



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

**BISHOP KURIALACHERRY COLLEGE FOR WOMEN**

**AMALAGIRI P.O , KOTTAYAM**

**686561**

**[www.bkcollege.ac.in](http://www.bkcollege.ac.in)**

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**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Bishop Kurialacherry College for Women is named after Venerable Mar Thomas Kurialacherry, a prescient visionary who championed the cause of education and empowerment of women at a time when the world had barely started thinking about it. This Centre of learning was founded by Sisters of the Adoration of Blessed Sacrament in 1965 with the noble goal of shaping young women into empowered citizens through value based education. This College which opened the vistas of higher education to women now distinguishes itself as an institution in the vanguard of women's education in the nation. Our key principle is the belief that by educating women we educate a whole generation.

The College is a Government Aided college and is affiliated to the Mahatma Gandhi University Kottayam.

We scored A Grade in the third cycle of Accreditation in February 2014 and it is our undying quest for excellence that has been instrumental in gearing up for the 4th cycle for the sustenance and enhancement of quality for all stakeholders in an effort to keep abreast of the changing paradigms in the educational scenario. This Self Study Report is the outcome of the whole hearted support and team work of the Staff of B. K. College guided by the pioneering spirit of our committed forerunners and the noble traditions of the College.

The Minority Women-only Institution, situated in the sylvan hillock named after the Blessed Virgin offers an ideal ambience for peaceful teaching-learning and now offers One PhD, 5 Postgraduate and 9 Undergraduate Programmes, 7 Career-Oriented Add-on, Value-Added Certificate Programmes, Enrichment, Walk With the Scholar (WWS), Scholar Support Programme (SSP), Value-added, Bridge and Remedial Programmes complete the academic banquet we serve our learners. Each curricular/co-curricular transaction is a noble endeavour which has its roots in love and service. That is the dream that the heavenly Patron dreamt; that is the mission that we now strive to accomplish in every step of our journey.

### **Vision**

- Formation of a girl student into a well-balanced person
- Education of a whole generation by educating women
- Make qualitative improvement and renewal in the society through women's education.

The Institution strives to uphold the Values that are enshrined in the Motto, Vision and Mission Statements through all the activities taken up during the course of each academic year. Careful planning and stringent taking of stock assure us that we are on the right track and that our steps rarely falter. And if they ever do there are many corrective measures that we willingly submit ourselves to.

The psychological support of the committed faculty, mentoring system, family and career guidance sessions, annual retreat, monthly lectures on moral awakening, classes on legal literacy, national integration programmes, gender sensitisation and human rights initiatives and above all, one hour set apart every week for religion/moral instruction, monthly celebration of Holy Mass on first Fridays, opening prayer by all on the campus as

also national Anthem by all students on important occasions- are activities leading to inculcation of spiritual, moral and national spirit among the youth entrusted to our care. The two best practices, specially chosen to be highlighted each year invite the attention of the community to areas of utmost significance.

These concerted efforts help us in translating the vision of helping the young women evolve into healthy and balanced women persona.

## **Mission**

- Change the world by developing character, scholarship and leadership in students
- Make the students physically equipped, mentally stable, socially committed, intellectually motivated and spiritually enlightened
- Transform them into well-balanced persons oriented towards supernatural as well as natural truth
- Heighten their sense of discipline and responsibility
- Care for the individual welfare of each student

Ours is an inclusive march where students, teachers, supporting staff, management, parents and the community around tread steps in harmony. Here, all are welcome. Discrimination is a word that has never polluted the air that we breathe. The Women who leave the portals are changed so totally that the transformation makes them confident, free and happy individuals who are globally and locally competent and useful. The Entry-Exit quality analysis evident in the PO, PSO, CO mapping provides ample evidence. The systematic and transparent feedback speaks eloquently too. We have been witnessing this happy spreading of wings and soaring of heights with satisfaction for more than half a century now.

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

### **Institutional Strength**

- Strongly committed college community which steadfastly upholds the vision of the founders.
- The serene and peaceful ambience, blessed by nature and the campus which is free of the evils of partisan politics provide the right atmosphere for healthy teaching-learning.
- The spacious and airy classrooms, the well-equipped labs. Science labs, computer labs, language lab, IT lab, the auditorium, conference and seminar halls, the Extension centre, common room, sick room, rest room, and canteen.
- Good residential facility for the students and staff
- College Campus gives thrust on environment protection and eco-friendly practices.
- Very proactive Research Centre in Economics. Produced twelve PhDs, currently ten scholars are working here.
- The Certificate, Value-Added and Add-On courses offered
- Very strong student support system in the form of mentor-mentee scheme, Walk With the Scholar (WWS), Scholar Support System (SSP), remedial teaching, quality circle, value and moral education, prayer groups, student counselling, NSS and CSM
- The social awareness inculcated through visits to hospitals, hospices, centres which care for the sick, the

aged, the variously challenged and the less fortunate.

- Sports, health and fitness programmes are given due importance. The College ground, courts and fitness centre are utilized to the optimum advantage of the students.
- The Extension activities, the awareness programmes, seminars, conferences, symposia for all stakeholders.
- Community College attached to the college involved in community oriented activities

### **Institutional Weakness**

- Located in rural area – 15 km away from urban area attracts mainly students in the neighbourhood.
- The majority of students hail from severely disadvantaged and poor economic backgrounds and hence their language competency and motivation levels are low.
- Permanent staff appointment not easy and prompt.
- College Infrastructure cannot be utilised to the optimum as we are not an urban College.
- Lack of funds prevent us from providing all that we would like to provide our students with.
- Tie-ups and Linkages with Industry are minimum as we are situated away from the District headquarters.

### **Institutional Opportunity**

- Community College offers scope for deep and fruitful bonds with the Community.
- The interaction among the senior women (Age: 18-70) in the Community college and the students in the college is mutually enriching.
- Since we have adequate infrastructure additional programmes to suit students' demands and local needs can be designed and run out of regular hours.
- Since the College has physical proximity to the University headquarters, more joint ventures can be organized.
- More workshops and certificate courses could be offered being the **only** IT and Women Resource Centre in M G University
- CCEK (Centre for Continuing Education, Kerala) offers scope for continuing capacity building support.
- More programmes in the self-financed stream can be run
- The social service initiatives and the extension activities of the College can be enhanced by ensuring total student participation in more than one club or association.
- The UG Departments can strive for Post Graduate programmes. M. Phil programmes can also be undertaken.
- Consultancy offered by the various departments, especially those by the Departments of Botany and Geology can be made more widely accessible to the public on a larger scale.

### **Institutional Challenge**

- Raising adequate funds for the College
- The background from which the students hail put pressure on the teachers and learners equally to find out the best possible methods to bridge gaps and foster competency levels.
- Attracting students from urban areas

- Self-financing colleges and courses started in nearby areas
- The restrictions imposed by the policy governing the introduction of new programmes to address the challenges of a world in flux.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

In the 54th year of her meaningful presence in the field education B K College continues to be a transformational force in the lives of the women of Kerala. Never deviating from the noble course charted for her by the pioneers, uncorrupted and undefiled by the pressures of a profit-crazy world this rural-women-only-Institute marches on silently but very powerfully transforming lives totally.

Affiliated to Mahatma Gandhi University, Kottayam, the College offers Ph.D programme in Economics with course work, 9 UG and 5 PG programmes; 9 Open Courses are offered in the V Semester UG under the CBCSS pattern. 7 UGC Sponsored Career-Oriented Certificate, Add-on, Value-added, Bridge and Enrichment Programmes offered by the s and the DCA( Diploma in Computer Applications) Programme contribute significantly to student quality improvement and value addition.

One PG, Two UG and 13 Value-Added Certificate Programmes are Post Accreditation Initiatives. (Details in Handbook).

To supplement the Curriculum provided by the University and to fill the lacunae whatsoever the Add-on and the Value-Added Certificate Programmes contribute immensely. The syllabi of these courses are developed by the College and approved by the UGC or the respective Boards of Studies. The Enrichment programmes offered by individual departments contribute to value addition. The Open Courses which are Electives offer further scope for student quality enhancement.

The POs, PSOs and COs are analysed by each as batches leave the College and the outcomes achieved prompt us to effect the necessary change in strategies in successive years.

The Feedback from stakeholders are collected systematically, the input received is analysed and the recommendations regarding syllabus and content are communicated to the relevant Boards and councils. The suggestions for improvement pertaining to the various facets related to the other parameters are discussed and action taken immediately.

The faculty members actively participate in curriculum design, implementation and research by their contributions in Boards of Study, Doctoral committees, Curriculum Review/Restructuring Committees, Chairpersons of Examination Boards/ Panel of Examiners, Question paper setters and Subject Experts. 100% faculty members are involved in University assignments thus contributing directly and indirectly to policy matters regarding syllabus design and implementation.

### Teaching-learning and Evaluation

The Teaching-Learning Process is organized and structured in keeping with the Academic Calendar of the University and the Year Plan of the Individual departments. The needs of the diverse groups are taken into

account. They are categorised into various learning groups and particular needs are addressed effectively in the Mentor-Mentee interaction.

An awareness of specific student needs led to the Orientation/Induction programmes held jointly for students and parents at entry point. This enables even the first generation learners to acclimatize comfortably with the curriculum and its demands. The teaching strategy adopted here combines ICT enabled and lecture methods as the student body is eminently heterogeneous. The **Walk With the Scholar, Scholar Support Programme, Bridge and Remedial Programmes, Add on and Value-Added Certificate Programmes** add to augmenting student competence. They are encouraged to take up online courses too.

Coaching classes for competitive exams/jobs, the activities of the Career and Placement Cell, ED club, Internship/OJT and Research Methodology workshops enrich the curriculum. The Value, Ethics and Moral Instruction classes, Orientation sessions on gender, human rights, IPR and legal literacy are intended to transform young women into balanced, holistic, empowered individuals equipped to face the challenges of the modern world.

The full-fledged library with INFLIBNET- Nlist, and the wealth of e-resources provided provide a window to the world of opportunities. Curriculum is completed on time in this campus free of political interference or student unrest. Teachers too enhance their competence constantly. The IQAC monitors quality initiatives.

Examination Pattern consists of the External-Internal (80-20) mode. Assignments are submitted both in the online and written formats. Field Work is a mandatory component for some courses.

Transparency in evaluation is ensured by publishing the internal marks on the notice boards and getting the signature of the students before they are uploaded on the University Portal. If there are any grievances, the Grievance cell looks into the matter. Continuous Internal Evaluation done systematically ensures that the PO, PSO, CO mapping done at the end of the Programme is accurate and reliable.

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

The Research Centre in Economics has two research guides and 10 Scholars. 3 Scholars were awarded PhD during period under review. One scholar bagged the best thesis award. Three teachers secured PhD. One teacher is on FDP and two have submitted their thesis. 16 national and 3 International seminars were organized. Priority areas of research deal with issues and concepts of current and immediate relevance. Findings are utilised by the community also. (Athirampuzha, Kuttanad). Values of social commitment are encouraged through community oriented research-problem-selection and study.

The Departments of Economics and Geology and the Community College made remarkable contribution during the period under review through Community oriented Research. Every year there is allocation for research in the general budget. Promotion of interdisciplinary studies and new avenues of research are encouraged in selection of topics for seminars/ projects by faculty and students.

Each Departmental association comes up with innovative and insightful ideas to foster research acumen in the students. The Department of English has *Lumiere*, the Department of Geology has *Geoforum*, Department of Economics did a socio-economic survey and project. The reports are utilised by the Panchayat.

The Research Centre supported by our Library with e-resources serves its purpose adequately. Faculty members

serve as Reviewers for International Journals.

Educational, general and special extension programmes are organized to reach the downtrodden and under-privileged sections of society. The College has an adopted area, *Nalpathimala*, in the vicinity of the College where meaningful intervention has brought about healthy changes in the lives of women, the youth and children.

The activities of N. S. S, clubs, associations and collaboration with NGOs promote campus- neighbourhood networks; observance of important days enables the students to open their eyes and ears to the needs and misery around. 'College for Community' is put into practice by community interaction programmes. Various group-specific meets, awareness programmes on waste management, environment, gender and health issues, human rights, street plays, women empowerment programmes, visits to *Santhwanam*, *Navajeevan*, hospices, hospitals, construction of houses and the like feature in our extension endeavour.

### **Infrastructure and Learning Resources**

Realizing the vital role of imparting ICT enabled teaching, learning, research and student support programmes, the College has made efforts to improve its infrastructure to suit the changing trends and to make available these facilities to the both neighbouring community and the affiliating University which is quite near.

As Post-accreditation Initiatives a Community College, a new block of classrooms, a new library building, a Seminar Hall, a Tennis Court and an indoor stadium have been added to the College by way of infrastructural additions.

The campus is spread over an area of 25 acres. The Building has well-furnished class rooms, a separate section for Self-financed programmes, research centre, full-fledged library with INFLIBNET N-List subscription and allied facilities, laboratories with all amenities, a Computer lab, language lab, IT lab, Geology and Botany museums, A/C Conference hall, seminar halls, a large auditorium with seating capacity of 1500, playground, Mother Chantal pavilion, an Indoor court and a tennis court, a full-fledged health and fitness centre, chapel /meditation room, students' centre with canteen facility, common room for students, guest room, counselling centre, co-operative store, reprographic centres, hostels for students and staff, residential accommodation, security wing, ponds and wells providing water for the campus, a room for NSS. Infrastructural and land needs to meet the requirements of the courses run in the Community College are provided.

The whole campus has Wi-Fi connectivity; all staff rooms, research centre and library have computers -120- and LAN connectivity facility.

Facilities for power support and back-up are enhanced each year to meet the escalating requirements. The 11 KV substation has been fully functional since 2017.

The administrative section of the College consists of the Principal's office, accounts, admission, scholarship, fees and examination counters, UGC, provident fund, income tax, attendance, internal assessment cells and the archives. A help desk functions in front of the office.

The College houses a forest consisting of rare species trees, some more than 60 years of age. Aqua sources like ponds and wells (water harvesting/ conserving pits) enrich the campus environment and water shed projects. Herbal, botanical, butterfly and vegetable gardens with organic farming provisions enrich biodiversity.

## **Student Support and Progression**

The College updates the website, prospectus and handbook annually to inform students about the profile, programmes offered, rules and regulations, co-curricular and extension activities, scholarships and support services. Students of SC/ST/OBC and other economically weaker sections are provided freeships, free coaching for exams, career guidance and hostel facilities. The college is divyangjan-friendly and offers them support facilities and services as and when needed.

Special attention is paid to both advanced and slow learners. The Awards for various Best performer categories, BK Luminary, Joint Publications, Visits to Institute of Repute, Paper Presentations and Walk with the Scholar (WWS), for the advanced learners and all necessary support in the form of Scholar Support Programme (SSP), Remedial, Bridge and other support measures like Buddy system, one-to-one and peer teaching/learning for the slow learners are provided.

The entrepreneurial and placement clubs of the College equip students with training, guidance and employable skills. Sports and games are promoted with special coaching and flexibility in attendance, gadgets, hostel facilities, free food and such other amenities for players/athletes.

The students union is the voice of the student community. Every need is addressed by the competent authorities. Anti-ragging cell, students' grievance redressal committee and similar systems and the IQAC functions effectively to guarantee comprehensive student support. The alumni association is an inexhaustible reserve of strength.

To promote original thinking students are encouraged to publish articles in college magazine. Most departments have publications by students to publish their scholarly Research papers. *Lumen*, wall paper and manuscript magazines are efforts in this direction. The drop-out-rate is negligible and a majority progress to higher levels of learning.

To enhance self-confidence and self-esteem, counselling is offered at three levels: academic (identifies slow and advanced learners), personal (gives support in times of personal problems), psycho-social and career (career setting and career options).

Various clubs & associations polish the curricular, co-curricular and cultural talents of students.

Tutorial and mentoring system offers opportunities for close rapport between teachers and students.

Sports day, Talents day, Freshers' day, Arts day and celebration of important days to commemorate international-national events ensure holistic development.

