SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

EMMANUEL COLLEGE VAZHICHAL

EMMANUEL COLLEGE VAZHICHAL KUDAPPANAMOODU P.O
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

- Emmanuel College, Vazhichal, founded by a group of visionary young priests, stands as a beacon of hope for the people of this region. Their mission was to bridge the gap between the common people and the cutting-edge advancements in science and technology, once considered beyond their grasp.
- The college's goal is to empower the youth of rural and urban Kerala with the knowledge and skills needed to excel in modern high-tech fields. Managed by the Catholic Educational and Charitable Society(Reg. No. 409/82)
- Emmanuel College upholds a commitment to inclusive education and social responsibility.Affiliated with the University of Kerala and recognized by the Government, the college offers both Graduate and Post Graduate Degree programs.
- The campus boasts a spacious and well-equipped infrastructure, including furnished classrooms, state-of-the-art laboratories, an auditorium, outdoor stadium, and essential amenities like a canteen and stationery shop.
- In line with national initiatives, Emmanuel College actively participates in Swachh Bharat campaigns and integrates yoga into its curriculum for holistic student development. It avails of UGC and Ministry of Education schemes to elevate the quality of education provided. The campus is a tobacco and plastic-free zone, promoting a healthy and sustainable environment.
- Security is ensured with 24x7 CCTV surveillance and a boundary wall enclosing the entire campus. The college fosters inclusivity by welcoming students from diverse socio-economic and religious backgrounds.
- Staff diversity adds to the harmonious atmosphere, fostering a supportive community.
- Nestled amidst picturesque landscapes, Emmanuel College provides a conducive environment for intellectual growth. Its commitment to environmental sustainability is reflected in the lush green surroundings.
- The institution prioritizes student welfare, offering comfortable hostel facilities and a robust transportation system for easy access.
- Located 33 km east of Thiruvananthapuram, Emmanuel College enjoys a serene ambiance amidst lush greenery and scenic vistas. The institution strictly adheres to the University of Kerala's admission guidelines, ensuring academic discipline and integrity.

Vision

The holistic vision of the Institution is

- **Creation of a fully developed human society through a process of imparting knowledge and training and inculcating human values.**

Mission

- To impart comprehensive knowledge and cutting-edge technology and facilitate deepening of experience in all relevant fields so as to enable candidates to enhance their competency to meet the global requirements.
- To facilitate a drive towards scientific and technological advancement, stimulate research and combine efforts for global sustainable development.
- To motivate the young generation to translate their knowledge and experiences towards sustainable development of society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Emmanuel College derives its institutional strength from a multifaceted approach, firmly rooted in various factors and following are the merits of the Institution:

- Emmanuel College is situated on a hill-top amid thick lush green plantations far and near along deep and fertile valleys surrounded by endless mountain ranges on the western side and imposing gigantic granite rocks across valleys on the North.
- Guided by a forward-thinking management team, the college benefits from strategic decisions that propel its growth and commitment to excellence in education.
- The institution boasts a team of highly qualified and dedicated faculty and supporting staff, ensuring a nurturing environment for intellectual development and mentorship.
- With a picturesque setting, well-furnished classrooms, advanced laboratories, an auditorium, and outdoor stadium, the college's infrastructure creates a conducive space for learning and holistic development.
- University and Higher Education Bodies: Affiliated with the University of Kerala and recognized by state and central government education bodies, the college gains strength through its alignment with higher education standards and frameworks, ensuring quality academic programs.
- The availability of eighteen college buses which are plying along all important routes and regular KSRTC buses at regular intervals ensures seamless accessibility.
- Different Scholarships for the reserved category which is done through the Government portal for the benefit of the students mitigates the hardship of securing their educational expenses.
- Social services like blood donation & health camps
- Extra care is given to sports and co-curricular activities.
- Rank holders have been produced by the Institution.
- Various Committees to take care of the needs of the students like the Parents Teachers Association (PTA) & Former Students Association (EFSA) are the backbone of the Institution.
- Many Student Enrichment Programmes (SEP) and Social Awareness events have been done -some as joint venture with other Government sectors such as police, Excise, Judicial system and other NGOs.
- Active MoUs with reputed agencies
- The Institution boasts an engaged IQAC Cell dedicated to overseeing its progress and development
- Effective participation and accomplishments in social development and community engagements through extension activities under NSS, AICUF and various club activities.
- Separate hostels for boys and girls.

