



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

GOVT. ARTS AND SCIENCE COLLEGE, CALICUT

GOVT. ARTS SCIENCE COLLEGE CALICUT, KOZHIKODE, KERALA-673018
673018

www.gasckkd.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

It is with great pleasure and a sense of accomplishment that the Government Arts & Science College, Calicut, presents this Self-Study Report (SSR) to the esteemed National Assessment and Accreditation Council (NAAC), for reaccreditation. This comprehensive analysis reflects the collective dedication of the entire academic community over the past six years following our last accreditation in 2017. The college is currently in the midst of its fourth cycle of accreditation, initially scheduled for 2022, but delayed due to covid pandemic.

The Government Arts & Science College, Calicut, stands as a testament to the historical aspirations of the marginalized communities in the Malabar region. The establishment of this college on 27th July 1964 was a result of visionary initiatives by the Government of Kerala, fulfilling the dream of providing modern and affordable higher education to all sections of society, particularly the economically disadvantaged. Despite initial challenges in a makeshift campus, the college found its permanent home in Meenchanda in 1970, embodying a commitment to academic excellence in a spacious environment. The College occupies a generous 20.15 acres of greenery within Kozhikode's city limits. We are currently celebrating the Diamond Jubilee of the college with yearlong academic and cultural activities. Affiliated to the University of Calicut, the college is recognized under 2(f) and 12(b) of UGC Act. Government Arts and Science College currently offers 12 undergraduate and 8 postgraduate programmes. The college also has 7 research departments to its credit. Today, the college boasts 2115 students, 92 teaching staff, 47 non-teaching staff, and a principal. Out of the 92 teachers, 55 hold Ph.D. degrees.

This Self-Study Report not only captures the achievements and endeavors of the college but also underscores our commitment to quality education, social commitment, and the pursuit of modernization. As we embark on the fourth cycle of accreditation, we extend our gratitude for the support received during the process. The college community envisions reaching new heights with additional programs and enhanced infrastructure. We look forward to the valuable insights and feedback from NAAC to further guide us in our continuous journey towards academic excellence and holistic development.

Vision

The Vision of the Institution is “TRANSFORMING GENERATIONS IN THE LIGHT OF WISDOM”

The college strives to be a premier destination of higher studies which moulds the minds of generations to meet the challenges of the time by offering them proper guidance and enlightenment.

Mission

The college has a well-defined mission- “TO IMPART QUALITY EDUCATION WITHOUT DISCRIMINATION”- which is displayed in important locations including the website of the college and calendar.

OBJECTIVES:

- To provide a platform for students, especially from socially and economically deprived sections of the society to pursue higher studies.
- To introduce relevant courses at the UG and PG level and promote research-oriented pursuits.
- To offer a space that caters to the co-curricular skills of the learners and nurture their innate talents and creative faculties.
- To equip students with the skills required to meet the changing trends in diverse professional fields.
- To transform the future generations into responsible and socially committed citizens.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Sixty years of meritorious service in the higher educational sector in the Malabar region, strong scaffold for marginalized community.
- The institution located at the heart of the city with natural beauty and easy accessibility.
- A perfect environment that fosters inclusivity, tolerance, and unity while strengthening the bonds of cooperation, and unity between students and faculty
- Skilled, committed, and highly qualified faculty, keen to contribute to the institution's growth
- Faculty members act as resource persons in a variety of academic groups and committees within higher education, including the University of Calicut, the Directorate of Collegiate Education, Govt. interview selection boards, etc.
- Rank holders at the University Examinations
- Dedicated and supportive administrative staff
- High gross enrolment ratio of SC/ST/OBC and female students
- Reservation rules are strictly followed in admission to UG, PG and PhD programmes
- Research oriented faculty with 7 research centres under University of Calicut with 26 research guides and 150 research scholars.
- Availability of WiFi enabled Class rooms and laboratory with ICT facility
- First Free WiFi - ICT enabled college campus in Kerala with MPLAD fund
- Effective Tutorial systems for value added education
- Remedial coaching given to weak students through Scholar Support Program
- Special training given to gifted students through Walk With a Scholar programme
- State and national award winning NSS and NCC units
- Large numbers of students qualify for educational scholarships under different schemes of state and national level.
- Student Amenity Centre and Ladies haven to cater to the diverse needs of the students.
- Excellent sports culture with remarkable achievements in sports and games
- Social outreach programmes such as Pain and Palliative Care
- Dynamic and supportive PTA
- Well-known alumni holding key positions across various fields
- Student support programmes like Earn While You Learn, Barrier Free campus, Young Innovators Program, etc.
- Hunger free campus initiatives to assist students from low-income backgrounds
- Serves as center for Sree Narayana Guru Open University, Calicut University Distance Education and Continuing Education
- College maintains a biodiversity park of its own named Sanjeevani Vanam
- Committed to environmental sustainability and practice ecological footprints

- Disabled friendly campus equipped with lift, ramp, softwares, handrails, wheelchairs, braille printer, etc.

Institutional Weakness

- Shortage of infrastructure, including computer labs, libraries, and classrooms, as a result of new courses and a yearly growth in student enrolment.
- Lack of modern lab equipment in science laboratory
- Absence of independent infrastructure such as audio visual theatre, boys' hostel, staff quarters, guest house and standard sports stadium
- Lack of international students
- The link between industry and academia needs to be strengthened, and incubation centres and start-ups need to be expanded in the future as they are not currently operational.
- Need to increase the Library Space/furniture, in the reference section and reading room to accommodate increasing number of students
- Limited career oriented/ skill development programmes due to shortage of funds
- Need strengthening of opportunities for industry and reputable national and international institutions to collaborate on projects, student exchanges, faculty exchanges, and on-the-job training.
- Lack of Income generation from consultancy services
- Lack of vocational and job oriented courses
- Old buildings need frequent maintenance
- College lacks academic autonomy being an affiliated College

Institutional Opportunity

- Four-year UG-degree programme offers greater opportunities for higher studies and career.
- Newly proposed academic programmes give more flexibility and improve employability.
- Alumni in national & international institutions provide exposure to present students
- Availability of UGC fund, Plan fund, PTA fund for development of the College.
- ASAP for enhancing the employability of students.
- Add-on courses and certificate courses improve students' employability
- Students have opportunities for overall growth through the several clubs and forums that are actively operating at the college.
- Students have access to interdisciplinary lectures and software training programs that promote their overall growth.
- Proximity of higher educational institutions like University of Calicut, NIT Calicut and research institutes like CWRDM, IIM, IISR, KSOM, ZSI, etc. give more opportunity for higher education
- There are many industries and startups in proximity of the college which creates employment opportunities for the students and scope for the college to establish collaborations.
- Collaboration on interdisciplinary research initiatives, conferences, and symposiums with surrounding universities and institutions create greater opportunities for educational and professional advancement.
- Various cultural activities and theatre workshops organized in the college encourage the students to opt for a career related to art and culture.
- Students who receive training in a variety of sports activities become more vibrant and motivated to pursue careers in sports.

Institutional Challenge

- Frequent transfer of teaching faculty as per the transfer norms stipulated by the government.
- Employability enhancement of students with course restructuring
- To strengthen the institution's efforts in career counselling and placement of students.
- Societal pressure to enroll in professional courses adversely affects enrollment in conventional courses.
- upgradation of college into an autonomous institution
- Loss of working days due to natural calamities like floods, contagious diseases like Nipah, Covid-19 etc.
- To improve the fitness & sports performance of the students with the limited sports infrastructure.
- Promoting consultancy service
- Lack of proper finishing school facility
- To bridge the gap between the existing curriculum and the industry requirements to increase employability of the students.
- Updating the existing infrastructure and ICT components, considering financial and space constraints.
- Availing funds from Governmental/Non-governmental agencies for quality research and overall growth of the institution.
- Networking with various institutions, for mutual benefit, sharing of resources, undertaking major projects etc
- Students' increasing preference to select foreign universities for UG and PG programmes.
- Introducing Visiting Faculty scheme to ensure student exposure to faculty of academic excellence

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Government Arts & Science College, Calicut is affiliated with the University of Calicut and adheres to the University's curriculum for its 12 undergraduate programs and 8 postgraduate programs. To ensure alignment with University standards, the college has implemented its own institutional-level curriculum planning and delivery mechanism. This includes various documented procedures such as the University academic calendar, the Annual Academic Calendar of the College, departmental action plans, examination schedules, result analysis, parent-teacher meetings and feedback mechanisms. The course delivery incorporates diverse learning methods, encompassing classroom sessions, workshops, seminars, bridge courses, certificate programs, field trips, project work, and assignments. Faculty employ a blended teaching-learning approach that merges traditional 'chalk and talk' methods with ICT-enabled tools. Continuous Internal Evaluation (CIE) of students is seamlessly integrated into the curriculum according to a timeline recommended by the CBCSS committee, within the framework set by the University. Internal Assessment encompasses tutorials, practical discussions, periodic assessments, class tests, student presentations, quizzes, and assignments. The institution maintains an effective feedback system that gathers and evaluates data, subsequently taking appropriate actions based on the feedback received. Analysis and reports from this feedback process are transparently published on the institutional website for public access.

The faculty members regularly enhance their academic and subject expertise through active participation in faculty development programs, curriculum evaluations, and engagement in Seminars/Workshops/Conferences. More than 50% of students have completed field projects, internships, or projects integrating skill enhancement and employability. The cross-cutting issues like environmental sustainability, professional ethics, human values, and gender equality are integrated into the curricula of different programmes. In addition, various

seminars, training sessions, workshops, public awareness campaigns, and days of observance are organised to integrate cross-cutting issues into the curriculum. The institution supplements the prescribed university syllabus with additional Add-on/Certificate courses to remain abreast of global updates. The college offers skill enhancement programmes through the Centre for Continuing Education (CCE), Govt. of Kerala.

Teaching-learning and Evaluation

Since the strength of quality education depends on the strategies adopted for the teaching and learning process, the staff council and IQAC are actively involved in taking appropriate initiatives to chart various academic activities well in advance. The academic calendar, master timetable and department timetables are prepared and published well in advance. ICT-enabled teaching and learning processes are ensured. Active involvement of teachers, students and parents in the teaching-learning process is ensured by organising regular staff meetings and PTA meetings. Orientation programmes are conducted for newly enrolled students and their parents. All the teachers have qualified NET, and 55 teachers have PhD. Faculty members of various disciplines regularly attend orientation, refresher and faculty development programmes.

The college follows the choice-based credit semester system at the U.G. and P.G. level regulated by the University of Calicut. The evaluation has two components: external and internal. The external evaluation, which consists of written examinations and practicals, is conducted as per the directions of the University. The internal component consists of continuous evaluation at the college level, monitored by the internal assessment committee. Grievances of the students are addressed promptly. The attainment of POs and COs is evaluated through internal and external assessments, students placement and progression, feedback, and research projects.

The college has recently integrated significant technology into its teaching and learning process. It has installed projectors in classrooms and given students access to INFLIBNET for academic resources. The college uses ICT-based, student-centred teaching-learning pedagogy. The teaching process includes flipped classrooms, peer teaching, projects, field trips, lectures given by invitation, conferences, visits to research facilities, project presentations, exhibitions, literary festivals, debates, case studies and theatre workshops. Students are encouraged to pursue courses in SWAYAM/NPTEL.

The college has a systematic process for collecting and analyzing the feedback of students, parents, and alumni regarding academic and non-academic activities, infrastructure, and other facilities. Adequate measures are taken to incorporate the changes that would benefit students and teachers and contribute to the institution's growth.

Research, Innovations and Extension

Govt Arts & Science College Calicut promotes innovation and knowledge transfer, offering numerous opportunities for students and staff. All innovation and extension initiatives are student-centred, ensuring their all-round development. The institution receives funding from governmental agencies such as SERB for research activities. Grant has been received from SERB amounting to Rs 117964.

The college has seven postgraduate and research departments—Commerce, Economics, Hindi, History, Malayalam, Physics and Statistics. With 39 research guides, college encourages students to explore research possibilities. There are 23 research guides who are faculty from other institutions.

Government Arts & Science College Research Journal is a peer-reviewed multi-disciplinary research journal providing a platform for disseminating research findings.

The institution's Entrepreneurship Development club serves as a platform for nurturing self-employment skills. The Young Innovators Programme (YIP) serves to develop a spirit of innovation and entrepreneurship. The college adopts a holistic approach to learning through various initiatives like English Language Teachers (ELT) Circle, 'Interact with Eminent Alumni' and 'Meet the Scholar'.

The institution has an IPR cell established to educate students and faculty about the importance of IPR.

The college promotes indigenous knowledge systems, such as dissemination of traditional medicinal knowledge, promotion of millets and Yoga. The college annually celebrates the formation of Kerala, and observes 'Premchand Jayanti', Hindi Fortnight, Malayalam Language Day fostering an appreciation of cultural heritage. The college hosts workshops on manuscript writing and folklore theatre, tribal music concerts, etc. aimed at promoting traditional arts and literature. The college organizes a variety of multidisciplinary seminars and workshops to introduce students to the latest research methodologies and innovations.

Faculty and students contribute regularly to UGC- CARE and other reputed publications and actively participate in national and international conferences.

The college has been actively involved in community outreach activities through NSS and NCC units and various clubs, and cells. The extension activities include pain and palliative care initiatives, environmental conservation, social work, assistance for the elderly and needy, disaster management, health awareness campaigns, blood donation camps *etc.*

The College has established collaborations and MoUs with various institutions to develop academic and practical knowledge and skill development through resource sharing.