## **Governance, Leadership and Management**

The Management, the Principal, the Staff Council, IQAC, PTA, Heads of Departments, Staff Association,

Students Union and Co-ordinators of various committees provide effective leadership in the smooth and efficient running of the day to day activities of the College. The Organogram represents the governance and leadership pattern of the institution.

The Provincial of the SABS Congregation is the Manager of the College. The Administrator is the local Manager.

The Policies that guide the administration of the College were drafted jointly by the Management and the IQAC and are uploaded on the website. In all matters pertaining to the statutes and rules regarding HEIs the Institution adheres to the rules of the State, the UGC and the affiliating University.

Finance and accounts are taken care of by the Head Accountant and Bursar. There is regular auditing by the Deputy Director of Collegiate Education, the Accountant General of Kerala and the Chartered Accountant appointed by the management. There is internal Auditing also. UGC used to be the chief funding agency till last year. The Management meets the deficit in budget.

The College has been chosen for monetary support by RUSA. The funds will be disbursed shortly.

Quality sustenance and enhancement is monitored by IQAC since its formulation in 2001. The quality parameters and performance standards are reviewed and evaluated monthly and annually. The activities of the stakeholders are also assessed weekly, monthly and annually by IQAC, the staff council, the Principal and the Management. The performance indicators of NAAC serve as guidelines of evaluation.

The preparation of AQAR enables SWOC analysis to ensure quality enhancement. All stakeholders are approached for feedback to improve the state of affairs. Faculty recharging policies enhance their initiatives; training is given to administrative staff to improve performance. Performance appraisal of the faculty is undertaken based on feedback from students, contribution towards research, teaching, consultancy and extension activities.

The democratic form of management has developed an atmosphere of harmony and team spirit in the college community which was appreciated by all the NAAC Peer teams.

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

The Motto of the College is *Accendere Lumen* – To kindle the Light. This is what the College has been doing all these years--dispelling the darkness of ignorance from minds of women. Not just those women who are our students but those around too, who associate with the College through our unique initiatives like the community college, the first ever in MG University.

The Institution strives to uphold the Values enshrined in the Motto, Vision and Mission Statements through all activities undertaken. The Best practices falling under diverse categories contribute to building the total woman persona of each student.

### **Academic Support Initiatives:**

Bridge and Remedial Teaching. Mentoring, WWS, SSP, Invited Lectures, Association Activities, Manuscript Magazines (*SIGNATURE for eg.*) Journals, Anthologies, In-house Seminars, Symposia, Presentations

undertaken systematically support the formal syllabus structure in making the student better than at entry.

**Capability Building Initiatives:**

IT enabled teaching-learning, *E-Shakti*, Add-on, enrichment, Open Courses, Value Addition Programmes, Women Empowerment/Gender Sensitisation Programmes, NSS, Catholic Students Movement, Association/Club Activities, Inter-departmental-collegiate and more competitions for exposure, augmenting their capabilities, leadership qualities and team-skills.

**Earth, Eco-friendly and Environment Initiatives:**

Clean Campus – Green Campus Initiatives, Water/Ground Water Conservation, Energy Conservation- *switches off*- Solar Energy Tapping Initiatives, Rain Water Harvesting, Herbal/Vegetable/Butterfly Gardens, Cleanliness Drive- specifically SPEC, Efficient Waste Management- Organic waste- Biogas- , Plastic and E-waste segregation and systematic disposal, Organic Farming Drive- *Jaivam* and the like imbue them with respect for the planet. Important days' observation is a move in this direction. Water- Ozone -Environment days for instance.

**Social Responsibility Initiatives:**

Activities coming under this head include Flood and Drought Relief, Palliative Activities, Hospital/Hospice Visits, Free Tuitions, Medical Camps, Blood Donation and the like.

**Ethical/Moral/Social/Cultural Value Inculcation Initiatives:**

Regular Hours set apart for Moral and Value Instruction with Syllabus, Text and Exam, Conscientisation Programmes against drug and substance abuse/ Lectures/Seminars/ Workshops/Campaigns for developing sensitivity.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	BISHOP KURIALACHERRY COLLEGE FOR WOMEN
Address	Amalagiri P.O , Kottayam
City	Kottayam
State	Kerala
Pin	686561
Website	<a href="http://www.bkcollege.ac.in">www.bkcollege.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Leena Mathew	0481-2597384	9847986866	0481-2596384	bkcamala@yahoo.com
Associate Professor	Rekha Mathews	0481-2423348	9447277062	-	rekha.annie@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">BKC Minority Certificate.pdf</a>
If Yes, Specify minority status	
Religious	Religious
Linguistic	
Any Other	

<b>Establishment Details</b>				
Date of establishment of the college	05-07-1965			
<b>University to which the college is affiliated/ or which governs the college (if it is a constituent college)</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Kerala	Mahatma Gandhi University	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC	22-06-1983	<a href="#">View Document</a>		
12B of UGC	28-01-1988	<a href="#">View Document</a>		
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day, Month and year (dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
No contents				

<b>Details of autonomy</b>	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Amalagiri P.O , Kottayam	Rural	26.477	17561.52

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,English	36	Plus Two	English	24	24
UG	BA,Economics	36	Plus Two	English	40	40
UG	BA,Malayalam	36	Plus Two	Malayalam	24	24
UG	BSc,Botany	36	Plus Two	English	24	24
UG	BSc,Chemistry	36	Plus Two	English	20	20
UG	BSc,Geology And Water Management	36	Plus Two	English	25	25
UG	BSc,Mathematics	36	Plus Two	English	40	32
UG	BCom,Commerce	36	Plus Two	English	60	47
UG	BCom,Commerce	36	Plus Two	English	40	40
PG	MA,English	24	UG with English as optional or common course	English	30	6
PG	MA,Economics	24	UG	English	15	15
PG	MSc,Botany	24	UG with any Bio science	English	15	15
PG	MSc,Chemistry	24	UG in Chemistry	English	20	20
PG	MCom,Commerce	24	UG with Commerce	English	15	10
Doctoral (Ph.D)	PhD or DPhil,Economics	36	PG in Economics	English	10	10

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				9				15			
Recruited	0	0	0	0	0	9	0	9	0	15	0	15
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				29			
Recruited	0	0	0	0	0	0	0	0	6	23	0	29
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				16
Recruited	1	12	0	13
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				18
Recruited	3	15	0	18
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				1
Recruited	0	0	0	0
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	3	0	0	3
Yet to Recruit				0

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	7	0	0	4	0	11
M.Phil.	0	0	0	0	2	0	0	1	0	3
PG	0	0	0	0	0	0	0	10	0	10

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	4	0	6
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	0	0	0	3	18	0	21

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	5		4		9

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	338	0	1	1	340
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	66	0	0	0	66
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	2	0	0	0	2
	Female	8	0	0	0	8
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	65	0	0	0	65
	Others	0	0	0	0	0
Certificate	Male	0	0	0	0	0
	Female	22	0	0	0	22
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Programme</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	0	0	0	0
	Female	22	36	30	30
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	1	2	3	2
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	20	18	18	21
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	288	291	334	312
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	20	26	19	27
	Others	0	0	0	0
<b>Total</b>		<b>351</b>	<b>373</b>	<b>404</b>	<b>392</b>

### 3. Extended Profile

#### 3.1 Program

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

Response: 393

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
15	15	15	13	12

#### 3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1058	1031	948	913	865

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

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

2017-18	2016-17	2015-16	2014-15	2013-14
85	92	85	76	70

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

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

2017-18	2016-17	2015-16	2014-15	2013-14
376	354	317	337	284

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

### 3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
65	60	59	59	57

  

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

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

2017-18	2016-17	2015-16	2014-15	2013-14
65	63	60	60	60

  

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

### 3.4 Institution

#### Total number of classrooms and seminar halls

**Response: 44**

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

2017-18	2016-17	2015-16	2014-15	2013-14
36.05	111.62	102	138.1	73.84

#### Number of computers

**Response: 120**

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

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

##### Response:

The educational process at BK College is designed to create a society based on the core values envisioned by NAAC for HEIs. Being an affiliated College, the curricula of the Programmes offered-- 1 PhD, 5 PG and 9 UG programmes-- are designed by the University, but value-addition is achieved by imaginative intervention and creative response through the syllabi of the 7 UGC Sponsored Career-Oriented Certificate, Add-on, Value-added, Bridge and Enrichment Programmes offered by the Departments.

Designed by the faculty of the College, they address the needs of the student community and help develop sensitivity and skills to tackle the contemporary reality and equip them with local, national and global competencies.

The Institution has a structured and effective curriculum delivery plan which it has been following systematically, each year improving and honing, incorporating the feedback we receive from the stakeholders.

The academic year commences in June, and invariably in May, in the meeting of General Body the tasks to be accomplished are planned in tune with the University Academic Calendar. The first part of the Meeting comprises of review and evaluation of the year past—the programme options, course content, feedback received, suggestions by experts, students, faculty members, and the gaps to be filled.

The next session draws up broad plans for the year, semester and month after detailed discussions and deliberations. Micro-planning takes place in the departments. There Course and Module divisions are done; the practicalities are worked out. The day by day, hour by hour work plan is laid out. This elaborate work-plan is communicated to the students at the commencement of the Semester. A copy is also made available to each student. The Minutes of the Staff Meetings and the Department Meetings bear eloquent testimony to this practice of the College. The individual departments hold meetings to review the progress of the charted programme and course plan and modifications are made if working days are lost by unforeseen reasons.

The next level of comprehensive monitoring is by the Manager through online Monthly Performance Reports furnished by Departments by the 15th every month, duly verified and attested by the Heads of Departments and forwarded by the Principal. This step was introduced by the IQAC as a quality initiative two years back to ensure evaluative monitoring.

The Calendar of activities planned in May include all curricular components like Internal assessment tests, seminar and assignment schedules to provide time for other activities that make student life enriching. In the affiliated system 80%marks are awarded in the External Examination and 20% in the internal examinations and other allied components. The Internal Examination Coordinator and the Heads of

Departments in consultation with student representatives review the exam schedules and formats.

The systematic feedback collected and the expectation- satisfaction survey done each semester provide us with a precise picture of curriculum delivery as it happens here. The effective and efficient three-tier system ensures transparency. (Department- Principal- Manager).

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

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

**Response: 35**

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

2017-18	2016-17	2015-16	2014-15	2013-14
7	7	7	7	7

File Description	Document
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Details of the certificate/Diploma programs	<a href="#">View Document</a>

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

**Response: 25**

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

2017-18	2016-17	2015-16	2014-15	2013-14
04	04	03	02	02

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

## 1.2 Academic Flexibility

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

**Response:** 79.13

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

Response: 311

File Description	Document
Details of the new courses introduced	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 86.67

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

Response: 13

File Description	Document
Name of the programs in which CBCS is implemented	<a href="#">View Document</a>

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

**Response:** 6.99

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

2017-18	2016-17	2015-16	2014-15	2013-14
340	29	0	0	0

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

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

#### Response:

Courses relating to Gender, Environment and Sustainability, Human Values and Professional Ethics form part of the formal Curriculum for many programmes that the HEI offers. Lacunae, if any, are addressed through the syllabus of the Courses offered by the individual Departments, in the Value and Moral Education Sessions, Seminars, Lectures and Orientation Programmes organized by the Various Associations and Clubs.

UG Common Course English, Core & Elective Courses in UG & PG English, Courses in Economics and Botany UG & PG Programmes, Environmental Chemistry and Open Courses place emphasis on these issues of perennial relevance. (List Provided).

**The Community College** which is a vital part of life at BK makes significant contribution to spreading the message of gender justice, women's rights and gender sensitization to the students and the community around. The subject of environment is treated with commitment, zeal and enthusiasm. For instance, World Environment Day, Earth Day, World Water Day, Cleaning Initiatives, Flora and Fauna Conservation, Biodiversity campaigns, Organic Farming awareness - *JAIVAM* 2017- and Eco-friendly initiatives are routine activities.

Environment and Sustainability are values enshrined deep in every heart that beats in unison with the heartbeat of the College. The serene environment which envelopes BK College remains the same, if not better, after half a century of the Institution being here, and it bears eloquent testimony to the respect we pay to this value. Generations of students have been trained in this core value. Earth initiative and Environment Consciousness have always been among our best practices and the clean campus air will vouch for this claim.

The Women's Cell, the NSS and the various clubs play the lead role in shaping the Gender-Sensitive, Eco-conscious Spirit of BK College.

***Bhoomisangerthanam*** (A *Psalm for Mother Earth*) a short film made by the Management on Environment issues was aired in the College. Discussions on Environment, Nature, Ecosystem and Eco-feminism take place in the classrooms frequently. In short the institution is concerned about delivering this message to the generations who pass through it.

Ethics and Values form a significant part of the discussions in the Value education classes. In addition to the formal curricular transactions, sessions by distinguished personalities arranged frequently, help imbue the students with a deep sense of what is right, proper and ethical.

Curriculum delivery is done with the awareness that conscientising women is the best and surest means of empowering the Nation.

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

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

**Response: 5**

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

Response: 5

File Description	Document
Details of the value-added courses imparting transferable and life skills	<a href="#">View Document</a>
Brochure or any other document relating to value added courses.	<a href="#">View Document</a>

### 1.3.3 Percentage of students undertaking field projects / internships

**Response: 14.93**

1.3.3.1 Number of students undertaking field projects or internships

Response: 158

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

## 1.4 Feedback System

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

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

<b>Response:</b> A.Any 4 of the above	
<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

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

**Response:** 0.24

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	2	1	4	3

#### File Description

#### Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

#### 2.1.2 Average Enrollment percentage (Average of last five years)

**Response:** 84.92

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

2017-18	2016-17	2015-16	2014-15	2013-14
391	404	373	351	317

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

2017-18	2016-17	2015-16	2014-15	2013-14
453	481	456	395	379

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

**Response:** 100

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

2017-18	2016-17	2015-16	2014-15	2013-14
85	92	85	76	70

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

## 2.2 Catering to Student Diversity

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

**Response:**

Assessing student quality is invariably the first step in every department before we start with the formal syllabus. A majority of the students hail from socially, economically and educationally disadvantaged backgrounds. To raise student competency to the required comprehension level to pursue the programmes, thorough assessment and systematic categorization is done. The College offers defined programmes for advanced and slow learners.

The Question-answer sessions, dictations, oratory sessions, vocal responses, written tests, quizzes, JAM, MCQ tests, numerical ability, logical reasoning exercises, linguistic talent tests, weekly reviews, class discussions and debates are the different evaluation methods which help us to identify and categorise learners. The sifting process is effected through numerous steps. Each group is catered to with careful attention and accompanied lovingly so that they are way better at exit than they were at entry point. These assessment records are maintained in individual departments as proof for the tracks the students traverse in their journeys of guided self-discovery.

WWS for the advanced learners and SSP for the slow learners are employed effectively. Designed by the Directorate of Collegiate Education for the Colleges of Kerala, this initiative was taken up zealously by the College. A coordinator and a team of teachers constitute the resource team for each. Separate faculty teams are trained and mentored to cater to the needs of these students with distinct needs.

The BK Luminae Award for the advanced learners is not just an award for a single student, though at culmination it becomes that. The GK quiz, the debate, the switch round, the group discussion, the

personality tests and the final interview round will certainly involve a lot of preparation and pouring in of honest effort and that will augment student quality. The success is measured by the number of takers in the preliminary rounds. The Advanced learners get opportunities to visit Institutes of National Repute, to interact with eminent scientists and scholars, present and publish papers at selected forums, joint publications with faculty and the like. The Luminae Award, Category awards, best Library User Award, the Proficiency Prizes and the Scholarships instituted for outstanding performance motivate the students to excel. Personal interest is taken by the Departments to help them select advanced topics during seminars and projects. They are assigned leadership in group projects/presentation/peer teaching and sent out for competitions for more practical exposure.