Institutional Weakness

Emmanuel College acknowledges certain institutional weaknesses that require attention and improvement across various facets:

- The lack of representation from diverse demographics impacts the institution's ability to fully harness the richness of varied perspectives and experiences, hindering a more inclusive learning environment.
- Challenges in management decisions may impede the institution's adaptability and responsiveness to dynamic educational landscapes, potentially affecting strategic growth.
- Insufficient engagement and participation of faculty in research activities contribute to a weakness in promoting a culture of innovation and academic advancement.
- Constrained by a lack of external funding, the college faces limitations in expanding its infrastructure, hindering the addition of new aided programs and research laboratories essential for comprehensive academic growth.
- Limited programs in rapidly evolving disciplines, such as AI, Biotechnology, Biochemistry, and environmental sciences, may restrict students' exposure to cutting-edge knowledge and opportunities in emerging fields.
- The institution may face challenges in fully integrating with and benefiting from the local community, impacting potential collaborative initiatives and community engagement.
- Climate: While the serene environment is an asset, extreme climate conditions may present challenges affecting routine academic and extracurricular activities.
- Delays in examination schedules and result declarations, possibly influenced by transportation constraints or logistical issues, can disrupt the academic calendar and student planning.
- The inherent limitation of adhering to a curriculum designed by the University may pose challenges in meeting the current trends and demands of the ever-evolving educational landscape.

Institutional Opportunity

- Leveraging opportunities due to demography, management strategies, faculty and staff capabilities, infrastructure development, student diversity, community engagement, favorable climate, efficient transportation, and affiliations with governmental bodies presents a unique advantage for Emmanuel College.
- While these opportunities can be pursued by other ranked institutions, the distinctiveness lies in the recognition that these endeavors are challenging for Emmanuel College. However, the institution remains committed to addressing these challenges and capitalizing on these opportunities in the future.
- Exploring demographic advantages, optimizing management practices, tapping into faculty expertise, enhancing infrastructure, fostering student initiatives, engaging with the local community, leveraging climatic benefits, ensuring efficient transportation, and maximizing affiliations with higher education bodies offer growth prospects that, although currently unrealized, reflect the institution's strategic intent for future advancement.
- Despite the current complexities, the commitment to navigating these challenges underscores Emmanuel College's determination to not only catch up with these opportunities but to surpass expectations, ultimately establishing itself as a trailblazer in the academic landscape.

Institutional Challenge

- Navigating challenges in demography, management strategies, faculty and staff dynamics, infrastructure limitations, student diversity considerations, community interactions, climate variations, transportation

constraints, and aligning with governmental bodies poses a distinctive set of hurdles for Emmanuel College.

- These challenges are not unique in themselves, as other ranked institutions may encounter similar obstacles. However, the intricacies specific to Emmanuel College make overcoming these challenges particularly arduous, differentiating the institution within the competitive academic landscape.
- Addressing demographic complexities, refining management practices, fostering faculty engagement, overcoming infrastructure limitations, embracing student diversity, enhancing community relationships, adapting to climate variations, improving transportation systems, and aligning with higher education bodies require strategic planning and perseverance.
- While other institutions might succeed in tackling comparable challenges, the specific circumstances of Emmanuel College make these endeavors exceptionally challenging. The institution acknowledges these challenges as opportunities for growth and is dedicated to overcoming them to emerge stronger and more resilient in the face of adversity.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institution follows the curriculum prescribed by the University of Kerala for its thirteen undergraduate (UG) programs and five postgraduate (PG) programs. Utilizing the Credit and Choice Based Semester System, it fosters interdisciplinary education, granting students academic flexibility. UG programs offer Interdisciplinary Open Courses from other disciplines alongside elective courses.