Infrastructure and Learning Resources

The college has a sufficient number of classrooms in three blocks: the main, science, and Golden Jubilee blocks. The college has three seminar halls, one in the science block and two in the Golden Jubilee blocks. Laboratories of science departments are well furnished with sophisticated equipment for experiments. Separate buildings for the library, auditorium, canteen, student amenities, ladies' haven, sports complex, and girls' hostel. The college also has a post office and a cooperative store with photocopier facilities. The college canteen offers food for staff and students at subsidised rates. Wi-Fi connectivity is available on campus for teachers and students under the MPLAD fund. The institution has an open stage, a botanical garden and museum, a tissue culture lab, an examination control room, and separate rooms for IQAC, NCC, NSS, Women Cell, Counselling, student council, etc. Adequate infrastructure facilities are arranged for sports and games, and a fitness centre is provided to keep students physically fit. A spacious auditorium, large enough to host important functions, is an added advantage and, on occasions, public gatherings are held here. With a total area of 9606 sq. feet, the college library accommodates 150 students at a time. Online Public Access facility is available in the library.

KOHA library software is used for library services like issue and return of books, literature search and reference service. The library houses a large collection of books numbering 83898. The library provides internet access to students and staff. The college's academic community can use e-resources provided by INFLIBNET, which provides access to more than 6000 e-journals and thousands of e-books. N-List of INFLIBNET allows federated search, which helps access multiple databases through a single window on the INFLIBNET website. Books purchased during the last year were processed, and the details were provided on the computers for the benefit of users. Considering the importance of ICT, the e-learning environment is created in the classrooms with well-equipped smart boards, LCD projectors, audio-visual facilities and various ICT tools. This will enhance the learning process as well as the teaching experience.

Student Support and Progression

Excellent student support facilities are provided within and beyond the classroom, targeting the overall growth of the students. The college has established a robust mentorship and student support culture to promote its students' overall growth. Class tutors monitor students' participation in extracurricular, co-curricular, and academic activities and their punctuality and regularity. The college assists students in academic, co-curricular, and career placement, ensuring the overall development of their personalities along with academic excellence.

All the students benefit from governmental or non-governmental scholarships to pursue their studies. The total amount disbursed through scholarships/freeships was Rs.4,77,00,780/-

Students of the institution gained from 98 capacity-building and skill development initiatives, particularly emphasizing soft skills, life skills, communication skills, and ICT skills. Also, guidance for competitive examinations and career counselling offered by the different clubs and committees of the institution has supported more than 50% of the students. Forty-eight programmes in different categories, including workshops, PSC/Civil Service coaching and Job Fairs, were organized during 2018-23.

A prompt grievance redressal procedure operates on campus, assuring openness and compliance with UGC and KERALA government rules through the statutory bodies of the Grievance Redressal Committee (GRC), Anti-Ragging Committee (ARC), and Internal Complaints/Anti-sexual Harassment Committee (ICC). The college also has active SC/ST, OBC, Divyangjan Cells and Minority Welfare Committees, which monitor the academic and personal growth of the respective categories.

A good number of students go on to pursue higher education and jobs. Two hundred and sixty students have passed state/national/international level exams. Students have won 41 awards/prizes for outstanding performance in sports and cultural activities during the last five years. Students of the institution participated in 170 cultural and sports activities at collegiate/intercollegiate/university/state/national levels.

The Old Students Association (OSA), which is the official body of the college alumni, constantly supports the institution and its students in academic and non-academic endeavours.

Governance, Leadership and Management

The institution stands as a model of efficient governance and academic excellence, guided by democratic

principles and a commitment to continuous improvement and transparency in operations. As a government-run institution, the college adheres rigorously to established norms and regulations, overseeing quality policies and infrastructure development in line with governmental guidelines. Affiliated to the University of Calicut, the college maintains academic discourse directed by the university while administrative oversight falls under the Director of Collegiate Education, Government of Kerala.

At the helm of the college administration is the College Council, comprising the Principal, Vice-Principal, CDC, IQAC, all department heads, elected staff members, Librarian, and Senior Superintendent. This apex body convenes regularly to strategize and execute plans, supported by various committees like IQAC, Planning Board, Purchase Committee, and Discipline Committee. Strategic allocation of funds aligns with departmental needs, ensuring judicious use for planned activities and infrastructure enhancements.

Decisions taken at Council meetings are promptly disseminated to faculty through digital platforms and email, followed by departmental meetings to coordinate implementation. A robust committee structure, established through democratic processes involving stakeholders, addresses diverse aspects including grievances, admissions, anti-ragging, and minority affairs.

The college maintains a stringent performance appraisal system where faculty submit annual Performance Based Appraisal Reports, evaluated by department heads and forwarded to the Principal and IQAC. These reports, supported by relevant documentation, inform faculty placements and professional development. Additionally, regular departmental and council meetings facilitate continuous feedback and improvement opportunities for faculty members.

Financial transparency is ensured through internal audits conducted annually under the Directorate of Collegiate Education, with external audits overseen by the Accountant General's audit wing. Accounts related to PTA activities and sponsored events undergo scrutiny by Chartered Accountants, with corrective measures taken promptly in response to audit observations.

The IQAC plays a pivotal role in upholding institutional quality standards, facilitating regular meetings and preparing documents like the AQAR and SSR. The IQAC promotes a culture of quality enhancement and best practices across all college activities, integrating feedback from stakeholders and adapting to new state government initiatives efficiently.

Institutional Values and Best Practices

Government Arts & Science College, Calicut demonstrates a strong commitment to gender sensitivity through a series of comprehensive initiatives aimed at fostering a secure, inclusive, and healthy campus environment. The college undertakes a variety of programs, both curricular and co-curricular, along with infrastructure improvements and policy implementations to promote gender equality. To increase awareness of gender equality, the college organizes seminars, workshops, flash mobs, street plays, and other awareness programs.

Infrastructural support in the form of adequate toilets with essential amenities, a ladies' rest room called 'Ladies Haven' equipped with differently-abled toilets, wash areas, incinerators, napkin vending machines, and resting places are provided for female students and staff. We have a functional Student Grievance Cell and the Internal Complaints Committee established according to UGC guidelines.

The Barrier-Free Campus Initiative includes strategic measures and infrastructure improvements to enhance

accessibility and inclusivity, such as ramps, elevators, tactile pathways, and adapted restrooms and classrooms for students with diverse needs. The institution promotes national unity and cultural understanding by prominently displaying the Indian Constitution's Preamble, observing national days, and celebrating cultural events to foster brotherhood among students from different backgrounds.

Environmental sustainability is a key focus under the initiative 'Sanjeevanam', featuring the 'Sanjeevani Vanam' mini forest, which spans 2.47 acres in a busy urban area. The college strictly follows policies on environmental, green, energy, and waste management and enhances environmental awareness through outreach programs, tree planting drives, clean-up campaigns, national seminars, and surveys. Innovative environmental practices include collections of cacti and hydrophytes, an aquarium, vertical garden, micro green cultivation, kokedama making, plant displays, and greenhouses. The college has completed and certified environmental, energy, and green audits. The entire environmental activities are labelled as 'Sanjeevanam' and showcased as one of the best practices of the college.

Sahayog, the relief cell of the college provides comprehensive support and aid to the college community and beyond, addressing well-being and emergency support needs. The institutional distinctiveness is showcased through the "Community Nexus: Bridging Higher Education with Society" initiative, which aims to strengthen community bonds, enrich educational experiences, promote social responsibility, and address community needs through collaborative efforts.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|---|
| Name | GOVT. ARTS AND SCIENCE COLLEGE, CALICUT |
| Address | GOVT. ARTS SCIENCE COLLEGE CALICUT, KOZHIKODE, KERALA-673018 |
| City | CALICUT |
| State | Kerala |
| Pin | 673018 |
| Website | www.gasckkd.ac.in |

| Contacts for Communication | | | | | |
|----------------------------|----------|----------------------------|------------|-----|--------------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | PRIYA P | 0495-2320694 | 9447651659 | - | gasckkdprincipal@ gmail.com |
| IQAC / CIQA coordinator | SHYNI P. | 0495-2320694 | 9747873872 | - | shynip1981@gmail .com |

| Status of the Institution | |
|---------------------------|------------|
| Institution Status | Government |

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

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details | |
|-----------------------|--|
| | |

| State | University name | Document |
|--------|-----------------------|-------------------------------|
| Kerala | University Of Calicut | View Document |

| Details of UGC recognition | | |
|----------------------------|------------|-------------------------------|
| Under Section | Date | View Document |
| 2f of UGC | 29-07-1964 | View Document |
| 12B of UGC | 29-07-1964 | 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 | GOVT. ARTS SCIENCE COLLEGE CALICUT, KOZHIKODE, KERALA-673018 | Urban | 20.15 | 20081.94 |

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 | BA,Arabic And History, | 36 | HSE / Equivalent | English + Malayalam | 56 | 53 |
| UG | BA,English Language And Literature, | 36 | HSE / Equivalent | English | 56 | 53 |
| UG | BCom,Commerce, | 36 | HSE / Equivalent | English | 67 | 66 |
| UG | BA,History, | 36 | HSE / Equivalent | English | 69 | 66 |
| UG | BSc,Physics, | 36 | HSE / Equivalent | English | 54 | 44 |
| UG | BSc,Chemistry, | 36 | HSE / Equivalent | English | 54 | 46 |
| UG | BSc,Botany, | 36 | HSE / Equivalent | English | 50 | 45 |
| UG | BSc,Zoology , | 36 | HSE / Equivalent | English | 50 | 45 |
| UG | BSc,Mathematics, | 36 | HSE / Equivalent | English | 54 | 47 |
| UG | BA,Economics, | 36 | HSE / Equivalent | English | 69 | 63 |
| UG | BA,Malayalam, | 36 | HSE / Equivalent | English + Malayalam | 56 | 52 |
| UG | BA,Hindi Language And Literature, | 36 | HSE / Equivalent | English + Hindi | 56 | 51 |
| PG | MA,English Language And Literature, | 24 | Degree / Equivalent | English | 21 | 20 |
| PG | MCom,Commerce, | 24 | Degree / Equivalent | English | 27 | 24 |

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| | | | | | | |
|--------------------|---|----|------------------------|-----------|----|----|
| PG | MA,History, | 24 | Degree / Equivalent | English | 27 | 23 |
| PG | MSc,Physics, | 24 | Degree / Equivalent | English | 17 | 14 |
| PG | MSc,Statistic s, | 24 | Degree / Equivalent | English | 20 | 17 |
| PG | MA,Economi cs, | 24 | Degree / Equivalent | English | 27 | 25 |
| PG | MA,Malayal am, | 24 | Degree / Equivalent | Malayalam | 21 | 19 |
| PG | MA,Hindi Language And Literature, | 24 | Degree / Equivalent | Hindi | 27 | 25 |
| Doctoral (Ph.D) | PhD or DPhil ,Commerce, | 60 | Postgraduatio n | English | 18 | 9 |
| Doctoral (Ph.D) | PhD or DPhil,Histor y, | 60 | Postgraduatio n | English | 18 | 6 |
| Doctoral (Ph.D) | PhD or DPhil,Physic s, | 60 | Postgraduatio n | English | 38 | 7 |
| Doctoral (Ph.D) | PhD or DPhil ,Statistics, | 60 | Postgraduatio n | English | 20 | 7 |
| Doctoral (Ph.D) | PhD or DPhil ,Economics, | 60 | Postgraduatio n | English | 12 | 8 |
| Doctoral (Ph.D) | PhD or DPhil ,Malayalam, | 60 | Postgraduatio n | Malayalam | 86 | 41 |
| Doctoral (Ph.D) | PhD or DPhil,Hindi Language And Literature, | 60 | Postgraduatio n | Hindi | 70 | 26 |

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 | 3 | | | | 22 | | | | 67 | | | |
| Recruited | 1 | 2 | 0 | 3 | 11 | 11 | 0 | 22 | 29 | 38 | 0 | 67 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 47 |
| Recruited | 27 | 20 | 0 | 47 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

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

Qualification Details of the Teaching Staff

| 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/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 2 | 0 | 10 | 10 | 0 | 18 | 17 | 0 | 57 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 |
| PG | 0 | 0 | 0 | 2 | 1 | 0 | 10 | 20 | 0 | 33 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

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

Self Study Report of GOVT. ARTS AND SCIENCE COLLEGE, CALICUT

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|----------------------------|--------|---|-------------------------------|--------------|---------------------|-------|
| UG | Male | 415 | 4 | 0 | 0 | 419 |
| | Female | 1400 | 2 | 0 | 0 | 1402 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 26 | 0 | 0 | 0 | 26 |
| | Female | 267 | 1 | 0 | 0 | 268 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 32 | 0 | 0 | 0 | 32 |
| | Female | 72 | 0 | 0 | 0 | 72 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Certificate / Awareness | 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 | 22 | 28 | 37 | 22 |
| | Female | 73 | 73 | 75 | 80 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 11 | 7 | 10 | 6 |
| | Female | 21 | 26 | 21 | 27 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 13 | 25 | 21 | 22 |
| | Female | 125 | 117 | 134 | 107 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 62 | 66 | 50 | 47 |
| | Female | 275 | 277 | 332 | 293 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 35 | 37 | 44 | 50 |
| | Female | 83 | 88 | 92 | 76 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 720 | 744 | 816 | 730 |

Institutional preparedness for NEP

| | |
|--|---|
| <p>1. Multidisciplinary/interdisciplinary:</p> | <p>The College is well equipped to meet the transformative changes in education ushered in by the NEP. The staff and the students are aware that a more holistic, flexible, and multidisciplinary approach to education, aligned with the needs of the 21st century, and fostering a culture of innovation is the need of the hour. As an affiliated college to the University of Calicut, it has its limitation is framing curriculum and syllabus. The introduction of the Four-Year Undergraduate Program (FYUGP) is in tune with the University's response to the National Education Policy. This program aligns with the NEP's vision for a flexible and holistic approach to undergraduate education. In alignment with the principles of the</p> |
|--|---|

NEP, the institution has devised a strategic plan to evolve into a centre of holistic and interdisciplinary education, aiming to cultivate all facets of human development—intellectual, aesthetic, social, physical, emotional, and moral—in an integrated manner. The activities are structured as follows:

Multi-Disciplinary Curriculum: This structure provides flexibility for students to enter and exit the program at different points, catering to diverse educational and career needs. The curriculum includes core courses, electives, and a mix of arts, science, and vocational subjects, allowing students to tailor their education according to their interests and career aspirations.