A Special Support programme for slow learners in addition to SSP and one which had been in vogue for decades is the **Remedial Programme** which is offered to all who are in need of extra academic support. Classes are scheduled after and before regular classes. **Bridge and Enrichment Programmes** are offered by all departments to close competency gaps guiding those in the margins to the centre of academic activity

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

### 2.2.2 Student - Full time teacher ratio

**Response:** 16.28

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

**Response:** 0.09

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

**Response:** 1

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

## 2.3 Teaching- Learning Process

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

**Response:**

To make learning a pleasure and a thought provoking process, efforts are made to shift from teacher centric to student centric exercise and pedagogy. Other than class room teaching various methods of learning experiences are provided most of which are participative, like:

Language & Computer Labs, Seminars & Workshops, Group discussions & Presentations, Debates, Quiz competitions, Field work, Assignments, Creative Writing, Manuscript Magazines, Project Work - individual and group, Case studies, Industrial Visits, Institute Visits, Exchange Programmes, Interaction with learned Experts and Time & stress management. ASAP, WWS, SSP and OJT are forums where students are given hands-on training and opportunities for experiential and participative learning.

In most of the above-mentioned academic exercises teachers move back to the role of facilitators. Faculty members constantly update themselves by attending and presenting papers in national/international seminars, training themselves in the latest knowledge streams, participating in support programmes, and keeping abreast of the times by sophisticated training in ICT enabled teaching and particular disciplines.

A special and unique feature practised by the faculty members is a creative and fruitful use of ICT. YouTube is used as a platform to upload introductory lectures before each new topic is discussed. Science topics are made interesting and appealing by adopting this format and has elicited favourable student response. Students prepare videos on select topics and the best ones are uploaded on the YouTube.

Technology aided teaching has been effectively implemented by the timely suggestions and interventions of the IQAC. This cell monitors all the support systems in the College namely the library and the allied facilities, promotion of research, maintaining and improving amenities to ensure that the student is the centre of the learning eco-system here. Any qualitative change that needs to be made is usually spotted and planned out by the IQAC. The vital role played by this body has contributed much to the improvement of the various facets of teaching-learning. Moreover it is this pivotal group that sees to it that the Institution never falls short of the expectations of the stakeholders. Excellence of the Woman-Student is the ultimate goal. The constituent warp and woof of the fabric on which the whole process is painted are the PO, PSO, CO, motto, vision, mission collective of the College.

The students plan and organize individual activities and group activities. Poster presentations, creative writing initiatives, quizzes, exhibitions, case studies and mind mapping, group discussions, buddy, cross & peer teaching, tutorials, interactive public lectures by eminent resource persons, brain storming, role play, puzzles & problem solving exercises, social-environmental surveys, awareness programmes. - all enrich our students. UG/PG projects involve a lot of prodding and original thinking and this contributes to experiential learning.

Co-Curricular Activities contribute to augmenting creativity, critical thinking and scientific temper. Research paper presentations at the Regional and National Levels- individual and joint presentations with Faculty members is a participative endeavour.

All activities are planned and implemented by students and the exposure they receive provide them with immense energy and confidence to face the future with courage and determination.

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

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

**Response:** 76.92

#### 2.3.2.1 Number of teachers using ICT

Response: 50

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

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

**Response:** 25.8

#### 2.3.3.1 Number of mentors

Response: 41

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

### 2.3.4 Innovation and creativity in teaching-learning

**Response:**

Blending the traditional and the innovative and taking into consideration the heterogeneous character of the student body, B K College has always endeavoured to respond to the challenges posed by the postmodern global educational scenario albeit her limitations of infrastructure and monetary considerations. Innovative endeavour is always encouraged on the part of the students and the teachers.

The projects which are a part of curriculum are done with utmost interest. The encouraging fact about all the PG projects is that students choose relevant areas that can be pursued even at higher levels. Socially and Economically relevant findings are used by local self-government for improving administration. (Department of Economics- Athirampuzha Panchayat; Geology- Kottayam. andKuttanad).

Other significant activities include publications, exhibitions, Power point competitions, surveys, fests. The Department of Malayalam insists that each student publish a book, where DTP is done by the student

herself; The Reading Week & local History writing are innovative ventures. They have made Short films on socially relevant issues as part of their Second Language Project. The students of English Department prepare “Signature”- Manuscript Magazine, *The Literary Lumen*- Scholarly articles prepared by students, *TREAD SOFTLY*- Poem Anthology and “*Homebound*,” a newsletter; Commerce Department organizes Commerce Fests with numerous events; Exhibitions are organized by the Departments of Geology and Botany, Mathematics Department organizes Quizzes, Field surveys are done by the Department of Economics; Interdepartmental Sports events by the Physical Education Department, to name a few. The associations organize intercollegiate programmes to help the students excel in creativity and scientific temper. Chemistry Department organised two science exhibitions 'Sci-Expo' & 'Criscieta' for the College and the students of the neighbouring schools and an intercollegiate quiz competition ‘Excellus.’ The manuscript magazine ‘Serious About Chemistry.’ and the treasure-hunt ‘Philosopher’s Stone’ raised lay interest-level in Chemistry. The College Community is familiarised with Elements of the Periodic Table through the Programme “Element a Day” to commemorate jubilee year of elements. The activities masterminded by the students themselves enrich them to develop a creative culture and aptitude for innovations.

The ICT enabled teaching and the innovations like Google Classroom, YouTube for effective learning module delivery have revolutionised learning for the student as it helps conquer space and time.

The activities of ED Club, Women’s Cell, NSS and WWS provide platforms for innovative exposure. The training in coconut tree climbing offered to our students attracted national attention. E-*Sakthi* which promises e-skills is an innovative idea which has far-reaching implications in more lives than we touch directly. SPEC-an extension of the ideas enshrined in the *Swachh Bharat* mission, encompasses thousands indirectly.

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

## 2.4 Teacher Profile and Quality

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

**Response:** 97.38

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>

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

**Response:** 24.99

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

2017-18	2016-17	2015-16	2014-15	2013-14
17	15	14	14	15

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.4.3 Teaching experience per full time teacher in number of years

**Response:** 11.86

## 2.4.3.1 Total experience of full-time teachers

Response: 770.73

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

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

**Response:** 13.33

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

2017-18	2016-17	2015-16	2014-15	2013-14
02	01	03	02	00

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of award letters (scanned or soft copy)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years****Response:** 9.05**2.4.5.1 Number of full time teachers from other states year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
08	05	05	05	05

<b>File Description</b>	<b>Document</b>
List of full time teachers from other state and state from which qualifying degree was obtained	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

The College which functions in the affiliated system adheres to the Examination Calendar. The External and the Internal Examinations follow the uniform pattern devised by the PG & UG Examination Boards. The academic performance of the learners is measured comprehensively through examinations-both internal and external, Viva voce, Assignments and Seminar Presentations.

The prominent reform worth mentioning is the question bank preparation by the students which involve them too in the question-setting endeavour. The student-groups of each class upload the question-answer bunches in the common groups, which are corrected and edited by the faculty-in-charge and these are used to prepare the internal examination question papers which ensures enhanced mark-scoring rate.

The parents are informed of all the steps involved in the evaluation of students and PTA meetings convened regularly. Thus student performance, general demeanour, attendance and participation in co-curricular activities come within the general purview of evaluation. Encouraging the students to bring out the best is the goal behind all these concerted efforts.

The CBCSS system was followed till 2017 and now it is CBCS. The grading system gave way to the marking system. The University has proposed an evaluation schedule, including internal examinations, two in each semester and a viva voce examination at the end of the semesters. The College conducts all these and more to prepare the students for the external examinations as per time table published in the College calendar to achieve the best in the available time options.

The heads of departments ensure that all the internal tests are conducted in time and mark sheets prepared.

The Principal in turn checks the continuous evaluation reports on each student prepared by the teachers in the various departments. The regular departmental meetings and meetings of the heads of various departments and the IQAC make sure that the exam calendar is followed strictly.

We have Internal Examination Co-ordinators from among the Staff, and they see to it that the Question papers are prepared well in advance and the exams are conducted in a smooth and efficient manner. Thus they make sure that the best possible outcomes are assured. The Internal marks scored by the students are displayed on notice boards for the students to see and redress grievances, if they point out any, before the marks are sent to the University. Fairness is ensured at every step. The cumulative and continuous assessment pattern helps the students to measure their strengths and weaknesses. At every step the institution ensures that the guidelines insisted upon by the University are strictly followed and that the student is always given just and fair options in her academic endeavour.

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

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

#### Response:

We follow the assessment system and schedule worked out by the University to ensure transparency and justice. The various assessment parameters are published in the Handbook and also explained by the teachers in the classes. The students are aware of how they are assessed. The various empirical parameters to quantify academic discipline like attendance, assignments, seminars, test papers and viva voce are directly monitored systematically and impeccable records maintained in each department.

The student is clearly directed and continually made aware that Continual Internal Assessment is the most important marker and criterion to evaluate student performance. The foremost objective of the institution is to ensure all round proficiency of the students who enroll here. The internal exams are conducted regularly as per the academic calendar of the College with this objective in mind.

The exams conducted are just not what the University has directed us to do. The schedule is decided at the beginning of the academic year and the academic community is aware of the frequency and time frame of the Internal Exams. More than that, each teacher is aware of the task entrusted to her. Care is taken to see that even the credits scored by the students in surprise tests and impromptu tasks are recorded scrupulously for computing the performance of the students.

The written and oral exams, the seminars and assignments, viva voce and practical exams, debates and quizzes- all contribute to this process of student evaluation. After the performance record is consolidated, there is always an audit in the department regarding changes in strategies to be made. This is the practice which actually leads us in the progressive direction. The student is aware of the proficiency that is expected of her in every parameter of assessment. This is communicated in the Mentoring sessions. Excellence is not just scoring marks, stress is laid on every aspect of development which will contribute to a student realising her total potential. This is the vision of this Institution.

The marks are displayed on the notice board and the students sign the marklists before the marks are uploaded on the University web portal. The three-tier mechanism which works in the College ensures that each student gets treated in the fairest manner possible.

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

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

#### Response:

We have a formal Grievance Redressal Policy which guides the workings of the Grievance Redressal cell which has been functioning in the College since 2000. It is a three-tier system. First at the department level; Second, at the Cell level, where the senior faculty members who are in charge of the cell looks into the matter. The Principal and the Administrator form the topmost rung in the system. If the matter is still unresolved then it is referred for the consideration of the University. This is quite rare. Such grievances which demand the intervention of the University are taken up by the Grievance Redressal Cell at the University at the recommendation of the Principal.

The frequent grievance that has been raised by a student majority have been related to the demand for the postponement of exams on account of scarcity of time to study because of loss of working days on account of weather adversities or such grave reasons. This has always been taken up at the Principals' meetings and solutions found. In most cases the University sticks to the examination schedules and results are published on a time-bound basis.

The Annual Calendar shows the time table of Internal exams and almost always the time schedule is adhered to. If by some reason it has to be changed it is done on a consensual basis taking the students into confidence after making sure that they get adequate time to prepare for the exams. The papers are valued and scripts returned to each student on a one to one basis. The corrections and improvements suggested go a long way in augmenting the academic level of individual learners.

This reduces the number of grievances related to exams. Attendance is monitored weekly so such grievances do not arise. Timely submission of assignments are insisted upon. Retests are given to students who miss the internal tests by virtue of genuine and serious inconvenience. The rapport that exists between the mentors and the mentees is the reason why such problems are virtually non-existent here. The number of cases which have demanded University intervention has been negligible in the last five years.

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

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

**Response:**

Since this is an affiliated College, the exam framework broadly follows the schedules charted by the University at the beginning of each academic year. In keeping with the calendar drawn up by the University the College makes its own schedules so that the students will know in advance what to expect and when. The academic and the non-academic activities are planned well in advance, at the beginning of the year by the IQAC and the Staff Council. This broad scheme is worked upon in the individual departments where semester, monthly and even weekly plans are set.

The Dates of the Internal Exams are announced in such a manner that the students get adequate time to prepare for the exams. The Examination Cell makes sure that the Question Papers are ready before schedule to ensure smooth conduct of exams. Question Banks uploaded on the University websites, prepared by the faculty-board and made available to all by common platforms like student groups and the website are made use of in the question setting process. In addition to this the question banks prepared by our students are used for internal examination question paper setting. The invigilation schedules are systematically prepared by the Examination Cell and the whole process is managed efficiently. The scripts are valued and distributed in a week and discussions with students individually is a healthy practice that has contributed to quality enhancement. More than two test papers are always given and the best performances are considered for Internal Marks.

The Internal marks before they are consolidated are scrutinised by the Heads of the Departments in consultation with the mentors in charge of the particular class. The Examination Coordinator checks every entry and approves the Internal Marklists. Then they are displayed on the noticeboards to give the students a chance to raise objections/ask for clarifications if any. Their signatures on the marklists is ample evidence that the process is student-friendly and transparent. The marks are then uploaded in the University Portal at the specified time. Thus the schedule charted by the affiliating University is strictly adhered to. But the flexibility which the student community demands with matters related to time and preparedness are taken into account without disturbing the overall frame of things.

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

**2.6 Student Performance and Learning Outcomes****2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students****Response:**

The POs, PSOs and COs for all programmes are displayed on the website and are communicated to all stakeholders. The POs and PSOs are prepared in keeping with the stated vision and mission of the Institution. The attributes and outcomes that we envision are those that the pioneers have etched in the framework as they laid the foundation of this reputed centre of learning. It is a matter of reasonable pride that we still go on in our professed path uncorrupted by ignoble considerations or monetary gain. Here we

mould women of substance and for that we impart value-based education. The dictum **Values are caught rather taught** permeates the nook and corner of the Campus. We are aware that we are moulding the future and hence the debates on the ethical and the moral involved in every choice is kept alive and we take care we transmit it to our students too.

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

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

#### Response:

The University offers Programmes to mould graduates with enough subject knowledge expected at their level to either start a career or to pursue higher studies, whatever one's choice is. The College in its turn supplements these Programmes by imbuing the learners with unique POs, PSOs and COs unique to the College, in keeping with her Vision, Mission and Motto and also the required global competencies to make them employable and confident. Comprehension problems, language problem, lack of computer proficiency etc. are such hurdles that we notice at entry point and that which we strive to correct.

Internal and External Examination results are the primary index of learning outcomes. The feedback that is collected and analysed also gives us a precise picture of the extent of assimilation by the learners. The detailed report of students maintained in the departments from day one the student enrolls is actually the direct performance index which helps us map the total development pattern of each learner. The students are seen personally by the mentor and problems observed are discussed, to take the learner into confidence and thus to lead her into roads of exhilarating self-discovery. The student data is used effectively for betterment of quality. Each index is marked on ten and a comprehensive table prepared. The findings are communicated to the students too before they leave.

An analysis of the PO, PSO and CO done based on the assessment results prove that we achieve the ends that we strive to reach. Marks, Membership and activities in Clubs and organisations and Personal Mentoring are the indices to measure student attainment of the Projected Learning Outcomes. The quantified index, if it involves more students and is reflective of a problem in the prescribed syllabus, it is communicated to the Board of Studies with suggestions for rectification.

Making graduates confident and employable, and helping them analyse, identify and hone their skills and strengths will direct them to go on with a specific purpose in life. This institution hopes to achieve the stated POs but also exists with the aim of uplift and empowerment and freeing young minds of the shackles of ignorance, diffidence, false belief systems, prejudices and such other factors which will deter their journey onward.

A sound value system is always our priority. Since the very beginning of the College, special emphasis has always been laid on this facet. Without values to balance, mere information gathering will not make learners human beings of quality and worth. Balancing the personality with the right measure of everything noble and sublime is the mission that we are striving to accomplish.

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

### 2.6.3 Average pass percentage of Students

**Response:** 86.31

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

Response: 309

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

Response: 358

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

## 2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:** 3.54

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

**Response:** 68.5

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

2017-18	2016-17	2015-16	2014-15	2013-14
15.224	15.224	6.15	15.95	15.95

File Description	Document
List of project and grant details	<a href="#">View Document</a>

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

**Response:** 4.62

3.1.2.1 Number of teachers recognised as research guides

Response: 3

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

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

**Response:** 0.66

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

Response: 13

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

Response: 99

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
Funding agency website URL	<a href="#">View Document</a>

## 3.2 Innovation Ecosystem

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

#### Response:

Most of the Departments take up meaningful initiatives for creation and transfer of knowledge. It has been the culture of this Institution since its inception. The Department of Botany – Community College Initiative of Mushroom Cultivation and Vermicomposting is an active Incubation Ecosystem which has been active for more than a decade where students are being trained in mushroom bed preparation and all the steps of this economically lucrative cultivation. Sale of mushrooms thus cultivated is done in the Community College outlet. The vermicomposting Unit offers training to batches of students and also provides organic manure for the campus.