The academic calendar, featuring key dates and internal examination schedules aligned with the university calendar, is outlined in the college handbook. Oversight of curriculum delivery and evaluation processes, ensuring timely execution, rests with the Heads of Departments, College Council, and the Institutional Quality Assurance Cell (IQAC). Internal and University examinations are conducted under the supervision of the Exam Cell to maintain continuous and impartial evaluation. The College Council and IQAC evaluate institutional academic progress.

The Department Council monitors various academic activities, including workload allocation, semester-wise course plans, bridge courses, mentoring, remedial classes, and the achievement of program outcomes and course outcomes. Teaching methodologies are augmented by integrating ICT tools and E-platforms such as Zoom, Google Meet, Google Classroom, YouTube, Teach mint, and Telegram. Parent-Teacher Association (PTA) meetings facilitate the assessment of student performance and the teaching-learning process, guiding the implementation of necessary remedial measures.

Faculty members actively participate in curriculum design and restructuring processes, serving on bodies like the Board of Studies, Academic Council, Evaluation Boards, and Question Bank Setting committees. This engagement equips the institution to adapt to evolving educational landscapes. Additional activities are introduced to bridge any gaps and connect students with contemporary global developments and real-world experiences. Academic enrichment is further fostered through workshops and conferences.

Teaching-learning and Evaluation

The college adheres to the guidelines and higher education policies set forth by the government of Kerala and

complies with the regulations of the University of Kerala. Admission to all programs is conducted through the centralized admission portal of the University of Kerala, with 50% of seats allocated through this portal and the remaining 50% through the College's Management Quota, following reservation rules transparently and systematically.

Various teaching-learning methods are employed to enrich students' learning experiences and achieve desired outcomes. Faculty members meticulously design, assess, and refine instructional units for each course to promote active engagement and learning.

State-of-the-art facilities such as ICT-enabled classrooms, language labs, skill development labs, and discussion rooms enhance the teaching-learning process. A variety of student-centric and participative teaching techniques are employed to ensure interactive and effective classes.

Students are encouraged to enroll in online courses offered by platforms like NPTEL and Swayam. The college implements a transparent and robust mechanism for continuous evaluation, aligning with the framework established by the University. Grievances related to assessment are addressed through a decentralized two-level mechanism at both department and college levels.

The institute communicates course outcomes (COs) and program outcomes (POs) to students during course orientation sessions. Direct and indirect assessment methods are utilized to evaluate the attainment of these outcomes. Regular student satisfaction surveys and feedback from stakeholders are conducted and analyzed to continually improve the educational experience.

Research, Innovations and Extension

Emmanuel College Vazhichal, renowned for its academic prowess and community-centric ethos, goes beyond conventional educational paradigms. It serves as a hub of intellectual exchange and societal transformation, continually pushing boundaries to create a holistic educational experience.

In its pursuit of academic excellence, the college fosters a dynamic learning environment where students are encouraged to explore interdisciplinary perspectives and engage in research-driven inquiry. Through initiatives such as student research symposiums and collaborative projects with faculty mentors, Emmanuel College cultivates a culture of critical thinking and innovation.

Furthermore, the institution's commitment to community engagement extends to impactful outreach programs and social initiatives. From organizing health camps and environmental awareness drives to promoting literacy and skill development among marginalized communities, Emmanuel College remains deeply rooted in its mission to uplift and empower society at large.

The college's extensive network of partnerships and collaborations extends beyond academia, encompassing industry, government agencies, and non-profit organizations. These collaborations not only enrich academic programs but also provide students with valuable real-world experiences and internship opportunities, preparing them for meaningful careers and civic leadership roles.

Emmanuel College Vazhichal stands as a beacon of progressive education, where academic excellence, social responsibility, and innovation converge to shape future leaders and change-makers. As it continues to evolve and expand its impact, the college remains steadfast in its dedication to nurturing intellects and nurturing

communities, making a lasting difference in the world.