Mix of Teaching Methods: The College utilises a mix of traditional and digital learning methods. Online resources, digital platforms, and virtual labs are integrated into the teaching process. This approach ensures that students are adept at using modern technology for learning and problem-solving.

Pedagogical Innovations-Focus on Learner-Centric Approaches: The new curriculum is equipped with active learning methodologies like project-based learning, flipped classroom, and experiential learning. The college utilizes all its digital platforms and e-learning resources to support blended learning environments.

Faculty Development and Training: As part of NEP implementation, History Department of the college organised a series of seminar on NEP 2020 where eminent personalities in the respective fields as resource persons.

Governance and Leadership- Institutional Governance: We have adapted the governance structures to support NEP goals, ensuring agility in decision-making and resource allocation.

Research and Innovation-Promoting a Research Culture: Each of the seven research departments promotes interdisciplinary research aligned with national and global priorities.

Inclusivity and Equity-Ensuring Inclusive Education: Implementation of policies and practices to ensure access, equity, and inclusion for all students, especially marginalized groups is a mission of the college. The college had a well-developed support systems like scholarships, mentoring programs, and accessible infrastructure to promote inclusive and equity education.

Digital Infrastructure and Resources-Enhancing Digital Capabilities: Every year the college invests in digital infrastructure to support online learning, virtual labs, and digital

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| | <p>libraries as per the NEP’s push for technology integration in the academic institutions. The college provides training for both faculty and students to effectively utilize digital tools and resources. Community Engagement and Outreach-Engagement with Society: We have a good record of community service projects, outreach, and partnerships programmes that showcase the students’ and faculty involvement in societal impact initiatives.</p> |
| <p>2. Academic bank of credits (ABC):</p> | <p>Government Arts and Science College Calicut, affiliated with the University of Calicut, is awaiting the implementation of the Academic Bank of Credits by the University. The institution has ensured that the staff and the students stay updated about NEP. The ABC will enable students for interdepartmental, interfaculty, and interuniversity credit transfers between institutions. The students get a lot more freedom to choose their academic and professional paths using the credit system. Students are encouraged to pursue courses in SWAYAM/NPTEL. Faculty members from various departments are part of the Board of Studies and are actively involved in the process of designing syllabi and textbooks as per the NEP. Faculty members are keen to update the syllabus offered for certificate courses every year and make it relevant to the requirements of students.</p> |
| <p>3. Skill development:</p> | <p>The FYUGP about to start in the college in each UG discipline includes courses designed to develop practical skills relevant to the job market. These could range from digital literacy to entrepreneurship. Internships and hands-on training are integrated into the program to ensure students gain real-world experience alongside academic knowledge. Each Departments of the college are under signing internship contract that foster collaboration with esteemed academic institutions and provide opportunities for students to engage in off-campus training and internships. The College has an efficient Career Guidance Cell which conducts various programmes, including workshops, seminars, and lectures, aimed at improving the soft skills and life skills of students. Training programmes tailored to suit the current demands of employment are organized. Placement-related training programmes, including mock interviews, resume writing workshops, workshops on LinkedIn, group discussions, leadership and team management, and</p> |

presentation skills, are organized. Career guidance programmes are regularly organized to improve the opportunities of students at higher education institutions and during placement drives. The college has a beautifully functioning Entrepreneurial Development (ED) Club that organises various skill development programmes. ED club of the college arranged various orientation classes and workshops on chocolate making, pottery painting, embroidery culinary arts using millets, notepad making etc. to interested students of the college. Certificate courses offered by various departments like the ones on stock market investment, programming softwares, research methodology focus on enhancing the skill of the students. The college organised various seminars and workshops on LMS and blended learning during the pandemic to equip teachers for the new modes of teaching. The college acts as a sub-centre of Centre for Continuing Education Kerala (CCEK) that imparts need-based training to the unemployed youth, provides special training for small-scale industries, publishes study material for regular and distance education programme, and conducts vocational training. Every year different skill oriented programmes like Professional Diploma in Shipping and Logistics, Professional Diploma in Industrial instrumentation & fire and safety, Professional Diploma in Electrical Engineering, Professional diploma in Mechanical and Automobile Engineering, Professional Diploma in Civil and Construction, Interior and Architecture, Advanced diploma in Logistics and Supply Chain Management, Professional Diploma in Banking and Finance, Professional Diploma in Fiber Optics and Digital Security Systems, Professional Diploma in Airport, Hospitality, Travel and tourism Management, Professional Diploma in fitness training etc., that cater with the current market needs are offered through CCEK.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

The institution upholds the honour of Indian culture and traditional knowledge systems. The college has faculties proficient in Hindi, Sanskrit, Malayalam and Arabic apart from English. The college offers mandatory second language courses for undergraduate students enabling them to access Indian values and get an overview of the local culture. The common course in English for UG

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| | <p>students also offers socially relevant texts for study such as Readings on Kerala, Readings from the Fringes etc. The postgraduate students are offered courses in Indian literature. Activities designed to inculcate respect towards one's country and mother tongue such as poetry writing, patriotic song competition, debates, theatre, folk art performances are regularly organized. The college observes various days such as the Mother Tongue Day, Kerala Piravi Day and organises events such as Vijnanotsavam, Vayanavaraghosham, Hindi Pakwada to spread the importance of Indian languages. We invite experts in various cultural art forms and languages to address the students. Field trips are organised to historically and culturally significant places to give a firsthand experience to the students of our rich culture and long history.</p> |
| <p>5. Focus on Outcome based education (OBE):</p> | <p>The teaching learning process of the college is purpose oriented, and each activity is a step towards achieving the predetermined learning outcomes at the course and program levels. The clearly defined, measurable, and achievable POs and COs are also in alignment with the institution's vision, mission and goals. IQAC has conducted a workshop in 2022-23 on CO and PO mapping for the teachers. The students have also been made aware of the expected outcomes of each course. Curriculum Mapping: The college has a well-functioning continuous assessment and feedback mechanisms to ensure these outcomes are met. Programme Outcome (PO) and Course Outcome (CO) are clearly defined in each syllabus. The curriculum and course outcomes are clearly explained to the students at the orientation programmes offered by the departments and is displayed on the notice boards and the website of the college. Design Teaching and Learning Activities: The college practices diverse and student-centered teaching methods that facilitate the attainment of these defined outcomes. Practical sessions, real-world applications, and problem-solving activities are incorporated to enhance learning. Each department plans activities and instructional methods that directly support the achievement of learning outcomes by encouraging active learning, critical thinking, and practical application through projects, case studies, and group work. Develop Assessment Strategies: The teaching learning process involves</p> |

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| | <p>various assessment formats such as quizzes, exams, assignments, projects and practicals that are directly aligned with learning outcomes. Collect and Analyse Data: Learning analytics and performance data is used to evaluate the attainment of outcomes.</p> <p>Feedback and Improvement: A regular review cycles to evaluate the effectiveness of the curriculum and teaching methods are established in the college. A full-fledged feedback analysis system works in the college. The college collects feedback from students, faculty, alumni, and industry to continuously enhance the educational process. They are examined and necessary actions are taken. Each departments maintain comprehensive records of learning outcomes, assessment tools, curriculum maps, and student performance data.</p> |
| 6. Distance education/online education: | <p>Online content creation and transaction is a hallmark of our system. The institution utilizes ICT to ensure that the teaching learning process happens smoothly. Classes happen online via Google Meet, Google classroom, recorded videos in YouTube and Zoom. Softcopies of study notes are shared. The students are encouraged to explore the possibilities of online education through SWAYAM/NPTEL. During the pandemic classes were handled online and students were supported to make the transition from offline to online. The college has made a significant technological integration into its teaching and learning process in recent years. It has installed projectors in classrooms and given students access to INFLIBNET for academic resources. The college uses ICT-based, student-centered teaching-learning pedagogy. The college facilitates distance learning and takes great pride in playing a role in helping people access education irrespective of their circumstances. We have collaborations with Sree Narayana Guru Open University, Kerala, Distance Education, Calicut University, Continuing Education, Kerala and our physical and human infrastructure have been continuously used for providing lifelong education. The college has signed an MoU with Sree Narayana Guru Open University and supports the students with online and offline resources. Our college is a sub-centre for the Centre for Continuing Education Kerala. Centre for Continuing Education (CE/A/384/13) Kerala imparts need-based training to the unemployed youth, provides special training for</p> |

| | |
|--|--|
| | <p>small-scale industries, publishes study material for regular and distance education programme, and conducts vocational training. The persistent effort of CCEK has been to make optimum use of the under-utilized infrastructure in educational institutions and make it income generating. The Centre is committed entirely to social upliftment besides the growth and development of technical education, industry and business. CCEK is offering the programmes through its sub-centers established at Government/Aided Engineering, Polytechnic, Arts & Science Colleges and VHS Schools across the State. Each sub-centre has an advisory committee comprising the College Principal, senior staff and the Manager of the Continuing Education Programme. Based on the Tri-party Memorandum of Understanding executed between CCEK, the concerned PSU .Programmes such as Professional Diploma in Shipping and Logistics, Advanced diploma in Logistics and Supply Chain Management [ADLSCM] etc are offered.</p> |
|--|--|

Institutional Initiatives for Electoral Literacy

| | |
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| <p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p> | <p>YES</p> |
| <p>2. Whether students’ co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p> | <p>Yes. Electoral literacy club is formed with Dr. Edakkotte Shaji, principal as the char person, Dr. Sathyan TV, Asso. Prof. of political science as convener, Dr. Sarada karangadan, Asst. Prof. of chemistry and Shyni P, Asst. Profosser of Physics as faculty representatives, Mridul KT and Arya PM as Student Representatives and Arun M as Office Staff representative.</p> |
| <p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p> | <p>Electoral Literacy Club (ELC) took initiatives aimed at engaging young citizens in the democratic process, enhancing their understanding of electoral processes, and encouraging active participation in elections. 1. Voter Registration Drives ELC organized special voter registration drives on college campuses to facilitate easy registration for students. Door-to-door campaigns were organized in communities to help eligible voters, including first-time voters, register for elections. 2. Volunteering in Electoral Processes Students were mobilized to assist in various electoral</p> |

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| | <p>processes, such as setting up polling booths, assisting with the verification of voter lists, and helping in the smooth conduct of elections. Students volunteer to assist elderly and differently-abled voters on election day, ensuring they have easy access to polling stations. 3. Voter Awareness Campaigns NSS organized awareness classes and interactive sessions to educate students about the importance of voting and how to vote correctly. Rallies conducted in the campus spread awareness about voting rights and the electoral process in an engaging and informative manner. ELC used social media platforms to reach a broader audience with messages about the importance of voting, how to register, and debunking myths about the electoral process. ELC Initiated pledge drives where students and community members commit to voting ethically and responsibly, avoiding any influence of money or gifts. ELC hosted ‘Meet the candidate’ campaign to spread awareness on impact on democracy and encouraging informed decision-making. ELC members arranged transport facilities for the elderly and disabled voters. These initiatives by Electoral Literacy Clubs help in fostering a culture of informed and active citizenship, ensuring that the younger generation and underrepresented sections of society are well-informed and enthusiastic participants in the democratic process.</p> |
| <p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p> | <p>College plays a pivotal role in advancing democratic values and promoting participation in electoral processes through a variety of socially relevant projects and initiatives. Here are some of the activities: ? Voter Education Campaigns: ELC organized campaigns to educate students and the wider community about the electoral process, the importance of voting, and how to register to vote. These drives include distributing informational brochures, holding informational sessions, and using digital platforms for outreach. ? Mock Elections: ELC conducted mock elections to give students a practical understanding of the voting process and the importance of making an informed choice. ? Educational Videos and Infographics: Students produces videos, infographics, and other multimedia content to simplify and explain complex electoral processes, the importance of voting, and how elections impact daily life. ? Social Media</p> |

| | |
|--|--|
| | <p>Campaigns: ELC uses social media to reach a broader audience with engaging content about voter registration deadlines, polling locations, and the significance of each vote. Regular college elections were held with the support of ELCs, allowing students to engage directly with the democratic process, thereby fostering civic responsibility and leadership. Additionally, ELCs initiated a Voter ID-Aadhaar Card Linking Campaign to streamline voter verification and enhance the accuracy of voter records.</p> |
| <p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p> | <p>A significant number of students above the age of 18 are yet to be enrolled as voters in the electoral roll. This issue arises from a combination of factors, including lack of awareness, bureaucratic hurdles, and misconceptions about the registration process. Campus voter registration drives organized within college make the voter registration process convenient and accessible for students. Student organization in collaboration with ELC set up help desks during peak times of the academic year, such as orientation weeks and before elections, to assist students with filling out registration forms and understanding the documentation required. ELC specially focusses on ensuring that all eligible students, including those from marginalized communities, are registered to vote.</p> |

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 |
|---------|---------|---------|---------|---------|
| 2115 | 2085 | 2108 | 1996 | 1910 |

| 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: 154

| 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 |
|---------|---------|---------|---------|---------|
| 92 | 93 | 92 | 92 | 89 |

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 |
|---------|---------|---------|---------|---------|
| 100.87 | 144.15 | 179.4 | 135.3 | 115.3 |

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:

Government Arts & Science College, Calicut, is committed to nurturing the overall growth of its students. The curriculum aligns with the standards set by the UGC and the university. Moreover, the institution employs creative approaches to cater to the diverse needs of students from various societal backgrounds.