Organic Farming is another noteworthy initiative taken up by the Institution. The Incubation Centre distributes seeds, seedlings and saplings, grow-bags ready for use and organic manure and effective support system for organic farming.

The PG Department of Food and industrial Microbiology and the Department of Botany manufacture and sell food products. Training is given to batches of students and the proceeds of the sale go to the students involved.

The Department of Chemistry offers training in soap making to students and those in the locality. They make both bathing soap and washing soap and extreme care is taken to see that no harmful chemicals are added. Only herbal extracts and flower extracts are used.

The JalasreeHarithasala Lab functions under the auspices of the Department of Geology. They undertake Water Quality testing and soil testing. They offer training for the students and provide support to Panchayat and Local bodies.

The Department of Commerce equips students with latest knowhow in their field- For instance E-commerce, GST, Fund Management, and Banking Practices.

The Department of English conducts Theatre/Writing Workshops- Manuscript Magazines; training in Proof Reading/Drafting- Spelling Bee/ Luminary contest and novel talent hunt initiatives to make the student ready for the challenging newness of the rushing world.

The Department of Malayalam conducts Reading Week, has a Reading Corner, has initiated Local History Writing and each student does DTP and publishes a book with her own hands. The syllabus-based **Kathakali** Performances by reputed artists, Short films shot by the students based on issues of social relevance are other noteworthy innovations.

The Department of Economics conducts socio economics surveys, the findings of which are handed over to local self governing bodies. The contribution of the students is always highly appreciated.

ED Club has been functioning as an effective Incubation Centre which has been training batches of students in association with the District Industries Department in skills which help them earn a livelihood by skill development. Cutting, tailoring and embroidery, Paper Carry bag making, Flower and Ornament making, Fabric Painting were some among the skills that were taught under the auspices of the ED Club.

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

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

**Response:** 7

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

2017-18	2016-17	2015-16	2014-15	2013-14
02	04	01	0	0

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

### 3.3 Research Publications and Awards

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

**Response:** Yes

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

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

**recognition/awards****Response:** Yes

File Description	Document
e- copies of the letters of awards	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.3.3 Number of Ph.D.s awarded per teacher during the last five years****Response:** 4

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 12

3.3.3.2 Number of teachers recognized as guides during the last five years

Response: 3

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

**3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years****Response:** 0.72

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

2017-18	2016-17	2015-16	2014-15	2013-14
13	17	02	06	05

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

**3.3.5 Number of books and chapters in edited volumes/books published and papers in**

**national/international conference proceedings per teacher during the last five years****Response:** 0.33

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

2017-18	2016-17	2015-16	2014-15	2013-14
09	04	03	02	02

File Description	Document
List books and chapters in edited volumes / books published	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

The institution promotes the participation and total involvement of both the student-body and faculty in extension activities. The significance of extension activities in student life is conveyed to all the students at the beginning of the academic year itself during the Induction programme. Faculty members provide dynamic leadership to these outreach programmes to serve the community, the society and thus the nation. They give their hundred percent in moulding the citizens of the future. The senior students play a pivotal role as they guide their juniors in the departmental extension endeavours. The College is committed to imparting wholesome education through interactive and innovative learning practices and to providing a dynamic and creative learning environment which is the real world outside.

The College has always maintained cordial relations with the neighbouring community and was always a beacon of light for the community. The activities provide opportunity to build college-neighbourhood network. The realization that learning is incomplete without values to enrich it is the guiding force behind every activity undertaken; this has been our style of functioning ever since 1965. We are happy to state that to this day our focus has not changed. A house built for a needy family just next door on the land that the College donated, and partial support extended for completion of a house in the neighbourhood, donating land for building a waiting shed for the College and the general public prove this altruistic commitment of the Institution.

Each Department has specific extension activity plans every academic year in addition to the general extension activity undertaken by the College. A faculty member serves as coordinator for extension activities. Faculty members and students chalk out plans and carry out their specific activity. Important

days observation in the adopted area, Blood Donation Initiatives, Awareness Campaigns, social surveys, gender sensitisation programmes, Library in *Santhwanam*, Reading Clubs in schools, Visits to hospices, hospitals, destitute homes specially *Navajeevan*, *AbhayaBhavan*, *AbroBhavan*, Medical camps, free tuitions, empowerment initiatives, Organic farming schemes and awareness spreading mission, flash-mobs, street plays, anti-drug campaigns, environment initiatives, green initiatives, flood relief activities, water and energy conservation message to the local homes are some of the issues taken up under the purview of extension and through these invariably the persona of the student is moulded.

The learning space is not just confined to the classroom. The realisation that life in all its variety and challenge waits out of the walls of the College prompts us to guide the students into the stark realities they should tackle responsibly once they are out in the open. This is the insight that we strive to provide through our Extension activities. It is no doubt holistic and in keeping with vision and motto of the College.

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

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

**Response:** 10

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

2017-18	2016-17	2015-16	2014-15	2013-14
01	01	06	01	01

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

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

**Response:** 117

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

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

2017-18	2016-17	2015-16	2014-15	2013-14
29	34	21	16	17

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

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

**Response:** 100

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

2017-18	2016-17	2015-16	2014-15	2013-14
1058	1031	948	913	865

File Description	Document
Report of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Govt or NGO etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 3.5 Collaboration

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

**Response: 49**

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

2017-18	2016-17	2015-16	2014-15	2013-14
12	12	10	12	03

**File Description****Document**

Number of Collaborative activities for research, faculty etc

[View Document](#)

Any additional information

[View Document](#)

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

**Response: 18**

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

2017-18	2016-17	2015-16	2014-15	2013-14
04	04	04	03	03

**File Description****Document**

Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years

[View Document](#)

Any additional information

[View Document](#)

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

The institution ensures adequate availability and optimal utilization of physical infrastructure as it is critically linked to the vision of the college, namely, creating an environment of excellence in education. At the beginning of each academic year need-assessment for replacement / up-gradation / addition of the existing infrastructure is carried out based on the suggestions from IQAC, Heads of the departments, lab technicians and system administrators after reviewing course requirements, computer-student ratio, budget constraints, working condition of the existing equipment and student grievances.

The college has a good practice of commonly sharing physical infrastructure between departments. Thus it can be stated that the Institution has adequate facilities for effective teaching-learning. We have 49 Spacious, well ventilated Class rooms, adequately equipped laboratories, a brand new Library Block with state of the art facilities for the student of the times and Research Centre for direct academic transactions and associated amenities which smooth teaching-learning demands.

The science laboratories cater to the students and research scholars. The following laboratories are very much in demand as they fulfil the academic needs of the student body namely Language Lab, Jalasree-HarithasalaLab, Computer lab, Physics Lab, Physical Chemistry Lab, Organic Chemistry Lab, Inorganic Chemistry Lab, Geology Lab, Water Management Lab, Botany Lab, Biochemistry Lab and Microbiology Lab. Each department has at least one ICT enabled classroom at its disposal.

Free internet facility is available for the staff and students. The campus is Wi-Fi enabled. All the department computers, the Library, the computer lab, the IT lab, the language lab provide internet facility. The INFLIBNET - N'list is a boon to the students. The department libraries are also storehouses of easy accessible information.

The College makes optimal utilization of its infrastructural facilities like the auditorium and seminar Halls as multipurpose halls. The auditorium is used optimally for meetings, gatherings, classes, short term club activities, college programmes, parent teacher meetings and various other events. The seminar Hall is used for staff gatherings, lectures, Classes, department activities and programmes. The seminar halls with LCD facilities are used as ICT Enabled lecture halls also and are regularly used for discussions, meetings and student presentations. The conference hall with LCD facility is used for presentations, Seminars and Viva Voce examination. The Chapel, Counselling Room, Common Room, Canteen, Students Centre and the hostels on the campus complete the essential list of necessary amenities & facilities that aid smooth teaching-learning. This institution always plans ahead to ensure that its infrastructural development keeps pace with its academic growth and that the available infrastructure is optimally used.

The IQAC is always vigilant about the growth and technological development that occurs in the global educational scenario and places before the Management, suggestions regarding the required augmentation in infrastructure needed to support the developmental changes. However inadequacy of funds is a hurdle to further development dreams.

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

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

##### Response:

Education at BK College is a comprehensive process. We believe that it is important for our students to have a wider awareness and a deeper understanding of academics and culture, pan-Indian/global. We provide them adequate support facilities for integral development.

Academic programs are not the only activities of student focus; they look for other options that will help them in the future. In this tech savvy world, every student chooses to acquire knowledge in every field and stay updated. Co-curricular activities play a vital role in the life of students.

Extracurricular activities increase opportunities for social interaction and new relationship development. As most of these activities are group-oriented which involve students from different niches, it gives them a chance to more know about people of different geographical areas and cultures, thus helping in development of interpersonal skills.

While pursuing these activities in college along with education, students learn rules of team-playing, prioritization, respect for rules, time and resource management skills to name a few. These academically and otherwise talented students have a multifaceted and well-groomed personality, which help them to face the world in a better manner.

Hence the focus we place on Sports, Games and Cultural Activities

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

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

Response: 31.82

##### 4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 14

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	<a href="#">View Document</a>
any additional information	<a href="#">View Document</a>
Link for additional information which is optional	<a href="#">View Document</a>

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

**Response:** 39.39

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

2017-18	2016-17	2015-16	2014-15	2013-14
1.5	62	20	82	43

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

## 4.2 Library as a Learning Resource

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

**Response:**

The partially automated (2007) user-friendly library of BK College is any scholar's dream. The College is a member of the INFLIBNET N-List Digital Library consortium. The N-list programme provides access to full text e-resources from Academic societies, commercial publishers and aggregators. Total number of e-resources accessible is 31, 39309 e-books and 6094 e-journals and bibliographic databases. 51,000 books and 35 journals are available on stack.

- The Software that is in vogue here is SOUL, Version: 1.0.OPAC is the main tool to provide access to the library collection. The users can search author wise, title wise, subject wise and accession number wise.
- In the College Website in the link Library, newspapers, encyclopaedias, dictionaries and easy access web portal links are provided. The website also provides information about resources,

sources, rules and regulations.

- The Library building is centrally located, well laid out, and aesthetically designed to make it an inviting place with an ambience that is best suited for learning and scholarship with provision for both individual and group study making room for interaction, discussion and quiet and serious academic activity.
- Adequate space is provided for browsing and relaxed reading. Libraries also have research scholars/faculty rooms.
- The building is fire-safe. Library buildings have ramps for easy and convenient access to differently-abled users.
- Computers, printers and reprographic facility are available in the library
- Library offers integrated support for total academic pursuit.
- Book purchase is made on the recommendations of the respective departments, as per syllabus revision and need of the students.
- UGC grants are optimally utilized. The college makes necessary arrangements for visiting international Book Fairs and purchasing books.
  
- Orientation programme by the librarian for each batch at the beginning of the Semester with the help of power point presentations on effective use of library and resources is an innovative practice.
- Ready reference service is offered to the students and staff for the retrieval of information, articles and books.
- There is a welcome desk for guidance and display of new arrivals.
- Signboard, Information and Display facility are provided.
- Publishers' catalogues are made available to the departments to facilitate book selection
- Separate section of materials for preparation for competitive exams and interviews.
- A good collection of Audio visual materials
- Access for retired teachers, former students and restricted entry to the public
- We offer help to Library Science students of M G University for data collection and analysis
- Exhibition of related books in connection with important days
- Inspirational quotes displayed.
- Best library user award to foster reading habit
- The Librarian conducts sessions on access to e-resources for the faculty members.
- Copies of Ph.D theses, M.Phil Dissertations, Minor Research Projects, PG projects, Seminar Proceedings in the form of Journals and such other specialist publications are kept in the Library for ready reference.
- Newspaper reading is encouraged by providing facilities inside the library and also at many strategic reading points in the college building.

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

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

**Response:**

Bishop Kurialacherry College Library holds a reasonably rich collection of rare books, special reports and books from other languages, spanning centuries and from different parts of the world. They include such famous documents as landmark Reports in the history of the nation and the Bible in many languages

The library has a collection of maps, movies, stamps, paintings and coins. This has been part of the library for decades now and has evinced keen interest in many batches of students. The range and scope of the Library's treasures can be unearthed in the unparalleled ambience in total peace and serene luxury.

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

**4.2.3 Does the institution have the following:**

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

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

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

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

**Response:** 5.11

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

2017-18	2016-17	2015-16	2014-15	2013-14
2.84	4.92	7.61	2.94	7.22

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

#### 4.2.5 Availability of remote access to e-resources of the library

**Response:** Yes

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

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

**Response:** 21.64

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

Response: 243

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

### 4.3 IT Infrastructure

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

**Response:**

The College functions with the noble goal of moulding students well-versed in technology and applications that will stand them in good stead in this techno-imperative society. To stay true to this vision the College augments her IT facilities on a regular basis updating and making them accessible to both the staff and the students.

The College has three well-equipped computer labs with internet facility and a Language lab for technology enabled language training. The college has 120 computers. The HEI has leased a line subscription for high speed internet connection from NMEICT (35Mbps) and ASIANET (100 Mbps- 3

connections, 10 Mbps- 1, 8 Mbps-4) to meet the requirements.

The internet is distributed through LAN cables and we have Wi Fi which is accessible throughout the campus. All the computer labs have access to internet and is connected to the network either by wired LAN or through Wi-Fi. All the staff members can access the internet through individual login accounts and the students can access the internet in the Library, and the labs and the systems placed in the individual departments.

The day to day activities in the college is managed with the help of a Campus Management Software-Campus NET ERP. All activities related to student management like admission, registration and allied functions have been automated with the installation of this software. Report generation on all student related activities from the next academic year onwards will be through this portal.

All the faculty members are provided separate accounts to manage internal assessment reports of individual students. The Campus NET ERP is also accessible in mobile devices having android app. The College has an active website that provides all the necessary information needed. The IT facility is revamped at regular intervals to maintain seamless connectivity.

- Syllabus updation - requires updates of software and new versions of existing software. So that is done without fail at the appointed time. Adequate number of computers with printers, scanners and high speed internet are available in office, examination section, computer room, store and library. When the PG and UG Examinations shifted to the online pattern software up gradation and system support became a necessity.
- Programmes and Courses offered with technical components insist that we upgrade the existing facilities on a time-bound basis. For instance the B.Com Computer Application course, UGC Career Oriented Programme on Computerized Accounting & Biostatistics with Computer Application.
- Computer Applications feature as a Complementary paper for Malayalam Model II students too. A new lab with all the required facilities was set up for them. This was a post-accreditation initiative.
- The Office Staff attend Computer Training Programmes on a regular basis to update their e-skills.
- Systems checking and Updation are regularly done. We have AMCs with concerns for the same.
- Most faculty members adopt efficient ICT enabled teaching strategies.
- BK College is a Recognised sub centre of the Government of Kerala- CCEK (Centre for Continuing Education Kerala), under the auspices of which batches of women received training.