Infrastructure and Learning Resources

Emmanuel College occupies a picturesque hilltop setting, surrounded by verdant plantations and embraced by deep, fertile valleys. With majestic mountain ranges on one side and imposing granite rocks on the other, the college enjoys a serene and captivating ambiance ideal for academic pursuits. The founders' visionary foresight has meticulously crafted an extensive campus equipped with all necessary facilities for higher education.

The college boasts over 50 classrooms and 13 well-equipped laboratories, ensuring conducive learning environments for students. Additionally, an Audio-Visual Room serves as a venue for departmental workshops and seminars, complemented by two spacious auditoriums. A fully functional canteen caters to the culinary needs of both students and staff, while a fleet of 18 college buses facilitates efficient transportation across various routes.

Ensuring safety and convenience, the campus features water purifiers, ample fire extinguishers, designated parking areas for staff and students, and well-maintained toilet complexes. A meticulously curated library offers a vast collection of academic resources, including the latest periodicals, journals, and publications. The college's computerized office and IT cell streamline administrative processes, while an extensive network of over 120 CCTV cameras ensures security across the premises.

Furthermore, the college prioritizes student well-being with amenities such as reprographic facilities, a dedicated help desk, a nursing room staffed by qualified professionals, and a pharmacy. A counseling room, manned by accredited counselors, provides vital support services to students navigating personal and academic challenges.

In fostering holistic development, the college offers a multi-purpose sports ground to enhance students' physical fitness and sportsmanship skills. Through these comprehensive facilities and services, Emmanuel College remains steadfast in its commitment to nurturing the intellectual, emotional, and physical well-being of its students.

Student Support and Progression

The institution's commitment to student welfare extends beyond academic support to encompass holistic development and well-being. In addition to scholarship opportunities, career guidance, and placement services, the institution offers a range of soft skills development workshops and training sessions. These initiatives aim to equip students with the essential interpersonal and professional skills necessary for success in today's competitive job market.

Moreover, the institution recognizes the importance of fostering a vibrant campus community where students can thrive both academically and socially. The Students' Council plays a vital role in organizing various cultural events, sports competitions, and community service projects, providing students with opportunities to explore their interests, showcase their talents, and contribute positively to society.

To ensure inclusivity and equal opportunities for all students, the institution actively promotes diversity and inclusion initiatives. It celebrates and embraces the unique backgrounds, perspectives, and identities of its

student body, fostering a supportive and inclusive campus culture where all students feel valued and respected.

Furthermore, the institution remains dedicated to upholding high standards of integrity and ethics. The anti-ragging committee works diligently to enforce strict anti-ragging policies and procedures, creating a safe and harassment-free environment for all students. Additionally, the institution places a strong emphasis on academic integrity and ethical conduct, instilling in students a sense of responsibility, honesty, and ethical behavior in all aspects of their academic and professional lives.

In conclusion, Emmanuel College is not just a center for academic learning but a nurturing and supportive community dedicated to the holistic development and success of its students. Through its comprehensive range of student support services, vibrant campus life initiatives, and unwavering commitment to diversity, inclusion, and integrity, the institution prepares students not only for successful careers but also for meaningful and fulfilling lives as responsible global citizens.

Governance, Leadership and Management

Emmanuel College's unwavering dedication to its Vision and Mission statements is reflected in its meticulously planned activities and organizational structure. The institute operates under a well-defined organizational framework, with the Principal overseeing the implementation of management committee policies through various specialized committees.

A comprehensive perspective plan, intricately aligned with the institution's Vision and Mission, outlines specific objectives aimed at achieving academic excellence and holistic student development. Embracing decentralization, the institution ensures representation from faculty, non-teaching staff, students, parents, and alumni across its diverse committees, fostering a collaborative decision-making process.

Embracing technological advancements, Emmanuel College has embraced e-governance for key administrative functions such as admissions, finance, and examinations, facilitated by in-house developed software. Moreover, the institution prioritizes the welfare of its faculty and staff, offering an array of benefits including gratuity, medical leave, ESI, provident fund, and maternity leave, among others. Financial support is also extended to faculty participating in workshops, conferences, and seminars, further enhancing their professional development.