The staff council is the governing body of the institution. Following the guidelines established in the council meetings, the IQAC prepare academic calendar and all teaching departments prepare action plans for the academic year. Clubs and committees for all college activities are formed at the beginning of the academic year, under the initiative of IQAC. The Continuous Internal Evaluation (CIE) is carried out in full compliance with both the institution's academic calendar and the University's schedule.

Department-level action plans encompass a preliminary schedule for internal examinations, anticipated dates for internal marks submission, syllabus allocation, department-specific activities, and department faculty's academic and administrative responsibilities. The department action plan also indicates the monthly split up of major academic events. After syllabus allocation, the pace of task completion is established, and this progress is recorded daily in the Teachers' Diary. In addition to traditional lectures, instructional approaches are enhanced with ICT-enabled sessions, and evaluation methods such as seminar presentations, assignments and discussions, and feedback mechanisms are employed to facilitate improvement. The CBCSS committee at the college is responsible for planning and overseeing internal tests, seminars and written assignments. Internal grades are published on the college website in a timely manner and uploaded to the university portal, once the grievances have been addressed. Following the administration of internal exams, departmental meetings are held to assess progress, engage with parents and deliberate on strategies for enhancement.

To facilitate the transition from higher secondary to higher education, departments conduct Bridge Courses at the beginning of the programs. Moreover, industrial visits and study tours are crafted to provide students with enhanced exposure in their respective disciplines. The diverse clubs operating within the college address the student's academic and non-academic requirements, enhancing the curriculum's values. Walk-With-Scholar, ASAP and Scholar Support Programme provide mentoring and opportunities to students in career development along with regular learning. Experiential learning, participative learning and problem-solving methodologies are employed to enrich educational experiences through the use of ICT tools.

The onset of the Covid lockdown and the subsequent shift to online teaching brought about new educational challenges. In response, the faculty took proactive measures to devise effective strategies for

delivering the curriculum through digital and online channels. Classes adhered to the schedule and were conducted via live sessions on platforms like Google Meet and Zoom and through pre-recorded content. Faculty members also underwent training to familiarise themselves with the essential tools required for successful online instruction. Moreover, faculty enhance their knowledge through engagement in workshops, training sessions, seminars, and faculty development programs.

All the individual departments arrange international or national seminars and invite expert speakers to broaden the student's knowledge domain. The college encourages inviting distinguished alumni to the departments for meaningful interactions with the students.

| 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: 76

| 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 |

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: 63.36

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 |
|---------|---------|---------|---------|---------|
| 1279 | 1346 | 1286 | 1271 | 1290 |

| 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:

Government Arts and Science College incorporates current social issues and perspectives on Professional Ethics, Gender, Human Values, Environment, and Sustainability into the curriculum through various means which include different courses offered in the syllabus, activities of clubs and committees, days of observances and other events like seminars, nature camps etc, undertaken by the college. Ongoing initiatives by clubs such as Women's Cell, NCC and NSS contribute to raising awareness among students about these crucial issues.

All the programmes offered at the college incorporate courses addressing topics on these cross cutting issues. Mandatory English courses cover various aspects of these issues and language courses in Arabic, Malayalam, Hindi and Sanskrit also touch upon gender, human values, environmental concerns and sustainability.

All undergraduate students undergo Audit Courses in the first four semesters, covering Environmental Studies, Disaster Management, Human Rights, and Gender Studies. Research scholars are urged to make use of the anti-plagiarism software to prepare their thesis. They are required to pass the "Research and Publication Ethics" course set by the University as a prerequisite for Pre-Qualifying Examination (PQE).

The undergraduate curriculum includes modules on academic honesty and a course on Consumer Protection Rights. In the B. Com program, there is a paper on 'Business Management' that discusses business ethics and another paper on 'Professional Business Skills' that is designed to enhance and broaden the students' professional competencies. Additionally, Science students are educated about maintaining ethical conduct while adhering to lab protocols.

In addition to all these, the different departments take the initiatives to conduct programmes related to

Environmental Studies, Disaster Management, Human Rights, and Gender Studies. The college offers a wide range of clubs, forums, and committees dedicated to addressing various issues. The Women's Cell of the college oversee Women's Day celebrations, seminars, and lectures on gender sensitization. Cells such as the OBC Cell, and SC/ST Cell support students from vulnerable backgrounds, teaching important lessons on human values and gender issues. Special days like Environment Day, Earth Day and Wetland Day raise awareness on environmental conservation and sustainability. NCC and NSS activities cover a range of topics to instil responsibility and accountability. The Students' Initiatives in Palliative Care program encourages students to assist those in need, while the Hunger Free Campus initiative provides free midday meals to students. The college ensures women's participation in various student organizations, promoting a deeper understanding of professional ethics, gender, human values, environment, and sustainability. This integration of cross-cutting issues enriches the curriculum and equips students to address these challenges effectively.

| 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: 48.94

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

Response: 1035

| 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 |
| 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: 92.52

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 |
|---------|---------|---------|---------|---------|
| 798 | 730 | 816 | 744 | 720 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 879 | 802 | 881 | 782 | 772 |

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](#)

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: 87.25

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 |
| 418 | 390 | 434 | 401 | 383 |

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 |
| 495 | 454 | 505 | 436 | 432 |

| 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 |

2.2 Student Teacher Ratio

2.2.1

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

Response: 22.99

2.3 Teaching- Learning Process

2.3.1

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

Response:

The institution embodies the spirit of student-centred teaching-learning methods. We offer every opportunity to the students to learn through reflection on doing. ICT tools are used efficiently to develop the 21st century skills of the digitally enhanced generation. We have incorporated a healthy mix of digital platforms and traditional teaching learning methods.

Experiential Learning

Field trips /industrial and research centre visits: field trips enrich and expand the curriculum, strengthen observation skills by immerses the learners into sensory activities.

Camps: Camps provide an environment where the learners can develop confidence, independence, social skills, leadership skills, and physical fitness.

Hands on training: boosts learning retention rates and reinforces theoretical concepts through active involvement.

Practical based experiential and self-learning: Learners enhance their knowledge and confidence when they perform various lab tests and experiments.

Participative Learning

Peer teaching: Helps the learners solidify their knowledge by teaching each other.

Group discussions / debates / group learning: They promote a deeper understanding of a topic and increase long-term retention.

Learning by teaching: The students are given opportunities to share their knowledge with their classmates and students from various schools.

Seminars: Enhance communication skills, facilitates the acquisition of in-depth knowledge and renews motivation.

Creative endeavours: The college nurtures the creative faculties of the students by conducting various events and competitions such as poster making, cartoon making, caption writing, calligraphy, essay writing, book reviews, patriotic song competition and quizzes.

Role plays: Role plays provide real-world scenarios to help students learn

Educational fest: Provide a platform for students to showcase unique talents and are important in the holistic development of the personality.

Invited talks & interaction with experts: Students get opportunities to build a rapport with potential mentors and professional experts in the field.

Exhibitions: Encourages students to engage with various concepts, make discoveries and share knowledge.

Workshops: Participants get a platform to engage in deep discussion, gain knowledge, discuss ideas, and

take part in practical activities on a particular subject.

Interaction with alumni: The students are given platforms to interact with the alumni and get better perspectives of the job market and academic progress.

Publications by students: Students are encouraged to publish their ideas in online and print mediums.

Problem solving methodologies methods

Projects: Students undertake different projects which involves identifying issues, challenges, forming hypothesis, planning methodology, analysing data and arriving at possible solutions.

Life skills and youth: We regularly organize training sessions to hone the life skills of the students.

Development of entrepreneurial skills: Entrepreneur skills are vital for promoting innovation, business growth and competitiveness.

Involvement in community-oriented activities: students are actively involved in organising various social service activities like vaccine awareness programmes, blood donation awareness, cleanliness drives, disaster management and road safety awareness programmes.

ICT enabled Teaching and Learning

ICT enabled classrooms, online resources like Google classroom, Google Meet, Zoom, N-List, Quizizz, Guess View, and other social media platforms facilitate an interdisciplinary approach to the teaching learning process.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload 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: 99.57

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 |
|---------|---------|---------|---------|---------|
| 92 | 93 | 93 | 92 | 90 |

| File Description | Document |
|---|-------------------------------|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | 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: 98.47

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 |
|---------|---------|---------|---------|---------|
| 92 | 93 | 91 | 90 | 85 |

| 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 |

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 internal/external assessment system of our college follows the undergraduate and postgraduate regulations issued by the University of Calicut. The evaluation process consists of External Evaluation (80%) and Internal assessment (20%).

External Evaluation

The external evaluation is conducted as per the directions of the University of Calicut through written examinations, projects, practical and viva-voce in a time bound manner. The students can address the grievances regarding the marks awarded by using the grievance redressal system of the University. Application for scrutiny/ revaluation/photocopies of the answer scripts should be submitted as per rules within the time permitted.

Internal Assessment

The internal evaluation is monitored by the Internal assessment committee of the college. The internal assessment is based on a predetermined transparent system. Internal assessment of the project is based on its content, method of presentation, final conclusion and orientation to research aptitude. Components with percentage of marks of Internal Evaluation of Theory Courses are-Test paper 40%, Assignment 20%, Seminar 20% and Class room participation based on attendance 20%. For practical courses - Record 60% and lab involvement 40% as far as internal is concerned. Internal assessment is systematically conducted before the external evaluation. The time table of the internal exams are scheduled by the internal assessment committee. The details of the evaluation process are also given in the college handbook. The internal assessment marks awarded to the students in each course in a semester is shared via WhatsApp groups apart from being published on the notice board and on the college website at least one week before the commencement of external examination. Parents Teachers Meetings are regularly held to discuss the progress of the students and address grievances.

Internal Grievance Redressal System

The college addresses the grievances raised by the students concerning the internal assessment in a time bound manner. The students have to sign the internal marks and only after a thorough verification is the data submitted to the university.

Three-Tier System

The grievances of the students are addressed via a three-tier system. The students can raise their concern to the individual teacher and if it is not solved satisfactorily, it can be forwarded to the head of the department. If the grievance remains unsolved it is then forwarded to the internal assessment monitoring committee of the college. The grievances can be submitted using the grievance redressal link given in the website of the college. Finally, the student can forward the unresolved grievance to the University.

The students and parents are made aware of the evaluation process during the time of admission and also during the orientation programme. A grievance redressal register is maintained by the departments and students can voice their complaints through the register. The students can address their grievance concerning seminars, tests, attendance and assignments. Necessary action like revaluations, retests and resubmissions are taken in a time bound manner. The action taken in each case is recorded in the register.

| 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:

Outcome-Based Education (OBE) is an educational approach that focuses on defining specific learning outcomes or competencies that students should demonstrate by the end of a learning experience, such as a course or program. In OBE, the emphasis is on what students should be able to do with their knowledge, rather than just what they know

Student-Centered Approach: OBE shifts the focus from teaching to learning, placing the learner at the centre of the educational process.

Assessment of Learning Outcomes: Assessment methods are aligned with learning outcomes and are designed to measure students' attainment of those outcomes.

Continuous Improvement: OBE promotes a culture of continuous improvement, where data on student performance are used to evaluate and enhance the effectiveness of teaching and learning practices.

The National Education Policy (NEP) is a comprehensive framework aimed at reforming India's education system. It seeks to address various challenges and modernize the educational landscape by emphasizing inclusivity, equity, quality, and flexibility. The NEP 2020 introduces several key reforms, including:

Curriculum Reforms: Flexible and multidisciplinary curricula to promote critical thinking, creativity, and conceptual understanding.

Vocational Education: Integration of vocational education from the secondary level to equip students with practical skills and enhance employability.

Multiple Entry and Exit Points: Introduction of multiple entry and exit points in higher education to provide flexibility and enable lifelong learning.

Evolution of POs, PSOs and COs

The IQAC of Govt. Arts and Science College Calicut are tasked with creating Program Outcomes (POs) that align with the institution's vision and mission. Crafting these POs entails a collaborative effort among faculty, administration, students, and industry experts. Additionally, Course Outcomes (COs) are tailored learning objectives designed at the departmental level, customized for each course in the curriculum

The following mechanism is followed by the institution to communicate the learning outcomes to the teachers and students.

Implementation to Teachers

- Faculty Development Programmes (FDP) and online classes were conducted to align the Vision and Mission of the college.
- Workshops on Outcome Based Education were conducted for faculty.
- The importance of learning outcomes has been communicated to teachers in every IQAC meeting and College Committee meeting.
- Department level meetings are held at the beginning of every academic year to communicate POs and PSOs to teachers.
- POs and PSOs are displayed in the Departments.
- Learning Outcomes are showcased on the college website.
- Individual teachers enter COs, mapping them with PSOs, and recording them in their department.

Implementation to Students

- OBE is introduced to the students during the induction programme, every year.
- Discussion of POs, COs and PSOs and assessment strategies amongst students in every batch by the teachers at the beginning of each semester.
- The POs, PSOs and COs are published in the College Website for the reference of the students.
- Outcome centric question papers and evaluation sheets with COs are provided.
- Internal Mark-lists are shared with the students and detailed suggestions are signed.

The programme Outcomes and Programme Specific Outcomes are assessed with the help of course outcome of relevant courses through direct and indirect methods.

| 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:

Outcome Based Education

We have developed a systematic and structured framework for Outcome-Based Education (OBE), focusing on assessing student performance based on predefined learning outcomes. Our approach places significant emphasis on evaluating graduates across various dimensions, including knowledge, skills, critical thinking, effective communication, and problem-solving abilities. The OBE committee, guided by the Institutional Quality Assurance Cell (IQAC), is responsible for implementing and overseeing our

OBE policy

Components of Assessment

Each course incorporates two distinct assessment components:

Direct Assessment

Indirect Assessment

Direct Assessment

It includes Internal Assessment (IA) for formative evaluation and an End Semester Examination (ESE) for summative assessment. The IA involves subject teachers evaluating students' progress in achieving Course Outcomes (CO) through internal examinations, assignments, seminars, group discussions, debates, case studies, minor projects, and field visits. The End Semester Examination, conducted by the affiliating University, assesses cognitive skills to gauge CO attainment.