#### **4.3.2 Student - Computer ratio**

**Response:** 8.82

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

**>=50 MBPS**

**35-50 MBPS**

**20-35 MBPS**

**5-20 MBPS**

**Response:** >=50 MBPS

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

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

**Response:** No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	<a href="#">View Document</a>

### 4.4 Maintenance of Campus Infrastructure

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

**Response:** 41.28

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

2017-18	2016-17	2015-16	2014-15	2013-14
21.63	38.99	66.86	41.06	11.94

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	<a href="#">View Document</a>
Audited statements of accounts.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:**

There is an established Policy for Repair, Maintenance and upkeep of equipment and infrastructure in the

Institution. The Bursar and the committee in charge takes care of the infrastructure like the classrooms, administrative sections, laboratories, sports facilities, library, and other support facilities and essential services like Power and Water supply uninterruptedly and in excellent condition. The College has a dedicated team of technical and support employees under the civil, technical, electrical and mechanical categories with whom we have formal contracts and systematic procedural models which ensure fast and up-to-date maintenance and safe and optimum ambience for teaching-learning and allied activities in the HEI. There is a Reporting hierarchy and this has been a time-tested method and effective style of functioning. The Heads of Departments Report to the Bursar in case of problems with Infrastructure or equipment which is recorded in the Register maintained for the purpose. Complaints can be placed over phone or e-mail too. The Manager has transferred authority to the Local Manager and Bursar to sanction funds with regard to essential and immediate repairs and restoration work, and in most cases grievances are immediately taken care of. When new equipment needs to be purchased to replace old and faulty ones the Purchase committee takes over.

#### Infrastructure

The upkeep and maintenance of infrastructure and equipment are given top priority as can be witnessed from the neatness, order and efficiency that is evident in the overall functioning of the College. The whole year round the maintenance of the buildings, other infrastructural amenities, the premises etc. are taken care of by competent people entrusted with this responsibility. This is evident from the state of the buildings and facilities which have stood the tests of time. The value of cleanliness and order pervade the total ambience of the institution.

#### Library

The Library is taken care of by the Library Committee and functions as per the Policy drawn up for the Library. The Maintenance and improvement of infrastructure, procuring of books for the various subjects and disciplines were in response to the demand placed by the various departments. Now that the library functions in a brand new building infrastructural amenities provided to the students are the best available in the nation. The availability of online books and journals in addition to the wealth of books and journals in the library is the result of systematic purchase done under the various schemes offered by the UGC and the generous support of the vision-driven Management.

#### Computers/ Labs and Equipment

Computers, Labs and Equipment are maintained in excellent condition. There are contracts drawn up with the firms who install devices for check-up and maintenance too. Calibration and allied precision measures for sensitive equipment are regularly and systematically done to ensure smooth and efficient performance. The heads of departments inform the authorities regarding the state of the instruments and the equipment. The sensitive equipment in the various labs are checked and maintained once a year as per the Annual Maintenance Contract, but if and when any problem arises it is immediately taken care of. The electrical, plumbing, electronic, sports and health gadgets and facilities are serviced and maintained in shape by the regular employees for the purpose. Stock Verification, Assessment of condition of equipment, repair and replacement are done at regular intervals.

#### Power Needs/ Generator

Power supply, water supply, generators, back up provisions constitute the Sensitive equipment. Separate

Rooms for support equipment ensures safety and smooth functioning - UPS room, Generator Rooms, Motor Room. Lightning Conductor for all buildings on the campus, is an additional safety measure since the terrain is raised; all electrical devices are earthed for safety. The transformer that we installed recently at the advice of the KSEB is an additional measure to meet our power needs steadily. The conditions of transmission are regularly monitored and chances of loss are kept at a minimum. Stabilizers ensure uninterrupted and steady supply of power so that fluctuations will not affect performance.

#### Support Facilities

Solar water Heater, Lights, Fans and Bio Gas Plant are installed in hostels and residences to reduce power consumption. Sensitive equipment are protected from unforeseen problems by cautious planning. Each equipment is taken care of in the best possible way to ensure maximum efficiency and safety. Thus longevity and economic viability are assured. There is a maintenance team to take care of these equipment on a daily basis, in addition to specialists available on the campus on working hours for any necessity that may arise.

#### Facilities/ Amenities upkeep:

It is our conviction that this Institution is a space for many, the majority of whom are from the lower strata of society. The classrooms, the laboratories, the library, the chapel, the common spaces, the playground, the stadium, the courts, the tracks, the auditorium, the canteen, the hostels and such other physical amenities have a direct effect on the quality of our teaching-learning initiatives.

The IQAC constantly oversees all areas that provide inevitable support to smooth and efficient knowledge transfer, capacity building and moulding quality individuals. The support we received from the UGC in augmenting the facilities through the various projects and plans are gratefully acknowledged here. The Management is ever willing to fill the gaps, spending huge amounts to translate the noble visions of this Centre of learning into concrete reality.

The Governing Body takes direct initiative in the maintenance and upkeep of infrastructure and support facilities in consultation with the IQAC. The Manager, Bursar, Administrator and the Office Superintendent monitor the quality of maintenance of infrastructure and equipment. The custodians of the equipment frequently examine them for timely maintenance and repairs to ensure optimum performance and accuracy.

Civil Maintenance is headed by the Administrative Faculty, who is in charge of four divisions, water and sewage, building, carpentry and Gardening. Each division has skilled workers to efficiently accomplish the respective tasks. The stake holders make sure that the institutional ambience remains in the excellent state that it always used to be.

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

**Response:** 32.1

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

2017-18	2016-17	2015-16	2014-15	2013-14
324	300	308	291	315

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	<a href="#">View Document</a>
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 26.66

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

2017-18	2016-17	2015-16	2014-15	2013-14
312	293	251	226	209

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

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

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

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

**Response:** A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

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

**Response:** 66.46

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

2017-18	2016-17	2015-16	2014-15	2013-14
554	988	695	410	570

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

**5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years****Response:** 22.15

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

2017-18	2016-17	2015-16	2014-15	2013-14
421	120	275	150	120

**File Description****Document**

Details of the students benefited by VET

[View Document](#)

Any additional information

[View Document](#)**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases****Response:** Yes**File Description****Document**

Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee

[View Document](#)

Details of student grievances including sexual harassment and ragging cases

[View Document](#)

Any additional information

[View Document](#)**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 18.53

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

2017-18	2016-17	2015-16	2014-15	2013-14
39	71	70	83	44

File Description	Document
Self attested list of students placed	<a href="#">View Document</a>
Details of student placement during the last five years	<a href="#">View Document</a>

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

**Response:** 27.93

#### 5.2.2.1 Number of outgoing students progressing to higher education

Response: 105

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Details of student progression to higher education	<a href="#">View Document</a>

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

**Response:** 22.46

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

2017-18	2016-17	2015-16	2014-15	2013-14
13	03	01	01	07

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

2017-18	2016-17	2015-16	2014-15	2013-14
25	21	15	23	20

File Description	Document
Upload supporting data for the same	<a href="#">View Document</a>
Number of students qualifying in state/ national/ international level examinations during the last five years	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

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

**Response:** 5

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	3	1	1	0

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

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

**Response:**

The College Union which is elected as per University Statutes and adhering to every regulation stipulated therein is a boon to the College as a whole and the student community in particular. We follow the Presidential form of election where the representation of every group is totally assured and a transparent and fair process take place. Moreover students are trained in the practice of the electoral process as it is held with the dignity and decorum it demands.

The Union once it takes charge is in free and absolute control of all student activities on the Campus. The objective of the Union is to train the students in the duties and rights of citizenship. It promotes opportunities for the development of their character, leadership abilities, efficiency and spirit of service through various cultural and recreational activities. Of course, guidance by faculty members is sought at

every turn to ensure that errors and mistakes are kept at a minimum. But the students are left to work free so that they get exposure in planning, organising, managing and execution of activities. This is actually a training ground for life.

Every important council working on the campus (Research Committee, College Union, Arts Club, Library Committee, Magazine Committee, College Cooperative Society, Discipline Committee, Anti- Ragging Cell, Ethics Cell, Associations, Hostel Council) has student representation and the highest planning body the IQAC too has a voice in the form of the Chairperson and an alumnus so that we never miss the most important stakeholder in the transaction- the student.

All the activities in the College are planned and executed by the student leaders under the able guidance of the particular teachers in charge. The College Union, the Arts Club, NSS, CSM, the Various Clubs with the Secretaries, the Association Secretaries, the Class Representatives and the prefects who constitute the Quality Circle ensure that the voice of the student comes across loud and clear. A satisfied and focussed student body helps in managing the day to day affairs of the College. Their contribution in the smooth functioning of the institution is sizeable and the formation they receive as they shoulder the responsibilities is beyond measure, as a majority of them testify as they pass out and take up positions of leadership later in life.

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

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

**Response:** 18.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
13	14	18	25	21

File Description	Document
Number of sports and cultural activities / competitions organised per year	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 5.4 Alumni Engagement

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

##### Response:

The Alumni Association of the College is a useful forum for the old students and staff to come together. The general annual meeting is usually held once a year, on 26 January, and when special occasions demand they get together more than once. Under the aegis of this main alumni association, the department alumni associations too function as sub-units and come together more frequently.

The Golden Jubilee Alumni Meet held during the period under review was an event to cherish for all who turned up for the mega-event. The alumni are happy to come back to the campus and they do whatever is possible for the welfare of the College as and when the occasion demands. The meetings are beneficial to the institution as the feedback, suggestions and directions they give help us frame policies to better the quality of our endeavours.

They also get together in their respective batches and this is very pleasant occasion for the student and their alma-mater. The department-wise gatherings contribute immensely for the qualitative improvement as useful and pointed discussion on issues related to all aspects of the curriculum come to the fore. The alumni support the departments in every way possible.

Chapters of BK Alumni Association function actively in countries like the U.S. and the U.A.E and they also work based on the bylaws and policies of the association. The alumni support us in various ventures.

For instance in the period under review the alumni of the various departments got together innumerable times and contributed more than 6 lakhs in the form of equipment, books, other useful gadgets, material and directly as funds for sponsoring seminars and conferences. Alumni are our strength and we look forward to making this network stronger and lasting for greater bonding, growth and mutuality.

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

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

**Response:** ? 5 Lakhs

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

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

**Response:** 29

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

2017-18	2016-17	2015-16	2014-15	2013-14
7	6	6	6	4

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

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

##### Response:

B. K. College is the result of an innovative approach of SABS management, who translated the dream of the Patron by starting an institution for women only; for revolutionizing society through educating women. The changes in the educational scenario challenge us to reiterate our commitment laid down in our guiding principles. Through a plethora of activities we strive to promote better learning outcomes.

The progress that we witness now has not happened overnight. The leadership of the HEI is putting into practice the ideals laid down by a visionary who believed that only holistic education will liberate women totally. We are aware that we should respond with student-centred strategies that holistically address vital facets of the student experience that are critically linked to student success. This is made possible by the harmonious efforts of the leaders and the led bound by the threads of clear focus and vision.

We have been fostering the culture, skill sets, and infrastructure necessary to support such a student-focused environment. Every activity is carefully planned for it is mandatory that it should resonate with the vision of the founder and the national and cultural ethos where the institution has its roots. The central governance becomes all the more effective as it is the sum total of the micro-governance units in the HEI. Everything is participative and decentralized.

The day-to-day affairs of the College are managed by the Principal ably assisted by the Administrator, the Vice-Principal, the Bursar, the Staff Council, the IQAC, the PTA and the various other bodies. The active dialogue that happens between the beneficiaries and the authorities is the prime reason behind our progress. It is our conviction that all-round development happens only by total and integrated formation that prompts us to take care of all aspects of student growth. Hence the emphasis on the intellectual, physical, emotional, social, spiritual, cultural aspects of student personality. The democratic style of functioning fosters the spirit of harmony and rapport in the institution and this promotes goodwill among the various levels in the essential hierarchy in the administrative system.

The teaching staff is the vital life-line of the HEI. The active and significant role the teachers play in this College is palpably felt. The vibrant Staff Council, the Heads of Departments forum, the planning forum which is a consultative body for the Management and the IQAC frames and plans all the activities in the College. The extremely free and peaceful work atmosphere brings out the best in the teaching fraternity of the College.

Discipline and Growth are the coveted by-products of this style of functioning where academic achievement and allied honours are invariably the main prize we gather. Thus our Mission which is always in tune with the core values of higher education like contributing to national development, fostering global competencies among students, inculcating a sound value system, promoting the use of technology and quest for excellence helps us to move forward with purposeful strides.

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

### 6.1.2 The institution practices decentralization and participative management

#### Response:

The Institution is what it is today by virtue of the decentralization practised by the Management and the inclusive and participative functioning style it adopted in all its transactions ever since its inception. This has generated ample goodwill and each person who has served here has testified to this camaraderie and affection that permeated the atmosphere of this serene and peaceful campus.

The College has grown steadily down the years primarily because of this virtue- the inclusivity practised by the top management. There is up-down and down-up communication which is the life-line which unites the stakeholders. The core-values are enshrined in every heart that is associated with the College. Any curricular or co-curricular activity will stand proof for this claim, be it the conduct of examinations or the college elections or the college youth festival all levels of the hierarchy work in unison and we reap rich harvest.

**The Golden Jubilee Celebrations of the College in the Year 2014-2015** is a case in point where every single person from the Manager of the College down to last admitted student joined hands. Each had a role to play and each played it to perfection in total freedom, honour and responsibility. The present teaching and non-teaching staff, former members of staff, the students, the parents, the alumni and the people of the locality worked in unison to celebrate the joy of unity, camaraderie, understanding and mutuality that built this Institution up from a literal vacuum half a century back.

The Various Committees constituted for the purpose had representatives from all stakeholders. The Various gatherings during the year-long celebrations included Alumni Meet, Former Teachers meet, Parents Meet, Family Meet, Golden Jubilee Lecture Series, Institution of Scholarships, Building of Houses for the poor where the beneficiaries were our students too, the fifty member golden jubilee choir including students, teachers, nonteaching staff, the song being written by a non-teaching staff member. The Mother-General of the Congregation headed the team that spearheaded the jubilee celebrations and it was an instance of inclusion, participation and mutuality.

The Various Committees had the autonomy to function for the success of the year-long endeavour. The Organising Committee headed the enterprise ably supported by various supporting committees: Budgeting, Reception, Invitation, Souvenir, Publicity, Food, Accommodation, Cultural Activities, and Charitable Activities. Each Committee had parents, students and alumni on them and it was a year when we witnessed the dynamic involvement and interaction of alumni and the present student body.

The top Management encourages a democratic and participative style of functioning. Delegation of responsibility and decentralisation of power accounts for the amount of goodwill this Management always succeeds in generating. The Management is not a removed and separate entity, it is an integral part of the College Community and ever in the forefront to strengthen, support and direct all concerned and an integral component of the stakeholders' web.

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

## 6.2 Strategy Development and Deployment

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

#### Response:

The Recommendations of the previous NAAC Peer team focused on the HEI striving for more Courses and to make aggressive plans for Institutional growth. The Perspective Growth Plans made in 13-14 to begin new Programmes in the UG and PG stream, the Community College as a bridge between the College and the Community and the Infrastructural improvements which contributed to the adding of a whole new block of classrooms -an indoor court, a seminar hall, renovation of existing labs, built new ones and improved amenities for students and staff are the result of the long-term, mid-term and short-term plans we chalked out for the integral growth of all facets of the HEI.

The Plans and decisions are made in the Managing Board the Apex Body which decides on strategies for growth and diversification. The BA English Programme which was a dream long dreamt could be started only in 2014 but the ground work had been done the previous year and the plan laid even before that. The Community College, the first ever in MG University was sanctioned to BK College and that is an evidence of the commitment the institution has to the community in which she is located. The programme offered here is in keeping with the locale and that is the fulfilment of our development perspectives. Sustainability is our professed goal.

The PG Programme in M.Com Tax was started the following year. Value added Certificate Programmes by the departments started in quick succession to enhance capability. International and National Seminars in the HEI was another of the plans for improving research interest and academic output.

Systematic documentation and weighing of options for autonomy were items in our Perspective plan chalked out by the Managing Board. These plans are in turn discussed in the Planning Forum- the Council of HODs, the Staff Council and then the General Body. The IQAC Coordinator attends the Managing Board Meetings to make execution of decisions easy, effective, time-bound and transparent.

Thus the growth and perspective plan is the blue-print on which the activities of the HEI for the ensuing academic years rests. The short term plans are accomplished in one academic year, mid-term in two – three years and the Long term in five years. The Golden Jubilee Library Building envisaged in 2015 was blessed in 2018. An exemplary instance of a plan being translated into concrete reality within stipulated time.

