collaborations with the sister institutions under the same Trust not to be included. |

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

4.3.2.1. **Number of computers available for students usage during the latest completed academic year:**
Answer before DVV Verification : 88
Answer after DVV Verification: 82

Remark : Input is edited from clarification documents. |

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
59.74	48.64	65.56	76.37	54.84

Answer After DVV Verification :

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

| 70.42 | 44.73 | 43.42 | 71.76 | 68.92 |

Remark : Input is edited from clarification documents.

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
810	1064	247	283	119

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
743	868	210	159	97

Remark : Input is edited from data template.

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

 5.2.1.1. **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**
Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
298	218	175	134	126

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
191	194	130	109	111

 5.2.1.2. **Number of outgoing students year wise during the last five years**
Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
394	459	392	369	380

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
394	459	392	369	380

Remark : Input is edited from clarification documents .

5.3.1	**Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years** 5.3.1.1. *Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years* Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
37	18	9	17	19 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
73	27	14	22	25 | Remark : Input is edited from supporting copies of the certificates .
6.3.2	**Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years** 6.3.2.1. **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
4	1	1	7	5 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	2	0 | Remark : financial support less than 2000 will not be considered input is edited according to it.
6.3.3	*Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years* 6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	10	2	58	66

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	2	00	00

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

Answer before DVV Verification:

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

7.1.2	**The Institution has facilities and initiatives for** 1. **Alternate sources of energy and energy conservation measures** 2. **Management of the various types of degradable and nondegradable waste** 3. **Water conservation** 4. **Green campus initiatives** 5. **Disabled-friendly, barrier free environment** Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: C. 2 of the above Remark : Input is edited from clarification geo tagged photographs.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 122 Answer after DVV Verification : 121
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification: |2022-23|2021-22|2020-21|2019-20|2018-19
---	---	---	---	---
60	60	60	60	60	 Answer After DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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60	60	60	60	59	