Indirect assessment

Indirect Assessment of Outcome-Based Education (OBE) involves gathering feedback from external stakeholders, such as managers or industries, to evaluate the effectiveness of educational programs in preparing students for the workforce. This feedback is typically obtained through direct surveys or interviews conducted with employers, alumni, or representatives from relevant industries. The purpose of indirect assessment is to gain insights into the alignment between the learning outcomes of the educational program and the expectations and requirements of employers and industry professionals.

Through direct surveys, managers and industries can provide valuable feedback on the knowledge, skills, and competencies demonstrated by graduates who have completed the educational program. This feedback may include assessments of graduates' readiness for employment, their performance in the workplace, and the extent to which their education has prepared them for the demands of their profession.

Evaluation of CO, PSO/PO Attainment

Course designer are responsible for aligning Course Outcomes (COs) with Program Outcomes (POs) and assessing the attainment of both. This assessment takes place at the course and program levels. The OBE committee sets benchmarks for CO and PO attainment to ensure consistent and effective measurement of educational outcomes. Additionally, the alignment between COs and POs is illustrated in terms of their attainment and correlation.

Assessment Rubrics

- Quiz / Viva / Presentation
- Assignment
- Discussion
- Seminar
- Project/ Field trip

- Sample Collection/ Analysis
- Midterm Exam –I (10%)
- Midterm Exam –II (10%)
- Midterm Exam –III (10%)
- Course exit feedback/ survey/exam taken by students (before and after the end of each semester)
- Survey of faculty/ faculties
- Survey of employers

CO Attainment

Predefined benchmarks are used to establish attainment levels for Course Outcomes (COs), enabling the assessment of CO achievement within specific courses. In postgraduate (PG) programs, the CO attainment benchmark requires a minimum score of 50%, whereas, in undergraduate (UG) programs, students must achieve at least 35% to meet the CO attainment criteria.

PO Attainment

Program Outcome (PO) attainment is measured as the average percentage of marks obtained by all students across all courses mapped to a specific PO. The attainment of program outcomes is indicated at three distinct levels.

TARGET is Students Must Achieve Score 3

| Grading Scale | |
|---------------|-------|
| MARKS SECURED | SCORE |
| <50% | 1 |
| 50% to 70% | 2 |
| >=70% | 3 |

| 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: 90.03

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 |
| 646 | 675 | 657 | 611 | 581 |

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 |
| 748 | 743 | 716 | 669 | 645 |

| 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 |

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

| 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: 11.79

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 | 0 | 0 | 11.79 |

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:

The institution is dedicated to encouraging innovation through initiatives that are designed to enhance awareness about Intellectual Property Rights (IPR), promote regional languages and literature, preserve indigenous knowledge and facilitate the creation and transfer of knowledge.

Establishment of the IPR Cell

The college has established an IPR cell to educate students and faculty about the significance of IPR. The IPR cell organizes seminars and workshops on IPR which feature experts from the field who provide insights into the intellectual property laws and their applications.

Entrepreneurship Development (ED) Club and Young Innovators Programme (YIP)

The institution's ED club serves as a dynamic platform for nurturing entrepreneurial culture among students and equip them with the skills, techniques and confidence to become successful entrepreneurs by conducting start up awareness classes, practical sessions on skill development training, entrepreneurship development programs, interaction with entrepreneurs *etc.*

The Young Innovators Programme, is a specially designed programme under K-DISC for empowering students to innovate new products, services or models to meet emerging requirements or existing market needs of the society. The club serves to develop a spirit of innovation and entrepreneurship, preparing students to develop innovative business ideas.

Promotion of Indigenous Knowledge System

The 'Plant of the Week' display highlights the benefits of various herbal drugs. Additionally, the college organizes medicinal plant exhibitions, where students and visitors can learn about therapeutic properties of different plants. These initiatives help preserve and disseminate traditional knowledge about herbal medicine.

Efforts to promote millets are also undertaken by the college. Talks on the nutritional benefits of millets and exhibition of millet products are organized, encouraging their inclusion in the diet and sustainable agriculture.

The college celebrates 'Kerala Piravi' annually, commemorating the formation of Kerala state. Other cultural activities include 'Premchand Jayanti' and Hindi Fortnight celebrations, Malayalam Language Day lectures, and discussions which promote regional languages and literature, fostering a deeper appreciation of cultural heritage. The college has also conducted workshops in manuscript writing and folklore theatre, aimed at preserving and promoting traditional arts and literature. Tribal music concerts are also organized, showcasing indigenous musical traditions and encouraging their continuity.

Creation and transfer of knowledge

Various departments of the college function as research centres, with faculty members serving as research guides. Many students work for their doctoral thesis under the supervision of our faculty, contributing to the academic community. The college also publishes a multidisciplinary research journal providing a platform for disseminating research findings.

The English Language Teachers (ELT) Circle enhances English language teaching through research collaboration and information sharing with neighbouring colleges. Programs like 'Interact with Eminent Alumni' and 'Meet the Scholar' provide students with opportunities to learn from accomplished individuals. Student seminars and presentations are regularly organized to encourage scholarly discourse.

The college adopts a holistic approach to learning through nature camps, workshops, and other skill enhancement activities which ensure a well-rounded education.

The college thus fosters an environment conducive to learning, creativity, and cultural preservation by creating a comprehensive ecosystem nurturing innovation to equip students with diverse skills and knowledge.

| 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: 69

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 |
|---------|---------|---------|---------|---------|
| 11 | 19 | 10 | 11 | 18 |

| 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: 0.6

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 |
|---------|---------|---------|---------|---------|
| 48 | 22 | 12 | 3 | 7 |

| 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: 0.31

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 |
|---------|---------|---------|---------|---------|
| 5 | 18 | 7 | 9 | 9 |

| 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:

Government Arts and Science College Calicut has been actively engaged in extension activities within the neighbourhood community, demonstrating profound commitment to the society. These strengthen connection with society and contribute to nation-building.

Environmental consciousness:

The NSS, NCC units and various departments have undertaken extensive beach cleaning drives at Calicut beach. Other cleaning ventures and special initiatives have also been done to evoke environmental stewardships.

Exhibitions & awareness campaigns:

Through exhibitions and awareness campaigns, students have addressed issues such as drug abuse, traffic rules compliance, climate change, career guidance and public health.

Interaction with school children:

The college actively promotes educational outreach by welcoming visits from school children. By opening its doors to young learners, the college aims to instil passion for science in young minds.

Community outreach activities:

The college has been involved in diverse community outreach activities addressing diverse needs and interests of the community to facilitate community bonding, like supporting women entrepreneurs' units, children with special needs, conducting analytic surveys, volunteering at the State Biodiversity Congress *etc.*

Training programmes:

Through training programs like yoga, vegetable gardening and microgreen cultivation and art and skill development programmes, efforts have been made to equip individuals with valuable skills and knowledge to promote self-sufficiency.

Care for the Aged:

Students have organized visits to elderly care homes, providing support and companionship. This has brightened the days of the elderly residents and instilled in students a deep sense of empathy for older generation.

Pain and Palliative Care Programmes:

The college has always emphasized palliative care initiatives such as donations and interactive programmes with palliative care societies to sensitize students to challenges faced by individuals with

chronic illnesses and learn valuable lessons of compassion and community care.

Global Awareness Initiatives:

By organizing events like 'Pink October' as breast cancer awareness month, blood cancer awareness campaign and commemorating World Blood Donor Day students have been actively involved in spreading awareness.

Helping the Poor:

College has been involved in the construction of houses for economically backward individuals, addressing housing needs within the community. Students and staff actively worked towards building houses for two underprivileged students.

Flood Relief and COVID-Related Activities:

During times of disasters like floods our students have volunteered to provide food, water, shelter, and medical assistance to the affected. During COVID-19 pandemic, students have engaged in producing and distributing hand sanitizer to communities in need, conducting awareness campaigns on preventive measures, and providing online education support to underserved communities.

Zero Hunger Initiatives:

Schemes such as 'Hunger free campus' and 'sukrutham' have been implemented towards eradicating hunger and ensuring food insecurity within the locality to ensure that no one in the college and the nearby community goes hungry.

Public Health Assistance:

Health check-up camps, eye test camps, and breast cancer awareness classes have been organized to improve the health and well-being of community.

Through these extension endeavours, college has made multifaceted impacts on the surrounding community and has played a crucial role in sensitizing students to social issues to promote their holistic development as responsible citizens.

| 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:

Government Arts & Science College, Calicut has achieved remarkable excellence in various realms including academics, outreach programs, social initiatives, community advancement, extracurricular engagement and athletics. The college strives to implement a range of extracurricular and outreach activities to enrich student social skills to supplement educational experiences for their holistic development. The college has undertaken several extension projects and activities that it successfully carried out during the accreditation period by various academic Departments, Cells, Clubs and the various committees. The clubs and committees with well framed objectives encourage and ensure student participation in such activities. The college promotes establishment of a vibrant connection with the neighbourhood community, whereby students gain service experience and master principles of social responsibility.

The institution does its best to sensitize our students towards social commitment through NSS, NCC, Palliative care unit, Bhoomithrasena and Jeevani which integrate the participation of students and faculty in social welfare programmes. Through extensive volunteering efforts, the college has made significant strides in uplifting marginalized communities and addressing societal issues.

The environmental conservation initiatives have been noteworthy, earning recognition for their innovative approaches towards sustainability and biodiversity preservation. From tree-planting drives to waste management projects, the college has actively contributed to the local ecosystem's health and resilience.

The institution's dedicated efforts in disaster management have also been acclaimed, with the institution playing a pivotal role in providing relief and support during times of crisis. The institution has earned widespread appreciation for its volunteering activities during recent floods, where it served as a relief center and facilitated mobilization of goods to the affected.

Moreover, the college's involvement in palliative care activities has earned widespread acclaim, showcasing compassion and empathy towards the sick and elderly. The institution has rendered its support and services to the weaker sections of society, earning the institution acclamations from local authorities and the broader community.

Additionally, the consistent participation in blood donation campaigns has saved lives, underscoring the commitment to humanitarian causes. These not only reflect the college's outstanding dedication to social responsibility but also serve as a testament to its enduring impact on the neighbourhood community.

Over the past five years from 2018 to 2023, the College has been duly recognized for its range of extension activities, featuring the institution's commitment to enhancing students' academic journeys while nurturing their social development and showcasing the institution's commitment to community welfare. Our community engagement initiatives are always the matters of appreciation among neighbourhood communities and we consistently outshine in presenting our students as exemplars of compassion and generosity.

| 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: 52

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 |
|---------|---------|---------|---------|---------|
| 12 | 4 | 15 | 13 | 8 |

| 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:

| 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:

Government Arts and Science College, Calicut is a pioneering higher education institution in the Malabar region of Kerala. The college has adequate physical facilities for teaching-learning activities. The College provides a well-equipped, clean and green campus conducive for a unique teaching and learning experience. In addition, the sports facilities provide the amenities to build a heathy generation equipped with sound minds. The college has a land area of 20.15 acres which is adequate to support the growing need of infrastructure.

The institution has sufficient number of spacious and well-equipped classrooms for teaching, learning and research activities including classrooms with ICT facilities which is necessary to integrate technology into pedagogy. The college has seven Research Departments, one Research lab, library, examination control room, separate rooms for IQAC including conference room, office room with stalk room, NCC, NSS, Principals room with visitors launch, Women Cell, Jeevani Counselling cell, incubation Centre, Students union room, Students rest room, a spacious auditorium, common seminar hall, Chemistry reading room, Chemistry stock room, Sree Narayana Open university center, open air stage, canteen, Divyangjan friendly rest room, ladies hostel, ladies haven and rest room for lady staff ,Common staff club room and Office dining room .

Well-equipped science laboratories with sophisticated machinery, museums, botanical garden, herbarium and a tissue culture lab complement the academic culture of the institution. Free Wi-fi facility, post office and a cooperative store with reprographic facilities, separate parking areas, security rooms, cleaning stock room, Medical Room, Water Purifiers, Washrooms Ramps Solar panels are additional facilities available in the campus. Adequate infrastructural facilities are devised for sports and games with yoga cell, Open Gym and Multi Gym. Functioning in tune with Sustainable Development Goals, college has rain water harvesting, solar energy, waste management systems, bio gas plants, Ring compost unit, Waste bins and leaf compost pit. Water purifiers, pad vending machines and incinerators are also made available.

The institution is well-known for its tradition of promoting cultural activities with the support of various bodies like the Students' Council, Fine Arts Club, Music Club, Literary Club, Theatre Club, Film Club, Tourism Club, Science Club, etc. These bodies provide abundant opportunities for students to involve in various cultural activities which are quite essential for their overall development.

Facilities for cultural activities include auditorium, seminar halls and open air stage. Auditorium has a seating capacity of 600 and a balcony, Common seminar hall which has a seating capacity of 150, with air conditioner and ICT facilities. Two seminar halls at Golden Jubilee block and Open-air stage for performances and practices

By providing sufficient facilities, guidance and practices sessions, the Physical Education Department moulds the students for university, state, and national level sports and games championships. Apart from the open gymnasium available in the campus, Physical Education Department also offers a gender-neutral fitness center. The basketball court and badminton

volleyball court are maintained by the same department. The auditorium is used for conducting yoga classes and courses. The college union also hosts various programmes for supporting the talents of student.

| 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: 59.88

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 |
|---------|---------|---------|---------|---------|
| 49.48 | 105.07 | 144.2 | 40.47 | 64.96 |

| 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 |

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:

An Academic Library is a dynamic and indispensable hub of knowledge, learning, and intellectual exploration within educational institutions. It is a repository of scholarly resources, carefully curated to support the diverse academic pursuits of students, faculty, and researchers.