File Description	Document
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

### Response:

Managed by the SABS Congregation, this is the only College under the management. The Managing Board which is the apex body provides enlightened and encouraging leadership to the HEI. The Institution has a well-defined and de-centralized organizational set up to discharge and review the academic, administrative and financial management and planning and the quality policy of the College. There are representative bodies to assist the Management.

**Role of Top Management-The Managing Board:** The Managing Board consists of the Manager, Principal, the Vice-Principal, the IQAC Coordinator, the members of the Education Council, External Experts, Teacher Representatives, The Office Superintendent, The Librarian and Nominated Members. It meets once a year mandatorily and on necessary occasions and formulates broad policies for the smooth functioning of the college on three grounds- administrative, academic and financial. In each meeting, the comprehensive report submitted by the Principal, is reviewed and discussed.

**The Principal:** The Principal is the full time officer in the College to provide requisite leadership in accordance with the policy of the Management and the institution. Being the principal Executive and Academic Officer, the Principal presides over the meetings of various cells and committees here. All the important decisions taken are implemented in consultation with the Managing Board, Staff Council and IQAC. **The Vice-Principal** helps the Principal and takes up the responsibility in the Principal's absence.

**The Staff Council:** This is an advisory and consultative body consisting of the Principal, The Vice-Principal, Bursar and Heads of Departments. The council meets once a month/important occasions to review the internal affairs of the college and offers suggestions for improvement.

**The Internal Quality Assurance Cell (IQAC):** This is the quality monitoring body of the college which meets often. The Annual Quality Assurance Report (AQAR) of the college is prepared and presented by the IQAC. It is this body which acts as the pivot of quality sustenance in the institution.

**The Staff Association:** All permanent faculty members are ex-officio members of the Staff Association. Faculty members are also nominated to various committees and the IQAC. **Non-Teaching Staff Association:** There is an Association for the welfare of the Non-teaching Staff.

**Students Committees:** The Students Union, the Quality Circle, the Prefects' team, the Association Secretaries, the Club leaders and such students in the leadership positions (about 5%) form the collective voice of the student body. They speak their needs and are heard. This is their space and we exist for them.

**Parents:** The parents contribute tremendously in the holistic development of students.

**Alumni:** They support the College in all endeavours.

**This is an affiliated College and all matters related to recruitment, promotion and terms of service come under the provisions of the UGC Act, the regulations of the Affiliating University and the**

**Kerala State Rules respectively.** Transparency is assured at every step in admissions and appointments and we are happy to state that in this College of ours quality is the benchmark and not monetary or other devaluing considerations.

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

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

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

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

**Response:** A. All 5 of the above

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

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

**Response:**

The Earth and Eco-friendly Initiatives of BK College have captivated the attention of everyone who steps on to the campus. We were appreciated by all the PEER Teams for this continuing concern of ours. The lush greenery bear eloquent testimony to the attention we pay to their upkeep and maintenance. The clean air we breathe and the healthy and vibrant ecosystem we are part of is the result of decades of careful dedication to this cause.

This Initiative is systematically nurtured. This has been our best practice many a time. We always make it a point to spread this message loud and clear. The College Community is made aware that the health of the environment is the health of the human being who inhabits it.

This Earth Initiative carefully unfurls through a host of events on the Campus as is evident through the minutes of the activities of various clubs/bodies and associations during the academic year. The table shows the list of activities of the Bhoomithrasena Club, Community College, Geoforum, Botany and Chemistry Associations.

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

### 6.3 Faculty Empowerment Strategies

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

##### Response:

The formal Welfare schemes available for teaching and non-teaching staff include: Medical reimbursement, Encashment of surrender leave, Medical leave and half pay leave, loan facilities, festival advance for NGO employees, FDP for eligible candidates as per the UGC guidelines, affiliating university and the State Government norms, granting of commuted/ medical leave, loans from Provident fund, sanctioning of leave for Faculty Improvement Programme.

The following social welfare schemes of the Government of Kerala and Mahatma Gandhi University are implemented without fail: 20 Medical/ Half pay leave to the employees in a calendar year, Provision of maternity leave for six months, Duty leave, whenever applicable, Direct payment of premium of State Level Insurance Scheme and Group deducted from the salary, Monthly deduction and payment of Income Tax, the amount varying to suit the convenience of the staff, Contribution to provident fund as per the advice of the payee.

In addition to these the other support and welfare measures include:

- Motivational & Capability enhancement Programmes arranged periodically for knowledge updation
- Free use of college infrastructure for individual research
- Free IT Lab Facility for all
- Leave granted to teaching and non-teaching staff to attend professional development programmes /participate/present papers in seminars
- Financial support to attend seminars
- Grievance Redressal Cell
- Hostel Facility for teachers on demand
- Co-operative Store – Necessary goods available at competitive rates
- Joint Celebration of important days/occasions for the teaching and non-teaching community

- Canteen, Health Club, Rest Room
- Noon meal facility at hostel on demand
- Parking Facility
- Annual Staff tour
- Classes on service rules for non-teaching staff
- Admission reservation to any course for children and wards of the employees
- B.K. College Cooperative Society
- Free food and accommodation for watchmen
- Free accommodation for outstation last grade staff
- Interest free loans for those in need
- Advance payment of salary for teaching and non-teaching staff on request
- Financial help given by the management in case of emergencies
- Financial support for medical treatment of family members of non-teaching staff
- Support for education of children of non-teaching staff
- Fee Concession for the children of non-teaching staff
- Financial support to the Non-teaching staff for construction and repair of house
- Free use of sports and infrastructure facilities for children of teaching and non-teaching staff
- The retiring staff members are honoured at farewell meetings wherein the Manager, and the whole staff fraternity, both retired and serving gather.

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

**Response:** 7.34

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

2017-18	2016-17	2015-16	2014-15	2013-14
04	05	05	05	03

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response: 10**

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

2017-18	2016-17	2015-16	2014-15	2013-14
16	06	09	09	10

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response: 7.24**

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

2017-18	2016-17	2015-16	2014-15	2013-14
06	07	04	04	01

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

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

**Response:**

The institution has a **three-tier** performance appraisal system for the evaluation of staff done by the Head of the Department, The Principal and The Manager and also through feedback from students, alumni and parents. The institution evaluates the teachers for their teaching and research output and extension activities based on the Appraisal reports submitted every month/year. There is a structured self-appraisal form for the

teaching staff which systematically assesses all the activities under the purview of teaching.

- The feedback from both internal and external stakeholders are analysed by the Head of the institution and necessary action taken to enhance performance.
- PTA Meetings, both general and Departmental, provide occasions for interaction with parents and also for collecting feedback from parents on syllabus, facilities, teaching-learning and allied components.
- Each faculty member is also evaluated for the various responsibilities bestowed on her as extra-curricular/extension activities. The annual reports of each association/ club/ cell bear testimony to performance in assigned responsibilities. Where improvement is needed, the Principal discusses these matters in the exit staff meeting for better performance next year.
- 
- The outcome of performance appraisal is analysed in detail and outcome communicated individually to the staff member when occasions demand it.
- Participation in Refresher and Orientation courses for regular staff, compulsory participation in on/off campus training programmes for teaching/non-teaching staff in enhanced ICT application are encouraged.
- The management monitors the professional skill/status of the teaching and non-teaching staff. Due recognition is given for outstanding honours/ achievements.
- The Work Diary for the Teaching Staff is an effective and efficient documentation record devised by the IQAC wherein every hour of activity every day is documented. It gives an accurate record of work accomplished and work missed. The extra and co-curricular activities of every teacher goes into the Diary. It is checked by the Head of the Department and the Principal.
- The Monthly Performance Report sent online to the Manager along with a copy to the IQAC is a comprehensive record of all the activities undertaken by all the members of staff and the students, the actual teaching hours, mentoring, remedial, bridge, value-added, certificate, extension activities, books purchased, books issued, papers presented/published, seminars attended/organised and such all-inclusive components.
- Academic Audits both external and internal are a regular feature of the HEI. The new CBCS system, the additional value added/certificate programmes and innovative ventures are a consequence of the audits.
- The internal Audit by the IQAC has improved ICT enabled methods of teaching, research interest, feedback and evaluation.
- The Non-teaching staff do yearly performance appraisal, monitored by the Principal and the Head Accountant. The IQAC has prepared forms for self-appraisal and keeps records of their performance in all fields.

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

## 6.4 Financial Management and Resource Mobilization

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

**Response:**

The HEI has transparent mechanisms to monitor effective and efficient use of available financial resources. Decisions are taken and resolutions passed on financial matters after detailed deliberations in the Managing Board and Staff Council meetings. The Institution has a stated Policy on how resources should be mobilised and utilised. Both Internal and External Audits at regular intervals ensure transparency and accountability.

When amounts to be spent on equipment and infrastructure goes beyond a certain limit the policy insists that we follow the tender system/quotation system. This is followed for transparency. Advertisements are placed in the newspapers inviting the aforesaid. Purchase of equipment, furniture and other materials are invariably from recognized suppliers. Payment of large amounts of money is made through account payee cheques only. There is a separate committee for the monitoring and utilization of UGC funds.

To manage financial resources of the college in a very effective and transparent manner, following measures are followed: A budget is formulated at the beginning of every financial year; Double entry system is followed to maintain the accounts.

There are three types of accounts: Receipts and Payments Accounts, Income and Expenditure Accounts, Balance Sheets. Each and every transaction is supported by vouchers.

**The HEI conducts Three levels of Audit Regularly:**

- Internal Audit by the Chartered Accountant appointed for the purpose
- External Audit by the Deputy Director of Collegiate Education Department.
- External Audit by the Accountant General of Kerala

The audits are conducted at regular intervals. The internal audit is done every year and reports maintained.

The previous Audit by the DD was done on the period 01/04/2013 – 31/05/2016 and the audit was done from 20/07/2016 – 24/07/2016 on Campus.

The last Audit by the AG of Kerala was done on the period 01/09/2013 – 31/05/2016 and the audit team was on campus from 17/08/2016 to 22/08/2016.

The Chartered Accountant of the college does the audits every year systematically and the reports are maintained in the Office.

Every transaction is carefully registered, each amount recorded and accounted for. There were no serious audit objections in the last cycle and all the queries raised were answered satisfactorily.

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

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

**Response:** 5.84

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

2017-18	2016-17	2015-16	2014-15	2013-14
1.93	1.19	.96	1.09	.67

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

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

**Response:**

The HEI receives funds from various agencies like:

- UGC, KSCSTE , KSHEC, DoECC
- From various Government Departments like Director of Student Services (DSS), Forest, Excise, Tourism, Health, Women’s Commission, Higher Education Department for students as WWS/SSP funds.
- From the District Industries Centre for ED Club
- From State Government for NSS
- Financial assistance from Management
- Assistance from philanthropists
- Fees collected from self-financing courses deposited in the College Account
- PTA funds
- Contribution from teachers
- Alumni Contribution
- Endowments and Scholarships

The funds that we receive from the above-mentioned sources are utilised fully for stakeholder benefit. The amounts are spent on improving quality of teaching-learning, which includes infrastructure, equipment, labs, organising seminars, workshops, conferences and such ventures, augmenting research facilities and to support those students who might need it.

The accounts are audited under separate heads and reports and utilisation are filed systematically. The College is thus totally committed to the Optimal Utilisation of Available Resources. This does not mean just financial resources. Resources include the rich repertoire of facilities we offer our learners.

Optimal utilisation involves certain steps. This is made possible first and foremost by providing information and knowledge about resources available on campus like infrastructure, equipment, facilities, support systems and amenities.

To mention three instances specifically:

The library is the prime learning resource on the campus. There, the timings are flexible for maximum benefit and efficient utilisation of the resources provided. The library is made use of by students and research scholars from other institutions and the University departments too.

The IT lab which is a resource centre of immense potential has a full-time guide to help the students become proficient users of available options.

The infrastructure is utilised to the maximum by careful planning and resource-sharing.

The Sports and Games facility are used by people in the locality too thus ensuring optimal utilisation.

## 6.5 Internal Quality Assurance System

### 6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

#### Response:

**The IQAC of the College gets together frequently to devise ways and means to bring about qualitative changes in the Institution.** Quality management implies that quality assurance has to be an integral part of the teaching- learning process, and that quality cannot be affixed at the end of the academic journey. It should be a continuous process.

Quality here is the responsibility of all stakeholders, predominantly that of the teaching staff. In our college we look at quality more as group responsibility rather than an individual prerogative. Teams provide the most effective work- setting for launching good quality assurance and improvement programmes. Quality assuring and sustaining bodies function separately but in conjunction with one another and with the IQAC.

The two practices internalized as a result of IQAC Initiatives in the last academic year are Research Interest Augmentation for both staff and students and Year Micro-Planning- Year Plan, Growth Plan, Individual Plan-- for more efficient academic output and for the achievement of better learning outcomes.

At the beginning of the academic year it was insisted that each teacher, present or publish at least two research papers in Refereed Journals notified on the UGC website. Students were also encouraged to participate in Seminars and paper presentation competitions which brought many recognitions.

Many Departments organised In-house Seminars and Symposia to provide forums for student quality improvement. The *Literary Lumen* published by the Department of English is a case in point.

Each Department planned the activities well in advance and published the plans and sent a copy to the

Manager and the IQAC and at the Internal Audits submitted Semester-wise reports of the progress of the plan made. This was noted to be quite effective as micro-planning involved all fields coming under the purview of teaching, learning and extension and each teacher and student involved whole-heartedly in doing one's best. This added to the total quality improvement of the Departments and thereby the Institution as a whole.

At the beginning of the academic year, the activities and tasks to be accomplished are planned in tune with the University Academic Calendar. Broad plans for the year, semester and month are chalked out. Departments draw up course plan, lesson plan and it is recorded down to the individual hour. This goes into the Department meeting minutes. The principal and the manager are informed of the plans. The students get a copy of this detailed plan. This is monitored by the heads. This is a well-documented process, one that has found the results that the IQAC hoped to derive

The Monthly Performance Report to be submitted online is a linked process devised by the IQAC to measure the success of these initiatives.

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

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

#### **Response:**

The internal quality assurance mechanism is designed and operationalized on the guidelines and broad framework of the external quality assurance agency, NAAC. We believe that quality cannot be affixed on the stakeholder at the end of the journey. Hence, the constant monitoring by the IQAC. The teaching-learning process has become IT enabled, more student centric and holistic. Any reform affords integral growth. The student growth is inextricably linked with faculty progress. To review this regular Internal and External Audits are conducted by the HEI. The Internal Audit by the IQAC team and the External Audit by the committee constituted by the IQAC, help us immensely. The Action taken Report enumerates the steps initiated by the IQAC.

#### **1. The Monthly Performance Report and Teacher's Work Diary**

The Monthly Performance Report(MPR) sent online to the Manager along with a copy to the IQAC is a comprehensive record of all the activities undertaken by all the members of staff and the students, the actual teaching hours, mentoring, remedial, bridge, value-added, certificate, extension activities, books purchased, books issued, papers presented/published, seminars attended/organised and such all-inclusive components.

Teacher's Work Diary: The Work Diary for the Teaching Staff is an effective and efficient documentation record devised by the IQAC wherein every hour of activity every day is documented. It gives an accurate

record of work accomplished and work missed. The extra and co-curricular activities of every teacher goes into the Diary.

Both records are checked by the Head of the Department and the Principal.

## 2. PO,PSO,CO Comprehensive Mapping:

The IQAC devised a novel and unique pattern of comprehensively mapping the PO, PSO, CO of various categories of students to arrive at a precise analysis of the achievements of each learner. A sample sheet will prove the evaluation with regard to each student. A student is rated on a minimum of at least 23 components which affords a comprehensive student performance record. The findings are communicated to the students.

The Internal Examinations conducted by the College afford us the necessary empirical information to assess student learning outcomes, teaching effectiveness and the quality of the knowledge transaction that happens at each level. The IQAC monitors the conduct of examinations, publishing of results, award of internal marks and transparent uploading into the portal.