Recognizing the importance of continuous improvement, the institution invests in training programs for both teaching and non-teaching staff, equipping them with the necessary skills and knowledge for their roles. Faculty members actively engage in faculty development programs to enhance their pedagogical practices and subject expertise. Additionally, staff performance appraisals are conducted annually to ensure accountability and promote growth.

Emmanuel College adopts a strategic approach to financial management, focusing on fund mobilization and resource optimization to sustainably support its academic and operational endeavors. Regular internal and external financial audits ensure transparency and accountability in resource allocation and utilization. The Institutional Quality Assurance Cell (IQAC) plays a pivotal role in monitoring the teaching-learning process and driving continuous quality improvement initiatives through regular evaluations and stakeholder engagements. Through these concerted efforts, Emmanuel College remains committed to fostering excellence in education and holistic development within its vibrant academic community.

Institutional Values and Best Practices

Emmanuel College is dedicated to nurturing graduates who not only excel academically but also embody core values essential for ethical leadership and global citizenship. Through a curriculum infused with Basic Humanism, Love of Fellow beings, Belief in Universal Citizenship, Moral Integrity, and Social Commitment, the institution instills in its students a deep sense of responsibility towards society.

In line with its commitment to social responsibility, Emmanuel College actively promotes gender equity, safety awareness, cleanliness campaigns, and other socially relevant initiatives. The institution's efforts extend to environmental sustainability, with the establishment of a solar power plant and the adoption of energy-efficient practices such as the use of LED lights and solar-powered lighting. Various energy conservation programs further underscore the institution's dedication to reducing its carbon footprint.

Embracing a holistic approach to environmental stewardship, Emmanuel College has implemented comprehensive waste management practices, including the proper segregation and disposal of solid, liquid, and e-wastes. The institution's Smart Green Campus initiative reflects its commitment to sustainability, with eco-friendly practices integrated into campus operations. As part of this initiative, the campus is smoke and plastic-free, with rainwater harvesting systems utilized to conserve water for gardening and other non-domestic purposes.

Furthermore, the institution regularly updates its Student Code of Conduct manual to reflect evolving societal norms and values, fostering a culture of respect, integrity, and accountability among its student body. Recognizing the importance of cultural awareness and celebration, Emmanuel College observes national and international historic days, events, and festivals, promoting unity and diversity within its vibrant campus community.

Through these holistic initiatives, Emmanuel College not only equips its graduates with the knowledge and skills needed to succeed in their chosen fields but also cultivates ethical leaders who are committed to making a positive impact on society and the environment.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	EMMANUEL COLLEGE VAZHICHAL
Address	EMMANUEL COLLEGE VAZHICHAL KUDAPPANAMOODU P.O
City	THIRUVANANTHAPURAM
State	Kerala
Pin	695505
Website	www.emmanuelcollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	J VIJAYAKU MAR	0471-2248416	9446615271	-	emmanuelcollegetv m@gmail.com
IQAC / CIQA coordinator	SELVIN JOSE G	0471-2248113	8921413205	-	lavanyayiljose@gm ail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Kerala	University of Kerala	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

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

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

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	EMMANUEL COLLEGE VAZHICHAL KUDAPPANAMOODU P.O	Urban	15.4	9672.57

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)

Programme Level	Name of Programme/Co	Duration in Months	Entry Qualificatio	Medium of Instruction	Sanctioned Strength	No.of Students

	urse		n			Admitted
UG	BA,English, ENGLISH LANGUAGE AND LITERATURE	36	PLUS TWO	English	70	56
UG	BA,English, ENGLISH AND COMMUNICATIVE ENGLISH	36	PLUS TWO	English	70	55
UG	BCom,Commerce,COMMERCE AND TAX PROCEDURE AND PRACTICE	36	PLUS TWO	English	70	52
UG	BCom,Commerce,COMPUTER APPLICATION	36	PLUS TWO	English	70	54
UG	BCom,Commerce,COOPERATION	36	PLUS TWO	English	70	61
UG	BCom,Commerce,COMMERCE AND TOURISM AND TRAVEL MANAGEMENT	36	PLUS TWO	English	70	36
UG	BCom,Commerce,FINANCE	36	PLUS TWO	English	70	62
UG	BSc,Computer Science,COMPUTER SCIENCE	36	PLUS TWO	English	70	53