The central library of Govt. Arts & Science College, Kozhikode is the heart of the college and has a special place in the world of higher learning and research. The library established in 1964, tries to prove itself to be the most dynamic library in providing professional assistance to students and faculty in their academic activities. The library occupies total area of about 8937 m² with spacious stack room for language, humanities, commerce and science subjects with reference and reading rooms. There are specific areas for environmental sciences, Sanskrit and other Indian languages and divyangjan. The library has ICT facilities with INFLIBNET. The college library is fully automated with KOHA software from 2016 onwards and having Wi-Fi with 50 Mbps download band width. The library functions from 9.30 AM to 4.30 PM on all working days and extended hours on special occasions. The library has an efficient advisory committee. The committee has taken initiatives in major library renovation work and also extends assistance in all other library related activities.

A collection of over 83000 Books makes the college Central Library as a rich source of academic information including rare books, print journals, doctoral thesis, career guidance related documents, newspapers and periodicals, previous years question papers and back volumes of journals. Beyond traditional print materials, central library have evolved to incorporate electronic databases, 195800+ E-books, 6200+ E-journals through N LIST.

In order to make the library management system more meaningful and effective separate sections such as circulation, stack, student reading area, staff reading area, reference, acquisition, reprographic section have been provided. The library has a good research area which provides separate reading space for researchers. The reference section includes general reference books like encyclopaedias, Dictionaries, manuals, yearbooks, gazetteers. The Central Library has 10 computers with broadband connection, 2 printers with scanners and a photocopier to facilitate day-to-day operations of the library and access electronic resources. Library provides alerting services like renewal notice, overdue notice and check in check out alert to the students and staff. OPAC service enable to the library visitors to check the availability of library resources. Books issue and return facility, Referral service, Reprographic Service and Reservation of Books is also very efficient in the library. User orientation programme, reading week, Book exhibitions activities are conducted every year.

| 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:

Apart from internet facility in all departments, the institution has free Wi-Fi facility in the campus, which is accessed by the students including research scholars and teaching and nonteaching staff. Adequate number of photocopiers, printers, scanners and projectors are available in every department. College office has BSNL internet connection, photocopiers, printers, scanners and high-speed multi-purpose printer which is used for examination purpose. The college has also updated the software used in the library.

The existing facilities in the college include the followings:-

- **14 ICT-enabled Classrooms**
- **2 ICT-enabled Seminar Halls**
- **3 ICT-enabled Research Rooms**
- **1 ICT-enabled Lab**
- **1 Audio-Visual Room**
- **3 Computer Labs**
- **1 Language Lab**

Sufficient number of CCTV's are provided at appropriate places to ensure security of students, staff and other stakeholders. The library has ICT facilities with INFLIBNET, which provides complementary access to a wide range of online journals and books. The college library is fully automated with KOHA software from 2016 onwards and having Wi-Fi with 50 Mbps download band width. The institution effectively utilizes virtual learning and interactive platforms, including google classrooms, MOODLE and similar platforms. The institution employs G-suite domain account for staff and students with extended storage capacity.

Biometric punch in/out facility is installed in the institution for teaching and non-teaching staff. The institutional website, social media platforms including youtube channels, facebook, Instagram and WhatsApp groups ensures connectivity between all stakeholders. An e-repository provides students and staff access to theses, books authored by students and staff and university question papers, e-text books

and other study materials.

SOFTWARES

- KOHA
- ETLAB

E-RESOURCES

- NLIST
- DELNET
- NDL

REPOSITORY

- D-SPACE
- COLLEGE REPOSITORY
- DIGI DRIVE

OTHER FACILITIES

- INSTITUTIONAL WEBSITE
- OFFICIAL SOCIAL MEDIA: YOUTUBE, FACEBOOK, INSTAGRAM
- CCTV
- LCD DISPLAY BOARD.
- REPROGRAPHIC CENTER
- INTERCOM

| 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: 9.84

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

Response: 215

| 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 |

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 25.6

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 |
|---------|---------|---------|---------|---------|
| 15.25 | 13.89 | 84.68 | 49.75 | 9.23 |

| 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 |

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: 100

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 |
|---------|---------|---------|---------|---------|
| 2115 | 2085 | 2108 | 1996 | 1910 |

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: 50.23

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 |
|---------|---------|---------|---------|---------|
| 1540 | 1307 | 955 | 565 | 763 |

| 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: 39.43

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 |
|---------|---------|---------|---------|---------|
| 250 | 250 | 200 | 250 | 300 |

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 |
|---------|---------|---------|---------|---------|
| 646 | 675 | 657 | 611 | 581 |

5.2.2

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

Response: 13.65

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 |
|---------|---------|---------|---------|---------|
| 103 | 75 | 31 | 24 | 29 |

| 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: 41

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 |
|---------|---------|---------|---------|---------|
| 15 | 14 | 3 | 5 | 4 |

| 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 |

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: 34

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 |
|---------|---------|---------|---------|---------|
| 50 | 35 | 23 | 27 | 35 |

| 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:

Alumni association of the college named as OSA (Old Students Association) is an integral part of the college, contributing to its growth, success, and rich traditions. It was registered on 19.06.2013 with Registration number: KKD/CA/346/2013. Through a variety of activities and programs, OSA ensures that our alumni remain connected and continue to play a pivotal role in the life of the college. Under the general OSA, there are alumni associations for each teaching department as well. The Alumni of the institution served as ambassadors for their alma mater, embodying the values and quality of the education they received. Over the years, OSA has served as a steadfast pillar of support for the college, and their major activities are listed below.

- Alumni Meetings:

The annual homecoming and Reunion are a much-anticipated event where alumni from various batches come together to relive their college memories. It is a time for alumni to reconnect with old friends, faculty, and the campus that holds so many cherished memories.

- Alumni Mentorship Program :

The Alumni Mentorship Program at our college pairs current students with alumni mentors who provide guidance, career advice, and professional development support. This program helps students gain insights into their chosen fields, build professional networks, and prepare for their future careers. Alumni mentors find this experience rewarding as they contribute to the success of the next generation of graduates. The college hosted several career guidance programmes, and our successful alumni volunteered to serve as resource persons.

- Alumni Lecture series:

Alumni lecture Series invites distinguished alumni to return to campus to share their experiences and insights with students, faculty, and the community. These talks cover a wide range of topics, from industry trends and entrepreneurial journeys to social issues and personal growth. The series fosters a culture of learning and inspiration, bridging the gap between alumni and the current college community.

- Alumni sponsored scholarship:

Alumni often contribute financially to their alma mater through donations and endowments. Scholarships which amounts to Rs 78500/- was instituted by our alumni during the period 2018-23. These contributions can fund scholarships, improve facilities, support research, and enhance educational programs. Large gifts from successful alumni has led to infrastructure augmentation and upliftment of resources. An amount of Rs 92360 was received for the establishment of smart room. . Beyond financial donations, alumni often volunteer their time and expertise to support their college. They participate in fundraising campaigns, offer pro bono services, or engage in community service projects affiliated with the institution.

Alumni often served as advocates influencing policy decisions, supporting accreditation processes, and promoting the college in various forums. They consistently led efforts to enhance library resources by donating books, furniture, and more. They also shared their expertise by providing skill training and offering career guidance through interactions with the students.

| 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:

Vision and Mission

As an educational institution, our vision is to ‘transform generations in the light of wisdom’. Our mission is ‘to provide quality education without discrimination’. The institution actively implements governance strategies aligned with its vision and mission. Our governance system adheres to established rules and principles, ensuring transparency and accountability.

Administration and Governance

The college has several committees and cells in place to ensure a safe and healthy campus environment. The college council, which comprises the Principal, Vice-Principal, IQAC Coordinator, department heads, elected staff members, Librarian, and Senior Superintendent of the college office, plays a pivotal role in strategic planning and execution. Various committees and statutory bodies, including IQAC, College Development Council (CDC), (PTA, grievance and redressal cells, ICC, anti-ragging cell, SC/ST cell, anti-narcotic cell, anti-harassment cell, minority cell, OBC cell, planning board, discipline committee, purchase committee, admission committees, accommodation committee, tutorial committees, attendance committees, academic master plan committee, research committee, ethics committee, CUCBCSS committee, and clubs like NSS, NCC, women's cell, Entrepreneurship Development (ED), media & PR cell, nature club, film club, bhoomithrasena, karshaka sangham, red ribbon club, and tourism club are instrumental in supporting the college council's initiatives.

Implementation of NEP:

The institution relies on the affiliating university for the approval of academic programs and curricula. Despite these constraints, the institution has devised a strategic plan to evolve into a center of holistic and interdisciplinary education, aiming to cultivate all facets of human development—intellectual, aesthetic, social, physical, emotional, and moral—in an integrated manner, aligned with the principles of the National Education Policy (NEP). A faculty was appointed as four year UG programme (FYUGP) convener to monitor and direct the admission process in the proposed FYUGP scheme. Faculty members, acting as Board of Studies chairman and members, actively engaged in the preparation of rules, regulations, curriculum and syllabus related to implementation of FYUGP. The institution implements interdisciplinary education through conducting certificate courses, open courses, extension activities, seminars and conferences and promotes student and faculty exchange programmes in accordance with the principles of NEP.

Decentralisation and Participatory management:

At our academic institution, the College Council all department heads and elected teacher members, plays a pivotal role in coordinating all campus activities. Chaired by the college principal, this council ensures seamless collaboration across various functions. As the head of academic and administrative operations, the principal supervises all college activities. In addition, there is the College Development Council (CDC), where the district administration provides support and guidelines for campus development activities. The Parent-Teacher Association (PTA), which consists of all parents and teachers, diligently monitors the college functions and provides support for all campus activities. The Internal Quality Assurance Cell (IQAC) defines and implements quality benchmarks, while the Staff Council ensures uniform and equitable implementation of quality improvement measures across all departments. A feedback mechanism facilitates a transparent assessment of activities during the academic year. Regular meetings of the College Council, Parent-Teacher Association, Alumni Association, and Students' Union foster stakeholder interaction. Through the College Council and the IQAC, teachers actively participate in decision-making. To streamline their involvement, the principal convenes regular staff and council meetings.

| 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:

- 1. Policies and procedures:** The college has well-formulated policies on Quality, functioning of statutory bodies, Research, Welfare Measures, Environment, well-defined code of conduct, published on the college website (<https://www.gasckkd.ac.in/>).
- 2. Administrative set up and organogram:** The Administrative set-up of the College consists of the Principal, staff and the students. The college staff council is the highest decision-making body. The College staff council including Principal, Vice Principal, the college Superintendent, librarian, elected faculty members and IQAC coordinator, monitors all administrative, academic and quality enhancement programmes of the college. The Statutory bodies are in place and the committees are coordinated by Faculty members. The various associations including staff club, non-teaching staff club, PTA, alumni (OSA) and retired teacher's organization-Aviramam, keep in close touch with regard to the college activities. The students receive ample representation in decision making and governance as the College Union office bearers and association representatives.

<https://www.gasckkd.ac.in/organizational-structure/>

3. Service Rules: The service of teaching and non-teaching staff, is governed

by the Kerala Service Rules (<https://finance.kerala.gov.in/pblicaton.jsp>)

4. Transparency in Appointments: All appointments of staff are governed by service rules and regulations of the Kerala Public Service Commission, and UGC, and in compliance with the UGC regulations

(https://www.egazette.kerala.gov.in/pdf/2020/kg_22/part_3/University%20of%20Calicut.pdf.)

Strategic Plan Deployment

- A strategic plan was prepared for the period 2018-2050, and most of the proposed initiatives for the period 2018-2023 have been successfully achieved.
- Research centre was established in the subjects Economics, Commerce, History and Statistics in the year 2020-21.
- A new PG course was started in MA English in the year 2020-21
- Construction of Golden Jubilee building was completed and inaugurated in the year 2020-21.
- A college development committee was formed to prepare and execute master plan for the overall development of college in the year 2020-21.
- Construction of Irupathumuri flat was completed in the year 2021-22. 14 poor families were shifted from pathetic backgrounds to Irupathumuri flat.
- A home was constructed for a poor student by the department of Economics in the year 2020-21 and second home in the year 2022-23.
- College master plan was developed and submitted for approval in the year 2022-23.
- Compound wall, Ladies haven, Principal room, IQAC room and Divyangjan room were renovated in the year 2022-23.
- On-grid solar panel was installed by KSEB in the year 2022-23.
- National level award was received for best NSS programme officer and best NSS volunteer in the year 2019.
- The institution established MOU with government and non-government agencies.
- An exhibition was conducted in the year 2018-19 as a part of outreach programmes.
- Spectrum Seminar series was conducted in the year 2019-20.
- The institution actively promotes productive research of faculty, research scholars and UG and PG students. International/National and state level publications and presentations were actively promoted.
- Conducted green audit, environment audit and energy audit.
- The institution promotes faculty and student exchange programmes.
- GASC relief cell actively participated in relief activities in the period 2018-2023, especially during the Kerala FLOOD and COVID.

- The college have been participated in NIRF ranking and placed in the 150-200 band, in 2022-2023.

| 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 |
| 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:

A) Performance Appraisal System for teaching and non-teaching staff

The institution follows a Performance Based Appraisal System (PBAS) in accordance with the rules of

the Government of Kerala and UGC. PBAS is a feedback mechanism for faculty members, helping them understand and meet students' evolving needs. All teaching staff fill out a prescribed PBAS format for self-appraisal, encouraging excellence in teaching and learning. The system assesses teaching staff annually based on their academic performance, research activities, and extracurricular involvement.