Institutional Reviews and feedback are a regular feature. The stakeholders meet and take stock of the various parameters of the teaching-learning process. The online feedback that we collect is a quality initiative of the IQAC. But parental feedback is better gathered at PTA meetings. Feedback helps IQAC prepare future plans for sustainable development. The Management has its own objective mechanisms like the various audits to evaluate the transactions and knowledge transfer that takes place in the various courses across all programmes offered. All aspects related to the HEI come under the stringent quality analysis of the IQAC set up as per norms. This has been so since 2001 the date of establishment of this Cell.

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

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

**Response:** 10

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

2017-18	2016-17	2015-16	2014-15	2013-14
16	06	09	09	10

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

**Response:** C. Any 2 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	<a href="#">View Document</a>

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

##### **Response:**

The recommendations of the Peer Team Report in the third cycle of Accreditation has been the guiding principles of the HEI these last five years and we have put in tremendous efforts to realise these one by one. Out of the ten suggestions put forward, nine have been implemented and the one related to ATM facility on the campus could not be accomplished as the Bank refused our plea on grounds of insufficient number of users.

The College has made a leap with regard to infrastructural improvement which directly augments the quality of teaching –learning. The additions include

- BKC Golden Jubilee Library Block

- Chantal Block (11 new classrooms)
- Indoor Stadium
- Xavier Hall
- Tennis Court
- CCTV – for safety/security
- New Microbiology lab/Computer Lab for Malayalam Department/Geology Museum

IT Enabled Teaching-Learning has improved tremendously; it is the order of the day even though the teachers resort to conventional methods too to make the learning journey easy for the not-so-bright. Website updations, More software, More Computers, Office Automation, Online transactions with regard to fees/ salary bill/ tax / Registration of students/ Examination formalities- hall tickets, question papers all online-/ Increased internet quality/speed/accessibility rate are improvements in technology-aided-transactions in the last five years.

Publications by the faculty, Joint publications by faculty and students and those by the students alone have increased considerably. Collaborations and tie-ups have increased in number and more agencies have been supporting us with funds for the same than in the previous period. That participation in paper presentation competitions by faculty and students and winning of prizes improved in number and quality may be attributed to the improved research climate.

Evaluation and Feedback have become more systematised. The latest is the web feedback facility. Structured questionnaires help us collect and analyse feedback and improve step by step. This ensures greater transparency and efficiency as we have experienced in a short while.

The Community College which is a Women Empowering Initiative, the first of its kind in MG University is a noteworthy Post-Accreditation Initiative where women who were denied the facility for formal education are trained and given certification in collaboration with recognized bodies like UGC for funds and NSDC for Diploma.

Alumni Association Chapters were constituted in UAE, US, Meetings take place regularly. Fund generation and other forms of support are extremely beneficial to the HEI.

Environmental initiatives: Rainwater harvesting facilities augmented. New buildings have provision for collecting this water. Waste management has become more efficient. For E-waste disposal a formal agreement has been reached. Enhanced use of solar energy to meet power needs, LED bulbs to save power, other green initiatives, more cycles on campus Cycles, organic farming drives and water and clean campus conservation activities abounded in the post-accreditation era.

Extension Activities and Documentation were strengthened monumentally after the 3rd Cycle. The Best Practices each year directly improved student and HEI quality, sometimes palpably, and sometimes not in directly quantifiable terms. But growth has been recorded on the sands of time.

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

**Response:** 14

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

2017-18	2016-17	2015-16	2014-15	2013-14
03	03	03	02	03

File Description	Document
Report of the event	<a href="#">View Document</a>
List of gender equity promotion programs organized by the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 7.1.2

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

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

**Response:**

In this women-only Institute, we are happy to state that gender role acceptance, gender sensitivity, pride in being a woman, self-esteem and confidence have been values that have been in the air that the students breathe so that they are part of their being in their formative years. Here we foster the understanding of gender and gender relations. The influence of educators as agents of change cannot be underestimated.

**Safety and Security:** Safety and security of the students have been our priority always. Not just their physical safety but their emotional and spiritual well-being which is imperative in building their total being. All the infrastructure facilities, amenities and essential services like first aid are made available to ensure the students a safe and secure environment for hassle-free learning and development.

##### **Self-defence training programme - *Nirbhaya***

As a confidence building measure and to integrate the women in society to fight against atrocities, the

College in collaboration with the Kerala Police Department formulated and implemented a project to provide Self Defence training to women. Confidence building tips include deep and lasting transformation of the inner self.

**Disaster Management** comes under gender sensitivity issues too as women are more prone to disasters due to lack of training on how to manage unexpected eventualities. Hence, the Disaster Management Cell of the College conducts programmes to -

- Train them to combat disasters and risky situations
- Develop student capacity to address gender issues that make them weak
- Support gender-sensitive financial risk-sharing mechanisms, including risk insurance and reinsurance.

### Safety and Security of the students

The college advocates various security measures such as the service of night watchman and installation of CCTV cameras in the campus.

The College is devoted to providing a safe and productive academic environment to the students and is extremely alert to matters relating to any kind of harassment and gender sensitivity.

Anti-ragging Committee is formed as per U.G.C. guidelines. The students at the entry level sign an affidavit pledging non- involvement in ragging. Anti-ragging Committee and Squads make sure that there are no instances of ragging anywhere in the hostel or campus.

**Counselling:** Personal and Career Counselling facilities are provided to the students during their course of study here. The support of professional counsellors are also made available. Resident counsellors and teacher-counsellors help the students in need. Each mentor offers support as and when required. When problems are beyond the scope of the Counselling Cell of the College, professional help is recommended.

There is a counselling Room in the College for this purpose. One to one Counselling is offered in the hostel too.

Teachers maintain records of students they meet.

**Common Room:** There is a Common Room in the college which was built as part of infrastructural addition. Since this is a women's College the purpose of the room is different. The day-students use it as a facility to rest if they feel the need. It has beds and a rest room attached to it. It is conveniently located.

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

### 7.1.3 Alternate Energy initiatives such as:

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

**sources****Response:** 14.09

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

Response: 438000

7.1.3.2 Total annual power requirement (in KWH)

Response: 3108000

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

**7.1.4 Percentage of annual lighting power requirements met through LED bulbs****Response:** 53

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

Response: 352079

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 664300

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

**7.1.5 Waste Management steps including:**

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

**Response:****Waste Management**

The Use and throw culture which is growing and spreading at a fast pace is gradually raising a wall of waste around us. When useful things become useless they become waste and if not disposed properly it is a threat to the environment. It is this awareness that led us to the .

The yearly audit analyses the quantity and volume of solid, liquid waste and their proper management. Similarly, to make the college community aware of their hazardous effects and to create awareness about minimum use, reuse and recycling, this endeavour. Proper awareness and management might reduce the load on waste management system. The audit report details the quantity, volume, type and current management practice of solid waste generation in the B.K College campus.

### **Solid Waste Management**

Food waste is collected and is used for biogas production. Biodegradable waste which can be turned into manure is collected and managed likewise. Withered leaves are retained to preserve top soil, and prevent soil water evaporation thus helps in water retention. Leaves broomed off from the courtyards are put in the vermicompost unit in our campus. Paper waste generated in the campus is collected occasionally and sent for recycling. The quantity is diminishing on a yearly basis as part of our step-by-step progress to paperless initiatives. Plastic waste is collected and sent for recycling in association with Ettumanoor Block Panchayat. Our campus was declared as plastic waste free campus years back.

### **Liquid Waste Management**

Waste liquid generated in the laboratories are sent to deep concrete pits in a way that it will not contaminate the drinking water and deep water sources.

### **E-Waste Management**

The E-waste generated is collected and segregated in the E waste corner and sent to an external agency for recycling. We have an agreement with this agency which is renewed every year, hence the campus can be kept free of E-waste accumulation.

As part of E-waste awareness initiative all the E-waste was collected from the homes in the locality by the students in the academic year past and handed over to the agency which disposes it off properly.

There is a formal with a local agency for the removal and disposal of E-waste and it is renewed every three years. The present contract expires in 2020.

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

### **7.1.6 Rain water harvesting structures and utilization in the campus**

#### **Response:**

Water harvesting is from fourteen fresh water sources- five ponds, eight wells and two bore-wells strategically located on campus and from the harvested rain water.

#### **Rain water harvesting:**

### Rain pits

The College has numerous rain pits for natural recharge of groundwater.

### Roof water harvesting

The roof water harvesting system associated with the Chantal Block and the Indoor stadium is an efficient harnessing system.

Rain water percolation: The broad courtyard covered with sand and natural pebbles, and also the soil crest of the campus allows rain water to percolate through it & it promotes rain water harvesting. Five ponds in the backyard with various species of fish, aquatic life and water plants add to the richness of the eco-system in the campus. Mosquito control is effectively done by closely monitoring the ponds.

Plain Courtyard around the campus is untiled and non- concreted. This allows rainwater to sink into the soil which ensures the hydro-balance of the soil. The vast play ground is not concreted to promote the percolation.

Lawn & pond in front of the auditorium promote the percolation of water.

### **Hydro-balance of Soil:**

RFRH System and Surface mulching - The amount of available water in soil can be increased by surface mulching. It prevents the surface evaporation from soil and keeps the moisture content of the soil. Moreover the Ridge and furrow system in the campus is used for both irrigation and water harvesting. Ground water recharge is also an added advantage of these measures. The influence of Ridge and furrow Rain water Harvesting system and surface mulching in various combinations on rainwater harvesting. The common mulch used in the campus is leaf litter.

Earthen fence - Soil erosion is prevented by planting species with fibrous root system on stone bunds (earthen fence), which also acts as a bund to prevent runoff and thus harvesting water.

Rain gardens and Irrigation methods – The various types of gardens found in the campus act as rain gardens which move the rain water collected from the driveway to a low area in the garden and let it soak into the soil.

Basin root method of cultivation and gardening around the campus promote rainwater percolation.

A point worth mentioning is that our nature-friendly water conserving initiatives have paid rich dividends. In the water quality test, when sampled many, the water from the campus was adjudged the best quality, pure, safe water- (E.coli free, nitrate free, neutrality-7-, fluoride within permitted limits water)- and that is what we use on the campus. The water conservation projects have aided continued and inexhaustible supply of fresh water from the water sources because the hydro balance and the ground water level are maintained by careful planning and intelligent intervention. When the whole of the State was in the grip of drought and when most sources dried up there was enough water here, in spite of being located in a raised place, to meet the demands of an institution and four living quarters which house more than 400 people.

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

### 7.1.7 Green Practices

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

#### Response:

#### Green Campus

B K College where environmental friendly practices and education combine to promote **sustainable and eco-friendly practices** takes the lead in rethinking its environmental culture and developing new paradigms for solving problems that are local, national, and global in nature.

#### Charting the Course, Walking the Talk

We develop an eco- friendly sustainable campus through the following measures:

- Staff and students use:

a) *Bicycles*

b) *Public transport*

c) *Pedestrians friendly roads*

- Plastic free campus
- Paperless office
- Green landscaping with trees and plants

#### Green Practices :

**a) Bicycles:** Carbon reduction strategies have been a core element of campus sustainability initiatives. We have around 90 cycles on campus. The students residing nearby are encouraged to come by bicycles.

**b) Public Transport:** To bring down the pollution levels; decongest the roads, save money and resources the faculty members and students are encouraged to use public transport.

#### Pedestrians-Friendly Roads

The key to educational experience is to create a pedestrian-friendly campus. The college takes adequate measures to ensure that the pedestrian experience is comfortable where pedestrians feel secure, confident and comfortable. The campus has wide, well maintained tarred roads, covering every nook and corner of it. All of this means that traveling around a college campus on foot is enjoyable, easy, and quick, not to mention good exercise.

#### **Plastic free campus:**

Use of plastic bags and cups are discouraged in the campus. The college organizes programs to create awareness on harmful effects of plastic usage. The green initiatives in the college aims to reduce single-use plastics in the college premises by encouraging students, faculty, and parents to make plastic-free commitment to use reusable water bottles and cloth/paper bags and pack plastic waste-free lunches. The college was declared a Plastic Free Campus by the Minister for Water Resources Mr. P.J Joseph.

#### **Paperless office:**

The HEI takes efforts to shift to a paperless office. The accounts/office and academic information is stored and maintained through systems only. The campus is Wi- Fi enabled; making it easier for paper-less activities. Even the official information and circulars are preferred to be sent only through mails and WhatsApp official groups.

#### **Green landscaping**

Carbon dioxide neutrality is maintained on the campus by planting different varieties of trees and plants. The institute has taken several measures to ensure this. 50% of the total area is covered with trees and lawns. A number of trees exist at different places in the college. Tree plantation in the campus is a regular activity of the NSS.

#### **Assignments online**

Assignment submission online to make students aware of preservation and restoration of ecosystems. It reduces student-load too.

#### **Public Address System**

Public address system ensures that all information reach all at the same time.

#### **Transactions of bills online**

To spread the culture of green practices, the college has come up with bills and circulars online.

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

### **7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary**

**component during the last five years****Response:** 3.93

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

2017-18	2016-17	2015-16	2014-15	2013-14
.20	12.2	8.14	.11	.08

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

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

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

**A. 7 and more of the above****B. At least 6 of the above****C. At least 4 of the above****D. At least 2 of the above****Response:** C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	<a href="#">View Document</a>
link to photos and videos of facilities for Divyangjan	<a href="#">View Document</a>

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

**Response:** 14

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	5	3	2

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

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

**Response:** 16

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	2	4	2	3

File Description	Document
Report of the event	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.12**

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

**Response:** Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	<a href="#">View Document</a>

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

**Response:** Yes

File Description	Document
Provide URL of website that displays core values	<a href="#">View Document</a>

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

**Response:** Yes

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

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

**Response:** Yes

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

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

**Response:** Yes

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

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

**Response:** 25

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

2017-18	2016-17	2015-16	2014-15	2013-14
04	07	05	04	05

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

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

**Response:**

**Jan 14: Patron's Day:** He was a visionary who walked this earth far ahead of his times; he believed that ONLY education would liberate minds.

**Jan 12 : National Youth Day:** Celebrated on 12 January to commemorate the birthday of Swami Vivekananda, maker of modern India.

**Jan 26: Republic Day:** Celebrated with pride and patriotism on 26th January. The staff and students gather in front of the college. The entire courtyard would be resplendent with tricolour.

**Jan 30: Martyrs' Day:** The assassination of Gandhiji in 1948. The day is chosen to honour our brave martyrs who laid their lives for the country.

**March 8: International Women's Day:** To inspire the students of the college to be free to dream, express, create and live their heart's deepest desires.

**March 22: World Water Day:** To appreciate the role water plays in our day-to-day, beyond simply quenching our thirst.

**June 5: World Environment Day :**to raise global awareness about the environmental issues. The students take a pledge to save our environment for better future.

**June 21: Yoga Day:** Yoga practitioners are invited to the College to instruct the students in performing the *Asanas* and *Pranayam*.

**July 11: World Population Day:**To spread awareness about the dire consequences of population explosion among the students.

**15 August Independence Day:** Observed with zest and patriotism. The programme starts with flag hoisting and an address by the Principal. A day of joy, a day to love and respect our country.

**September 5: Teacher's Day:** To show respect to the teachers who dispel the darkness of ignorance around us.

**September 16: Ozone day:**To make the students aware about the ozone layer depletion and its impact on human life.

**Chingam 1:** marks the auspicious start of the Malayalam New year. A day of great significance to the farmers, it represents life, prosperity and harvest after the rains.

**Onam:** to celebrate our rich cultural heritage and diversity. The Onam Celebrations held in the month of Chingam amidst great cheer and the cultural extravaganza witnesses a mass participation on the part of the students.

**October 2: Gandhi Jayanti:** To celebrate the birth anniversary of Mahatma Gandhi, the father of our Nation.

October 31: RashtriyaEktaDiwas: To pay tribute to Vallabhai Patel, who was instrumental in keeping India united. Birthday of the 'Iron Man of India'.

**November1: Kerala Piravi:** marks the birth of the state of Kerala in India. The celebration aims to acquaint the students with the history of the land

**December 22: National Mathematics Day:**To celebrate SrinivasaRamanujan, one of the greatest mathematicians the world has ever seen.