UG	BSc,Electronics,ELECTRONICS	36	PLUS TWO	English	70	0
UG	BSc,Biochemistry,BIOCHEMISTRY	36	PLUS TWO	English	70	11
UG	BSc,Geography,GEOGRAPHY	36	PLUS TWO	English	70	21
UG	BSc,Botany And Biotechnology,BOTANY AND BIOTECHNOLOGY	36	PLUS TWO	English	70	36
UG	BSc,Physics, Physics with Computer Application	36	PLUS TWO	English	70	11
UG	BA,History, HISTORY	36	PLUS TWO	English	40	37
PG	MA,English, ENGLISH LANGUAGE AND LITERATURE	24	UG DEGREE	English	30	15
PG	MCom,Commerce,FINANCE	24	UG DEGREE	English	30	20
PG	MSc,Biochemistry,BIOCHEMISTRY	24	UG DEGREE	English	25	6
PG	MSc,Geography,GEOGRAPHY	24	UG DEGREE	English	25	4
PG	MSc,Physics, PHYSICS	24	UG DEGREE	English	25	18

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				76			
Recruited	0	0	0	0	0	0	0	0	25	51	0	76
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				47
Recruited	40	7	0	47
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				15
Recruited	5	10	0	15
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	5	4	0	9
M.Phil.	0	0	0	0	0	0	6	14	0	20
PG	0	0	0	0	0	0	18	29	0	47
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	1	1	0	2
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	312	4	0	0	316
	Female	201	3	0	0	204
	Others	0	0	0	0	0
PG	Male	8	0	0	0	8
	Female	55	1	0	0	56
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	6	1	5
	Female	1	2	2	4
	Others	0	0	0	0
ST	Male	0	0	0	40
	Female	0	0	0	54
	Others	0	0	0	0
OBC	Male	87	107	65	23
	Female	106	141	101	27
	Others	0	0	0	0
General	Male	38	40	23	188
	Female	57	56	41	188
	Others	0	0	0	0
Others	Male	211	190	203	0
	Female	175	154	144	0
	Others	0	0	0	0
Total		675	696	580	529

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Education plays a significant role in building a nation. Our present education system is churning out youth who have to compete locally, regionally, nationally as well as globally. The 21st Century has opened up many new challenges in the field of Higher Education. The present alarming situation necessitates transformation and/or redesigning of the system, not only by introducing innovations but developing a "learner-centric" approach. The National Education Policy (NEP) is one such approach which has brought several reforms in Indian education that includes broad based multidisciplinary Undergraduate Education with 21st Century skills while developing specialized knowledge with disciplinary rigor. It enables an individual to study one or more specialized areas of interest at a deeper level. It is introduced to bring equity, efficiency and academic excellence in National Higher Education System. Emmanuel College, affiliated to the University of Kerala, follows the curriculum offered by the University under CBCSS. The institution has a preparedness for the NEP within the limits of University norms and regulations. The institution has a B.Ed. College inside the campus, which grants greater scope for integrated teacher education. Multidisciplinary and interdisciplinary Conferences, seminars, and workshops are often conducted both at national and international level for the teachers and students to get better exposures. Multidisciplinary education is incorporated into the UG curriculum by offering open courses in which students can opt for their choice from other disciplines. The institution included 23 add-on/ certificate courses to its curriculum. The institution's measures for the holistic empowerment of the students are considered to be the institutional distinctiveness. By including various training programmes, workshops and implementing other creative measures, the institution tries to create a generation of students, who are holistically empowered. The college promotes conduct of interdisciplinary programmes and courses. Institution celebrates various National and International Days related to Science, Arts & Commerce, languages and culture. We are ready to implement any positive suggestions and directions from the University regarding the same. The IQAC coordinator of our college has been deputed to attend webinars for the implementation of NEP as part of institutional