Adhering to UGC regulations modified by the Department of Collegiate Education, Government of Kerala, the placement and promotion processes involve screening and selection procedures. The IQAC facilitates numerous applications for placement and promotion, ensuring the scrutiny and validation of performance reports. The system promotes self-evaluation, allowing teachers to benchmark their academic and research output, enhancing quality.

Non-teaching staff also undergo performance appraisal and promotions based on Kerala Service Rules (KSR), with the promotion process relying on confidential reports prepared by the controlling officer after assessing the employee's performance.

B) Various welfare measures enable the staff to perform in a healthy, congenial surroundings. The efforts to make life and the workplace worth living for are

1. Statutory Welfare Schemes: For better life and health

- General Provident Fund [GPF]
- Group Insurance Scheme [GIS] and State Life Insurance Scheme [SLI], Group Personal Accident Insurance Scheme [GPAIS }
- National Pension Scheme (NPS)
- Medical Insurance – Medisep
- Maternity Leave for 180 days.
- Paternity Leave for 10 days
- Special Casual Leave during any medical emergency like cancer and its treatment, COVID etc.
- Intramural facilities - drinking water, first aid, canteen, individual workspaces with cupboards and rest rooms
- Health check-ups

1. Non- Statutory schemes :

1. Other leave benefits

- Casual Leave
- Medical leave
- On Duty Leave
- Earned Leave Surrender

2. provision for essential needs

- Canteen
- Co-operative store
- Rest rooms for faculty and students

• c) Other Welfare Initiatives

- Gymnasium, Health Club

- Parking facility
- Surveillance system for campus security
- Micro-financing schemes among Teaching and Non-Teaching Staff
- Gratuity, Pension and other benefits to retiring staff
- Festival Allowance & Festival advance
- Maintain multi-cultural environment by celebrating all festivals
- Organizing Annual Staff Tours
- d) Development/progression programmes for Teaching and Non-Teaching staff.
 - Organizing professional and technical training programmes
 - Mechanism for PBAS and CAS
 - Financial assistance for travel and participation in national/international workshops/conferences
- f) Welfare Associations
 - Staff Club (Teaching)
 - Staff Association (Non – Teaching)
 - Aviramam: Association for Retired Teachers.
 - Internal Complaints Committee

C) Career Development and Progression

The Career Advancement Scheme (CAS) in the institution is aligned with the regulations of the UGC and the directives of the Department of Collegiate Education, Government of Kerala. Faculty members are eligible for career advancement based on their years of service, academic qualifications, and contributions to teaching, research, and community service. Faculty members' API (Academic Performance Indicators) scores are calculated based on PBAS. A Screening Committee reviews the self-appraisal forms and API scores. The IQAC ensures the accuracy and validation of performance reports, assists faculty in the application process, and maintains records of all advancements.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload 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: 10.26

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 |
|---------|---------|---------|---------|---------|
| 19 | 7 | 8 | 5 | 8 |

| 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:

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

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 |
|---------|---------|---------|---------|---------|
| 47 | 43 | 45 | 44 | 41 |

| 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 |

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The institution's recognition falls under the 2(F) and 12(B) sections of the UGC Act 1956. As a government institution, it receives support through annual plan fund allocations for collegiate education in the State of Kerala. These funds are utilized for various purposes, including infrastructure augmentation, purchase of books, lab equipment, furniture, ICT resources, and maintenance work. The college utilizes special assistance for constructing new buildings and modernizing existing facilities. Additionally, it has received funding from national agencies such as UGC and RUSA for institutional development and instrument procurement. Funds are also collected from internal and external sources. The Student's fee, Parent Teacher Association (PTA), Alumni Association, and College Development Council (CDC) contribute to routine expenses related to student support and amenities. We have been generating internal revenue by renting out our auditorium and classrooms to the academic community outside, on payment basis.

The IQAC carefully drafts fund proposals based on overall requirements and individual department needs. Once funds are sanctioned, the college planning board and college council oversee their implementation.

Annual Account Audits:

The institution undergoes both internal and external audits annually. The college adheres to government guidelines for auditing its annual accounts. The process involves a systematic examination and evaluation of financial records, documents, books, and vouchers

1. Annual Stock Verification: Each year, the college conducts department-wise stock verifications. Teaching and non-teaching staff meticulously verify assets such as furniture, instruments,

computers, accessories, library books, and laboratory items. A dedicated committee of teachers oversees the stock verification process. Any discrepancies identified during the comparison with stock registers are promptly reported, leading to further actions. Items irreparably damaged or no longer in use are listed for write-off. The principal reviews these cases and initiates necessary actions.

1. **Internal Financial Audit:** The college's accounts section conducts an internal financial audit. This comprehensive review covers all financial transactions, including fund utilization, fee collection, expenses across various categories, and purchase-related processes. Internally constituted teams meticulously examine these transactions to ensure compliance with existing state and departmental rules.
2. **Annual External Audits:** The audit wing of the Department of Collegiate Education conducts thorough annual audits at our college. This week-long process involves meticulous cross-checking and verification of various financial transactions. The audit team scrutinizes general transactions, purchase-related expenses, grants, scholarships to students and financial support from the state government and UGC. Beyond Finances. The team checks the attendance records for all staff members, stock registers, duty registers, and leave accounts are also verified.
3. **Additional Audits:**
 1. **Accountant General's Office:** Occasionally, a team from the Accountant General's Office (Kerala) verifies previous years' accounts.
 2. **Other Entities:** Audits extend to the Parent Teacher Association (PTA) and UGC, conducted by approved chartered accountants.
 3. **Stores and Purchase Department:** Every five years, the Government of Kerala's Stores and Purchase Department conducts audits.
4. **Addressing Issues:** After internal and external audits, any queries or objections raised by the audit team are addressed by the concerned department/staff. Refunds to the government treasury are made as needed, adhering to rules.
5. **IQAC Audits:** Additionally, the Internal Quality Assurance Cell (IQAC) conducts annual internal and external academic and administrative audits, including green, environmental, and energy audits

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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:

IQAC quality assurance initiatives

- IQAC develops quality benchmarks for various academic and administrative activities of the institution.
- Creates a learner-centric environment by promoting ICT[1]enabled teaching.
- Organizes institutional workshops and seminars on quality-related themes.
- Maintains a comprehensive record of the institution's academic, extracurricular, and co-curricular activities
- Coordinates quality-related activities, including the adoption and dissemination of best practices.
- Enriches curriculum with add-on/Certificate courses.
- Promotes collaboration
- Tracks and records students' progression towards higher education or placement.
- Maintains records of student scholarship/free-ship details,

Review of Teaching-Learning Process

- Develops academic calendar with activities, celebrations, observations of important days, and exam schedules.
- Promotes innovative mentoring and assessment techniques.
- Maintains research culture through publication of research journals annually.
- Monitors placement /promotion of faculty members

Evaluation of Operational Structures and Methodologies

- Collects and analyzes feedback from all stakeholders. Rectification measures are taken, and an action taken report is submitted to the principal. The feedback output is used as input to prepare the action plan for the upcoming year.
- Green, Energy and Environment audits
- Academic audits were conducted, and the resulting recommendations were communicated to the relevant stakeholders.
- Monitors the Mentoring System and Remedial System.
- The IQAC conducted workshops on 'Fund proposals', sorted the requirements of stakeholders and granted preferences accordingly. IQAC provides inputs for infrastructure up gradation and quality enhancement.

Review of Learning Outcomes

- Conducted workshops on 'Outcome Based Education' and 'CO-PO mapping' to create

awareness among teaching faculty.

- Attainment of CO's and PO's are evaluated and mapped with CO's.
- Maintains a comprehensive record of the institution's academic, extracurricular, and co-curricular activities.
- Placement /promotion of students are regularly monitored and measures taken towards improvement.

Accreditation and reforms

- Prepares and submits AQAR annually and Self-study report d towards national accreditation.
- Participates in ranking and accreditation initiatives, such as AISHE and NIRF. The college is ranked between 150 and 200 in NIRF ranking.

Incremental improvement during 2018-23

- Department of Economics, Statistics and Commerce were upgraded as research departments.
- New course in 'M A English Language & Literature' was introduced under the department of English.
- The college applied for NIRF ranking and get included between 150-200 rank.
- Five-storied new golden jubilee block was inaugurated and six departments were shifted to the new academic block.
- On-grid solar panels were installed in collaboration with KSEB.
- Principal room, IQAC room, Ladies haven and seminar halls were renovated.
- Library block extension work completed.
- Main block maintenance work completed.
- Canteen building extension work completed.
- Ladies hostel second floor construction completed and occupied.
- IQAC provides guidelines for conducting certificate courses during 2018-23.
- Add-on courses were conducted under different departments.
- 100 national/international papers were published by faculty during this period.
- 76 international/national/state/college level seminars/workshops/conferences were conducted.
- 26 MOU's were created to establish collaboration/linkages between other institutions.
- Computer count enhanced
- New canteen building was constructed.
- Academic, administrative, Energy, Environment and Green audits were conducted and the college successfully certified under all audits.

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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 |
| 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:

The Government Arts & Science College upholds gender sensitivity through a range of initiatives aimed at fostering a safe, secure, and healthy atmosphere on campus. These initiatives include curricular & co-curricular programs, infrastructure improvements, and policy implementations designed to promote gender equality and ensure the well-being of all students and staff.

Curricular & Co-curricular Initiatives

To raise awareness about gender equality, the college conducts seminars, workshops, flash mobs, street plays, and awareness programs. These activities are instrumental in educating students on the importance of gender sensitivity and equality. Additionally, the University's curricular activities are supplemented with gender sensitization courses. Various academic programs, including English, Malayalam, Hindi, audit courses and certificate courses, incorporate modules specifically designed to promote gender equity. These educational efforts are essential in cultivating a campus culture that values and respects gender diversity. The Women Development Cell actively engages in gender-related programs. The woman student collective organisation 'mathrukam' also is committed towards ensuring gender equality in the campus through tireless efforts. The college boasts an enrollment rate of over 75% for female students, reflecting its commitment to providing educational opportunities for women. Moreover, the institution actively promotes research on women's development, gender equality, and related topics. The institution ensures female representation in all student and staff committees. Women hold several key positions within the college, including the roles of principal, college union chairperson, and office superintendent.

Infrastructure, Facilities and Services

The college provides adequate infrastructure to support the well-being of its female students and staff. This includes a sufficient number of toilets with necessary amenities, a ladies' rest room called 'Ladies Haven' which includes divyangjan (differently-abled) toilets, wash areas, incinerators, napkin vending machines, and resting places. Additionally, sick rooms are available for students who require medical attention. Complaint boxes placed in various locations across the campus ensure that students can report concerns anonymously. Finally, a compound wall surrounds the campus, enhancing overall security and creating a safe environment for all.

To ensure the safety of female staff and students, the college has installed e-surveillance systems in appropriate locations across the campus. The ladies' hostel is equipped with a female warden, matron, and supporting staff to provide a secure living environment. Additionally, the campus employs security staff and a night watchman to maintain safety around the clock. All students and staff are required to wear ID cards on campus, further enhancing security measures.

The college offers a range of support services to address the needs of its students and staff. The Student Grievance Cell addresses issues faced by students, providing a platform for resolving concerns. The Internal Complaints Committee (ICC) is established in accordance with UGC guidelines to prevent, prohibit, and redress sexual harassment of women employees and students. The presence of sanitary napkin vending machines and incinerators on campus and in the ladies' hostel ensures that female students have access to necessary hygiene products. The student counseling cell, 'Jeevani,' offers psychological support to students, addressing their mental health needs.

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7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

| File Description | Document |
|---|-------------------------------|
| Policy document on the green campus/plastic free campus. | 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 |

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 |

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:

Government Arts & Science College is committed to maintaining unity in diversity and upholding the principles of the Constitution of India. The preamble of the Indian Constitution is prominently displayed on campus. By observing national days of importance and celebrating cultural events and festivals together, the institution encourages students to foster brotherhood across different religions, languages, and cultures. The college is dedicated to the nation, instilling a spirit of nationalism in students, and sensitizing them and other stakeholders about constitutional obligations, values, rights, duties, and responsibilities of citizens.

Tolerance and Harmony Towards Cultural, Regional, Linguistic, Communal, and Socioeconomic Diversity

To promote tolerance and harmony among students, the institution organizes various activities:

Onam Celebration: The college celebrates Onam, Kerala's national festival, with floral carpets, Onam songs, Thiruvathira Kali, 'Onathallu,' 'Letter to Maveli' competitions, and a grand Onam Sadya.

Festival Celebrations: Christmas, Bakreed, Holi, and other national festivals are celebrated with enthusiasm and color.

World Language Day and Reading Day: These days are marked with diverse programs, including talks on ‘The Politics of Reading,’ book review competitions, translation competitions, essay writing contests, an online reading composition contest, and an e-reading cartoon competition.

World Arabic Language Day: The college hosts competitions in translation, Arabic handwriting, Arabic word play, Mehendi fest, and Arabic quiz, along with an international seminar.

Hindi Fortnight (Sargotsav): The Hindi department celebrates with events like Premchand Jayanthi, featuring paper presentations, poster displays, and visualizations of ‘Boodhi Kaki.’ The Hindi association inauguration includes a food fest and cultural programs.

Food festival: Food festivals are conducted by various departments, featuring food items from different regions and religious backgrounds. These events foster unity and camaraderie among students.

Film festival: Film festivals organized by the film club promote a spirit of international unity among students and other attendees. Activities include film reviews and participation in prestigious events such as the International Film Festival of India (IFFI) and the International Film Festival of Kerala (IFFK), which further instill a sense of global brotherhood in students.

These initiatives aim to cultivate an environment of inclusivity and respect for diverse cultural, regional, linguistic, communal, and socioeconomic backgrounds.