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

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

**Response:**

The Institution maintains complete transparency in its financial, academic, administrative and auxiliary functions. This is evidenced by the Audit reports and Utilization Certificates. We have Committees to monitor all activities and funds are utilized as per directions from the Managing board, the IQAC and the relevant bodies.

### **Financial Audits:**

The HEI conducts three levels of Financial Audit Regularly:

- Internal Audit by the Chartered Accountant appointed for the purpose
- External Audit by the Deputy Director of Collegiate Education Department.
- External Audit by the Accountant General of Kerala

The audits are conducted at regular intervals. The internal audit is done every year and reports maintained.

The previous Audit by the DD was done on the period 01/04/2013 – 31/05/2016 and the audit was done from 20/07/2016 – 24/07/2016 on Campus.

The last Audit by the AG of Kerala was done on the period 01/09/2013 – 31/05/2016 and the audit team was on campus from 17/08/2016 to 22/08/2016.

The Chartered Accountant of the college does the audits every year systematically and the reports are maintained in the Office.

### **Academics**

In the wake of the growing concern about an upsurge in educational fraud, which threatens to devalue higher education and undermine academic integrity, as well as harm students and institutional reputation alike, the College encourages a teaching and learning framework that promotes the integrated development of the students. The appointments and admission, the first step of entry into the HEI is most transparently done as per rules and regulations only.

At the commencement of every academic year, each department prepares the academic calendar for the academic year. The academic activities are executed by the departments in tandem with the university academic calendar. The internal assessment is carried out with prior intimation to the students. The valued answer scripts are handed over to the students suggesting the corrective measures to be taken. Incongruity, if found can be redressed by the grievance cell of the institution. The adept grievance cell ensures transparency in the redressal of the grievances. . A copy of the consolidated internal marks is displayed on the notice board. Student feedback form on syllabus, Teachers Feedback Form, Parents Feedback form, Alumni Feedback Form are made available on the college website, ensuring a democratic platform for evaluation. This ensures the transparency we proclaim.

### **Administrative and auxiliary functions**

The college ensures transparency in administrative and auxiliary functions. Measures are taken to enhance the ability of the office staff to manage and organize the office efficiently and professionally. The college maintains all the office files in a systematic manner. The college carries out an appropriate office management strategy and administrative procedure. Budget is prepared for ensuring transparency.

The College Union plays a vital role in ensuring the students grievances are effectively addressed by the institution. Inclusion of students as the secretaries in various clubs and associations stands proof for the transparency in administration and academics.

## 7.2 Best Practices

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

#### Response:

#### 1. IT Hour- E-Sakthi

#### Title of the Practice: IT Hour- E-Sakthi

#### Objectives of the Practice

1. To make the students equipped in e-transactions
2. To enable them to pay various fees online
3. To empower them to face the challenges of a digitalised world
4. To boost their confidence

The most significant intended outcome of this practice is to make each student proficient in online transactions which is the need of the hour. Moreover, ours is an institution which is situated in a rural locality and a sizeable number of students hails from families who cannot even dream of a computer of its own or internet connectivity. Hence this drive to make them completely e-literate.

#### The Context

The main reason why we decided to implement this is that most students felt handicapped as they could not do the transactions online by themselves. In spite of the fact that most of them had access to sophisticated phones they could not accomplish their necessities for want of formal training. Hence the IQAC devised this plan of training the entire student body in the IT lab. The Computer Department designed a syllabus on the completion of which the entire student body would be able to do any e-transaction on their own. Even the University had switched over to e-payments and e-transactions and all fees related to examinations needed to be paid online. This considered best practice will help each student be self-reliant and empowered to a large measure in this techno-imperative scenario.

#### The Practice

The IT Lab provides the environment for this massive drive. Each student is given training. Care is taken by the IQAC that each batch is trained as part of this E-Sakthi campaign. Experts give them training in e-payments so that they are well-versed in the art. Every student in the College gets at least an hour or two in the Lab for this specific purpose. Hence the name IT-Hour. Since it empowers, the explanatory piece- E-Sakthi.

Technology is the one tool which will essentially help students to face the challenges of this world which

literally runs on it. The students who come here get to familiarise with the techno-world in the IT Lab here. A fair percentage create personal Ids as they start submitting their assignments online. This is our contribution to making a sizeable share of Indian women technosavvy and thus help the nation move forward at a faster pace.

The knowledge that the students amass in the HEI is not just limited to an individual. It is actually a family that benefits. The training and formation that they receive in the e-world open vistas to them that were hitherto unknown to them and they even think of income-generating options from e-occupations. The feedback that we have taken bears testimony to this claim.

The College has an IT Lab and hence the execution was not a problem. Each department made arrangements for the smooth training of their respective batches and the objective was accomplished. It is our dream to continue this for the next two more years.

Syllabus: E- Commerce & E- Payment System - Internet, Networks, - E- Commerce – EFT, EDI, History, Types, Process, Advantages, Disadvantages, Payment Cards – Credit Cards, Debit Cards, Charge Cards, Smart Cards, E-Wallets, E- Cash , E- Cheque , payment Gateway, Benefits to Buyers, Benefits to Sellers- Privacy and Security Issues in Social Media –Social Media, History, Types of Cyber-crimes, The Dangers of Social Networking and How to Avoid Them, Computer Related Crimes under IPC and Special Laws.

The Higher Education Scenario is a heterogeneous group with regard to quality and it is the responsibility of the individual HEIs to do everything in their capacity to do competency building and gap-bridging. It is this awareness that actually lends uniqueness to institutions. This College has never wavered from its professed goal of existing for the marginalised and the downtrodden.

### **Evidence of Success**

The students doing their e-payments and online tasks themselves is the evidence of success. It is an added empowering strategy and we are glad that our facilities could be utilised for gearing our students up to face the needs of the times.

### **Problems Encountered**

It is the unfamiliarity of the students with the e-payments/payment online issue that posed the challenge before us which set us thinking. The Resources required were actually at our disposal and we decided to put them to full use to make our students equipped in this area. The syllabus was designed and we started offering it. The multiple terminals available at the IT lab made it possible for a whole batch to take training together.

## **2. SPEC- Spiritual/Social, Physical, Environmental Cleanliness**

### **Objectives of the Practice**

1. To make the students aware of the relevance of various levels of cleanliness namely Spiritual and Social, Physical and Environmental realms. Spiritual Cleanliness would mean a clean mind, heart and soul which are essential pre-requisites for effective teaching learning. Physical cleanliness amounts to maintaining personal hygiene first and foremost and then of one's belongings and the space one inhabits. Environmental cleanliness is a wider and deeper concept which has far-

- reaching implications beyond the individual level.
2. To make them nobler human beings who would be strong enough to build a corruption-free tomorrow. Corruption is so rampant that a thorough cleaning up is the need of the hour.
  3. To leave the spaces they inhabit cleaner than they find it: This is for the physical space they live in now and with regard to the Earth, the home in a wider perspective.
  4. To think of Environmental and Societal cleanliness as their responsibility: This is the value that we hope to drive home through this Best practice. The target is the whole student community. Through each student we reach so many families. Thus the impact level can be broadened.
  5. To imbue their minds with positive energy to make them better equipped for their academic pursuits. Clean minds and souls are better charged with energy for creative pursuits. These are the objectives.

### **The Context**

Cleanliness is next to Godliness—This value has been so integrated into our total value system that it has been inseparable from the ethos of the institution ever since its inception. The environment and the buildings will speak for this. The Nation also lays stress on Swachh Bharat and the five year period is to end with the next academic year. So with this focus in mind and also with a wider perspective we adopted SPEC, a total Cleanliness Drive which is at the same time personal and societal, professional and cultural in its ramifications. SPEC would make the students better disposed to take up their curricular responsibilities in a healthier and more balanced manner. This is the vision behind the initiative. The students who hail from varying rungs of the social ladder need training and formation to acquire the value of total cleanliness. This is a value-addition which will help them in their integral development. Hence the emphasis on this Best Practice.

### **The Practice**

The College, the surroundings, the classrooms, the hostels, the amenities for students, for that matter, everything on the campus is maintained in excellent condition with a high degree of cleanliness always. It is not just maintained for them by others, they are part of the procedure. The value is thus driven home. They are sharers in the dream and the activity.

### **Evidence of Success**

Cleanliness is a virtue that is followed as part of the code of conduct in the institution and the students are trained to follow this. They are given awareness sessions as to how they should leave the Campus and the facilities as they find it on their entry and how it is important to use it neatly to be handed over to the next generation learners. They are trained not to litter, to use the dustbins, to keep the classrooms, the common room, the facilities, the restrooms and everything that they use clean. The hostel in this respect is a real home where total training is given. Emotional, Spiritual, Psychological cleanliness is also stressed and formation given to make the personality of the students balanced. The Retreats, personality development sessions, Orientation sessions on ethics and morals, the systematically structured moral and value education classes too contribute creatively to the cleanliness of the mind and soul. This assures better academic performance. **SPEC** targeted each student this academic year and made sure that the message reached them loud and clear. A 'clean' generation is sure to build a clean tomorrow. Hence this best practice this year. We intend to continue this into the next year too in committed accompaniment of *Swachh Bharat*.

### Problems Encountered

Since this is a value that is essentially deep-rooted in the ethos of the Institution implementing it did not pose many problems. Continually being clean in all aspects needs constant accompaniment and guidance. That is the reason why we have decided to extend this for a period of three years. Depending on the background from which a student hails this value sinks into the already existing value-base of the individual. In some cases it takes a little persuasion. But we have seen that persistent efforts bear fruit. Academic performance too shows upward mobility in case of students who were helped out of a cluttered mind.

Hence, the relevance of SPEC in this HEI.

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

## 7.3 Institutional Distinctiveness

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

#### Response:

#### GEMS

Vision: Intellectually, Morally, Spiritually Enlightened young women confident to face the challenges of the modern world equipped with local, national, global competencies.

Priority: Welfare of Women

Thrust: Women-Centred Development

Grooming Empowering and Mentoring Sessions (GEMS) is the result of our conviction that this women-only Institution should chisel and hone the fledglings that enroll in here and by the time they are ready to make their first flight their wings should be strong, they should soar fearlessly into the air where sky is the limit.

This Institution which works on the motto *Accendere Lumen* hopes to make “GEMS” out of the tarnished stones entrusted to our care. The careful cutting of the masters makes them well-defined and shiny and they find their spaces in life as though guided by destiny herself. This is the kind of confidence we hope to instill through the GEM sessions. Thus these sessions have the noble aim of grooming students for life by giving training/coaching in areas of their own interests. The specific aims are

1. Each and every student of the college should benefit so that they are ready to chase their dream

2. Equip each one with strategies to face the inevitable challenges that are part of this journey called life.

We are pledged to imparting the best possible training and/or mentoring to each one of our students. Each student is different from the other in her interests, talents and capabilities. The program stems from our realization that each one will deliver her best when chiseled and pruned by a master in the field and guided through the right track. Hence, GEMS.

**The Process:**

This was a process which involved many steps. Elaborate planning went into the launching of this programme. All the students were asked to give their preferences in career selection according to their interest and aptitude. Accordingly the students were grouped. The twelve categories are

1. Politics
2. Home Management
3. Teaching
4. Banking
5. Business Management
6. Govt. Service
7. Private sector
8. Research
9. Civil service
10. Theatre/Mini screen/Anchoring (RJ, VJ)/Modelling
11. Social work
12. Self-employment

In each session students were given special coaching to achieve their aim in life. Staff members who are proficient and well-versed in these particular areas were identified to guide these groups. It was an exhilarating experience for the staff and the students. It was a first experience for all. Travelling down the road of guided-self-discovery the students emerged more focused and clear about their life's mission and interest after GEMS.

The interest of students were given the topmost preference when they were asked to join any one of the identified groups. When students were grouped in such a way, they formed working groups which helped them to exchange ideas and share information. It was also a forum for new bonds and friendships. It was inter-batch/inter-disciplinary heterogeneous grouping. The Institution also stood to gain. Special training

sessions given to the students by experts helped them to be aware of the trends in the chosen field.

### Steps Involved:

Those groups which required special National level tests to be cleared to reach their dreams were made aware of the various tests they needed to get through. The various coaching programmes they could opt for were also familiarized. On a more general line mock interviews, group discussions, and debates were organized for all in small groups. The training sessions were aimed at imparting the requisites.

Small groups facilitated easy management and attention could be given to each and every student. The specialty of GEMS is the individual care given to the students. Apart from the curriculum aspects students were given mentoring in the fields of their own interest. We saw that GEMS sessions contributed immensely to enable students to be equipped to meet the challenges of the modern competitive world. In addition to that, the students who opted areas such as home management were given special tips to improve their home management skills. It is not just career and placement that we aimed at through GEMS it was a comprehensive aptitude tracking, interest shaping and target streamlining. It is helping the student journey from the vague to the certain, from the abstract to the concrete.

### As we look forward:

**GEMS Version-1** was a step that we took with trepidation. We wish to continue this as we found that the student community finds this beneficial and interesting. This is an instance of one more student-centric experiment turning out successful. This will be added to the list of our best Practices as we move on in the path of new discoveries for our students, the centre of our cosmos, here in BK College, Amalagiri.

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

## 5. CONCLUSION

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### Additional Information :

B K Community College, **the first Community College** to be sanctioned by the UGC in M G University, is an alternative system of education, which is aimed at the empowerment of the disadvantaged and the underprivileged women (Urban poor, Rural poor, Tribal poor) through appropriate skills development leading to gainful employment in collaboration with the local industry and the community and help them achieve skills for employment and self-employability. BK Community College is thus an innovative educational alternative that is rooted in the community providing holistic education and eligibility for employment to the disadvantaged.

The Vision of BK Community College is to be of the Community, for the Community and by the Community and to produce responsible and empowered citizens. The Community College promotes job oriented, work related, skill - based and life coping education. The Community College initiative functions in conformity with the Indian political will that prioritizes in education, primary education, information technology education and vocational education.

BK Community College started functioning in 2014-15 and has made palpable difference in the lives of the senior students who enrolled as students here. The age-range was upto 18- 70. The programme is designed as a One year Diploma course on “Horticulture and Nursery Management” which has two semesters. The Curriculum was framed as per the instructions from the National Skill Development Corporation Delhi and Agriculture Skill Council of India. The programme provides all the necessary practical skills and knowledge to develop a basic understanding of the Horticulture, Plant Propagation, Commercial floriculture and the basic knowledge on Entrepreneurial skills to run a Small scale commercial nursery. We have experienced first-hand the sense of worth of women engaging in meaningful pursuits in accordance with their life-interests after they completed their course from our Community College.

A New Course has also been sanctioned. It is a six months' Certificate Course in Organic Farming. This is in appreciation of the exemplary manner in which the College performed in integrating the women of the locality into the formal system of education and leading them to means of gainful employment.

### Concluding Remarks :

The College has five PG programmes now. We would like to start more PG and UG programmes. More Major and Minor Research projects by faculty members mobilising funds from governmental and non-governmental sources is another future initiative that we plan to accomplish. More industry linkages need to be set up and more MoUs signed for better Industry-Institute interface. Training and Placement needs to be strengthened. More drives in the College would be our priority in the coming years.

ICT enabled teaching learning picked up encouragingly after the third cycle of accreditation, but information at the fingertips will be a truer reality to all if we champion the cause aggressively. That is one of our dreams as we look to the future.

Each cycle of accreditation, the preparation, the evaluation and analysis, the quality checks, the stock-taking and the goal-setting tell us where we are and the long way to travel to reach our destination. The College

always had a preferential option for the marginalised, it will continue to proceed along the stated paths, but with deeper commitment to those we have chosen to uplift and empower. Education is the only liberating force, as our Heavenly Patron rightly understood centuries back and we carry the torch of learning, contributing our best like a 'City on the Hill.' The total and unstinted support of all the stakeholders is our strength.

The IQAC of the College, the Management and the Staff together are committed to deliver the possible best. We help our students discover themselves. The sense of worth and self-esteem will see them through in their academic journey and even later in life. Quality tempered with humanity is our goal.

NAAC