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7.2 Best Practices

7.2.1

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

Response:

Best Practice – 1

Title of the practice: Sanjeevanam- Environmental promotional activities

Objectives:

- 1.Promote Environmental Awareness
- 2.Encourage sustainable practices
- 3.Protect and Enhance Biodiversity and Greenery
- 4.Incorporate environmental education into the curriculum
- 5.Extend environmental initiatives beyond the college campus
- 6.Maintain a clean and hygienic campus environment
- 7.Empower students leadership roles
- 8.Support research and innovation in the field of environmental science and sustainability

The Context

The Government Arts & Science College Calicut has established a robust framework for environmental promotional activities under the title ‘Sanjeevanam’ reflecting its commitment to sustainability and recognizing the critical importance of environmental conservation. This initiative is designed to develop a culture of environmental awareness and responsibility among students, staff, and the public. Through a combination of education, practical action, and community engagement, the college aims to promote sustainable practices and enhance the overall environmental quality of the campus and its surroundings.

The Practices:

SANJEEVANI BOTANICAL GARDEN

The ‘Sanjeevani Vanam’ (‘Sanjeevani’ Botanical Garden) was started in 1992, as a medicinal plant exhibition garden, under the social forestry programme and was handed over to the Dept of Botany on 28th November 2012. The garden consists approximately of one hectare land. It provides an excellent natural habitat promoting a rich biodiversity of Bryophytes, Pteridophytes, Fungi and variety of flora and fauna.

CLUB, COMMITTEE AND DEPARTMENTAL ACTIVITIES WITHIN AND BEYOND THE CAMPUS

Departments, Clubs and Committees leads the activities by engaging with the local community through outreach programs and collaborative projects within and beyond the campus.

Green army take care of the optimum utilization of resources and proper recycling of waste materials to maintain a clean and hygienic campus environment.

INCORPORATE ENVIRONMENTAL EDUCATION INTO THE CURRICULUM

Department of Botany and Zoology incorporate environmental education into the curriculum by offering certificate courses, releasing books, Organize workshops, seminars, and lectures and student projects.

EVIDENCE OF SUCCESS

- ‘Sanjeevani Vanam’ is protected as a lush green mini forest, spans within an area of 2.47 Acres, located at a heavy traffic ridden area in the heart of the city.
- 8260 students from 40 schools and seven colleges and 3700 general public visited the Golden Jubilee exhibition conducted by the institution.
- Environmental, Green, Energy and waste management institutional policies are developed and strictly followed.
- Green protocol is strictly followed.
- All the trees in the campus were labelled with QR code.
- Observing days of environmental importance
- The college won National, State level and university level awards for extension activities
- Installation of On-grid 30 kW solar panel, biogas plant, use of LED bulbs and energy efficient equipments, Rainwater harvesting units, automatic water flow-controller, paper-less transactions and sprinkler irrigation system.
- LED assembling unit was established under the department of Physics.
- Sanjeevani Vanam, Nakshathra Vanam, Herbal garden, Flower garden, butterfly garden, pond and other green spaces has attracted a variety of local fauna, enhancing campus biodiversity.
- Regular cleanliness drives ensures clean and hygienic campus environment.
- Total water management plan is prepared by water management committee and report is submitted to DCE Kerala for fund allocation.
- Implementation of waste segregation and recycling programs
- The institution hosted the state-level Biodiversity conference in the year 2022-23.
- Outreach programs in collaboration with government and non-government organizations, Tree planting drives, Clean-up campaigns, Clean Beach Drives, National seminars, Surveys and other educational programmes
- Successful conducting of certificate courses and project works on environment related topics.
- Innovative environmental practices including Vertical garden, Micro green Cultivation, Kokodama making, plant display, Gifting of succulent plants, rare plant display and green houses
- Environment, Energy and green audits completed and certified

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

- More land to be acquired towards extending existing projects
- Limited availability of financial resources

Best Practice – 2

TITLE OF THE PRACTICE: SAHAYOG - GASC RELIEF ACTIVITIES

Objectives:

- Identify and support individuals in the community who are facing financial hardships through targeted assistance programs.
- To train students' in palliative care principles, practices, and the importance of compassionate end-of-life care.
- To construct homes for the socially and economically deprived people
- Organize regular blood donation drives
- Establish a database of regular blood donors
- Collaborate with local authorities and organizations to coordinate relief efforts during disasters,

regular health check-ups and medical camps.

- Distribute essential study materials to needy students, ensuring equal access to educational resources.

Context:

The Government Arts and Science College (GASC) Calicut is committed to the holistic development of its students, staff, and the surrounding community. In order to impart social responsibility and community engagement, the college has established the GASC Relief Cell under the title 'Sahayog'. This cell aims to provide comprehensive support and aid to those in need, both within the college and in the broader community. The practice incorporates a range of initiatives designed to address various aspects of well-being and emergency support.

THE PRACTICE:

Palliative Care Unit (PCU)

The palliative care unit (PCU) was started in the college in the year 2007. A large number of students underwent basic training in palliative care in subsequent years.

REHABILITATION PROJECT

The 'Irupathumuri rehabilitation project' completed. The Economics Department constructed home for two deserving students by collecting fund from stakeholders and the public.

DISASTER MANAGEMENT

Disaster management at Government Arts & Science College Calicut focuses on preparedness, response, and recovery from emergencies, especially during COVID-19 and flood relief activities. Collaborative efforts with local authorities ensure effective crisis management and resilience building.

EVIDENCE OF SUCCESS

- The college donated its land and constructed 14 flats for 14 families, belonging to economically deprived circumstances, by using MLA fund.
- Basic training in palliative care is given to PCU volunteers
- Home Care Visit to bedridden patients is arranged regularly.
- The PCU unit conducts socio-economic survey among the students to identify bed-ridden patients among parents, and financial and other supports are being provided to the identified parents.
- Skip a tea and ease a life- fund raising campaign for cancer patients of IPMK.
- The unit prepares the blood group directory of the students of the college.
- Health Checkup Camps, Blood Donation Camps are conducted regularly.
- Cake fest, Biryani challenge and one rupee challenge are conducted to raise fund to assist the needy.
- The college donated land towards Meenchantha-Ullisserikkunnu public road.
- All stakeholders participated in the 'Rebuilding Kerala' initiative followed by the flood that

affected Kerala in 2018 and 2019.

- Relief activities conducted during ‘COVID’ pandemic period
- Financial assistance to needy students, staff and the public

Problems

- Shortage of fund restricts the large-scale activities
- Relief activities need to be conducted beyond the regular time schedule.

| File Description | Document |
|---|-------------------------------|
| Best practices as hosted on the Institutional website | 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:

COMMUNITY NEXUS: SHARING RESOURCES WITH COMMUNITY

The government Arts & Science College acts as a community centre by sharing all its resources with the surrounding community. The college, from the very beginning itself, is popular among the common people and serve as a scaffolding centre to the community around.

The institution aims to strengthen the bond between the institution and the community it serves. By

developing strong connections with local communities, the institution aims to enrich the educational experience, promote social responsibility, and address community needs through collaborative efforts. In today's rapidly evolving world, the role of universities and colleges extends beyond the confines of campus walls. The institution recognize the importance of actively engaging with the broader community to address societal challenges, promote social responsibility, and enrich the educational experience for all stakeholders.

Practices

PROMOTING CONTINUING EDUCATION AND LIFELONG LEARNING

The institution serves as Learning Support Centre of Sree Narayana Guru Open University, Distance Education Study Center of Calicut University and Continuing Education sub Centre Kerala. 450 students are pursuing UG courses and 350 students are pursuing PG courses under Sree Narayana Guru Open University LSC. Around 4000 students are enrolled under the Distance Education Study Center and 61 students are enrolled under 4 professional diploma courses in the CCEK center. The institution offers its physical and human resources towards the promotion of continuing and life-long education.

INSTITUTION HOSTING PUBLIC EVENTS

Hosting events such as public lectures, art exhibitions, and cultural festivals not only enrich the community's cultural life but also provide opportunities for dialogue and knowledge exchange.

Title of event: Golden jubilee exhibition, QUEST-2019 during 05.12.2019-07.12.2019

The institution hosted Golden jubilee exhibition, QUEST-2019 during 05.12.2019-07.12.2019. A three day exhibition was conducted for the public, in connection with golden jubilee of the department of Zoology from 5th to 7th December 2019. The exhibition was open to school and college students and also for general public. 8260 students from 40 schools and seven colleges were visited the exhibition in addition to our college students. 3700 general public were also visited the exhibition. The response from the side of visitors was great.

Title of event: State level biodiversity conference in the year 2022-23

The biodiversity conference include Custodian Farmers meet, Workshop on 'Conservation of Biodiversity for Women Empowerment and Livelihood', T S.G. Meet (Technical support Group meeting) and Children's Biodiversity Congress- state level competition for high School and higher secondary students. Around 10000 public people and school students participated in the events. All the teaching and non-teaching staff, students, clubs, committees, Alumni, PTA and Aviramam -The retired teachers organization actively took roles to make the event a grand success.

Title of the event: B-Zone Festival

The institution hosted Calicut university B-Zone festival during 22.05.2023 to 26.05.2023. Around 3500 students participated in the events. All the stakeholders of the college worked hard for the smooth conducting of the event. Human resource and all the physical facility were utilized towards the success of

the programme. The effort taken by the institution was greatly appreciated by the political leaders, media, student organizations and Calicut university union office bearers.

Title: Skill development/Professional Training programmes

Hindi HSST training programme during 27.01.2022-06.02.2022, Malayalam HSST training programme during 09.12.2022-18.12.2022 for higher secondary school teachers all over Kerala, 'Kozhikode meghala vijnanolsavam' for school students, 'Stars project programme' for school students, 'Academic mentoring session' for school students, a three-day photo exhibition titled "Manishada" was organized on 05.12.2019-07.12.2019,

SHARING ACADEMIC RESOURCES:

The institution encourages the staff and students to effectively contribute to the academic growth of the society.

The college maintains vibrant research culture and spread the resources among the community. Most of the faculty members serves as resource persons in the famous Kerala Literature festival, Malabar Literature Festival, International film festival Kerala, Pattambi Kavitha Carnival, KA Festival and KaChaTaThaPa Literature festival. Faculty members are frequently handled interactive sessions to make common public aware of the burning issues, to impart scientific temperament, to inculcate literal sense and to preserve history.

36 faculty members serves as board of studies members and 5 as board of studies chairman, to contribute towards the curriculum development and restructuring in tune with the national policies.

Faculty members publishes books, write ups in magazines, newspaper, popular journals, science magazines to spread knowledge among the society.

Faculty members serves as resource person as resource person for Kerala public service commission interviews, subject expert in CAS promotion interview, peer review committee member for journals, academic counsellor in external colleges and universities, judges in science exhibition, school kalamela and Meghala Vijnhanolsavam.

The institution hosts 11 Valuation camps of Calicut University under different disciplines.

EXAMINATION CENTRE FOR DISTANCE EDUCATION STUDENTS

The college serves as the institution where the University of Calicut allots maximum distance education students from other private institutions. The faculty members took duty as examination invigilators for these students.

COLLABORATIVE RESEARCH PROJECTS

The institution has seven research departments which not only cater the research needs of the teachers and scholars of the institute but also the research needs of teachers of various other institutes located within the state. 30 research guides from other institutions are registered under the 7 research centers of the institution.

Institution partners with local organizations, businesses, and government agencies to conduct research projects and activities that address community challenges and contribute to local development.

KNOWLEDGE TRANSFER AND CAPACITY BUILDING

The institution organizes workshops, training sessions, and seminars to share expertise and knowledge with community members, empowering them to address local issues effectively.

Innovation Hubs:

Innovation and Enterpreanureship Centre create spaces where students, faculty, and community members can collaborate on entrepreneurial and technological projects. The college has various clubs like Entrepreneurship Development Club (EDC), Earn While You Learn and entrepreneurial attempt like Friday Bazar. The EDC of the college conducts various programmes that link the college with the community. It has collaboration with Kerala Biodiversity Board and organises various community linked projects.

Campuses of Kozhikode is a project initiated by the Kozhikode District Administration with the aim of making use of the creativity and social commitment of youths in the sustainable development of the district. It provides the college students a chance to co-operate and interact with the district administration in the field of policy making and implementation for society. The college actively participates in the programme with two teacher Co-ordinators and 60 selected students.

| File Description | Document |
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| Appropriate web in the Institutional website | View Document |

5. CONCLUSION

Additional Information :

The college was placed in the rank band 150-200 in the NIRF ranking 2022-23. This makes us one of the three colleges in Calicut to be included below the rank of 200. The college magazine "Nadupettor" for the year 2022-23 had won various state level recognitions such as the Media Academy Award and Beacon Award. Apart from contributions to the academic and research field we also publish a peer reviewed bi-annual research journal(ISSN 2277-4246).Our teachers acts as resource persons for various governmental and non-governmental projects benefitting the community. The students from NSS and NCC units regularly volunteer in several outreach programmes.

Concluding Remarks :

The college upholds an environment that fosters the growth of extracurricular and curriculum activities. Teachers and students engage in positive interactions both in the classroom and in extracurricular activities. Various statutory bodies like Internal Compliance Committee, Anti-ragging cell, Anti-Narcotic Cell, Anti-Harassment Cell, Minority cell, OBC cell, etc, and committees like UG and PG admission committees, Tutorial Committee, Attendance Committee, CCSS UG and PG, CUSSP, IQAC, Academic master plan Committee, Research committee, Grievance Redressal Forum, Parent-Teacher Association, Alumni Association, etc., were constituted and is functioning actively throughout the academic year.

In alignment with the principles of the National Education Policy (NEP), the institution has devised a strategic plan to evolve into a center of holistic and interdisciplinary education, aiming to cultivate all facets of human development; intellectual, aesthetic, social, physical, emotional, and moral; in an integrated manner. This report serves as an audited and authenticated testament to our aspirations and endeavors to realize our mission through the prescribed means at our disposal.