	preparedness.
2. Academic bank of credits (ABC):	NOT APPLICABLE TO OUR COLLEGE
3. Skill development:	Skill development helps to build up Self- esteem, confidence and leadership skills and a strong foundation for students. It also helps students to become independent thinkers and encourages them to plan for their future. The developing of specific skills in the students is directly proportional to the choice of a career. Two principal skills are expected in the job market for all the jobs today. Communication skills blended with soft skills and the Computer Literacy skills. Such skill development training programmes have been incorporated by the institution. Communication skills along with soft skills programme are being conducted periodically to sharpen the students' ability to express their knowledge. Part I English classes follow the syllabus framed by the University which focuses on the developing of the LSRW (Listening, Reading Speaking and Writing) skills of the students. Though not included in the curriculum offered by the University of Kerala the Institution offers a Computer Literacy Programme (CLP) for all the UG students. Since 2017, the Computer Skill development programme has been taught for all non-computer students of the college. Mandatory Internship/Industrial Training and real time projects provide opportunities for understanding the industry needs. MoU's are signed with various institutions and organisations like NIMS Centre for Genomic Medicine, National Skill Development Centre (NSDC), ATHMIC BIOTECH Solutions PVT.LTD, NIRMAAN Organization, MULTIDATA, PRMAS etc. to offer courses that can fill the skill gap. We propose to introduce more skill development courses in the forthcoming academic years.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	For the country, the preservation and promotion of India's cultural wealth needs to be given high priority, as it is truly important for the nation's identity as well as its economy. In order to preserve and promote our culture, we need to promote regional languages. The language department of the institution has an indispensable role in strengthening the Indian languages and its culture among the students. Students are taught Malayalam, the mother tongue and Hindi as additional Common Course under the

	University curriculum. Apart from promotion of language, local culture also needs to be preserved. In this context, local festivals and events are also celebrated in the college with great enthusiasm and fervour. Various programmes like songs and dances recitals, elocution, speeches, drama etc. are conducted. We observe various important days viz. Republic Day, Independence Day, Teachers Day etc. Another important initiative by the college is the promotion of traditional system of yoga and meditation among the students and staff. Yoga experts visited the college to conduct yoga sessions.
5. Focus on Outcome based education (OBE):	Outcome based education (OBE) has gained much impetus in the contemporary education system. OBE thus aims to assess the competence of learners in their totality. It takes a holistic approach in describing the competence of a learner in terms of knowledge, skills and values. The institution follows the curriculum of the University of Kerala which ensures the Outcome Based Education in all programmes of study. The syllabus along with Programme and Course Outcomes are uploaded in the University as well as college website. Emmanuel College has started to follow the OBE pattern for the internal assessment at the introduction by the affiliating University. FDPs were organized by the IQAC to the members of faculty on OBE, Bloom's Taxonomy and measurement of COs attainment and mapping of COs & POs through a series of workshops. The institute offers programs in arts, science and commerce. The specific outcomes for each of these programs are published on the institute's website. The outcomes for the programs focus on a range of areas including human values, social service, critical thinking, communication skills, problem solving, environmental awareness and entrepreneurial skills. The students are mostly ignorant about their goals and outcomes of education. So, many SEPs (Student Enrichment Programme) have been organized by various departments. Ultimately, the progress of the student should be an upward mobility and getting placed. The staff has been doing multiple roles such a motivator, facilitator, trainer, guide, mentor, disciplinarian and sometimes a dictator too. Appropriate opportunities are provided for the students and this help students to achieve the specified outcomes.

| 6. Distance education/online education: | The NEP 2020 encourages institutions to offer flexible and innovative learning options such as blended and online learning to meet the diverse needs of learners. The institution has successfully completed a whole online academic year, during 2020- 2021 and the same still continues in parts. During the COVID-19 pandemic, the faculty have utilized platforms such as Zoom, Google Classroom and Google Meet to conduct online teaching, Internal/Model examinations, assessments webinars/Workshops, College Fest, different council meetings and PTA meetings. English movies in literature classes are screened periodically and the comparison of novels and the movie version is given as a challenging assignment to the students. The students have been guided to use various MOOCs and attend SWAYAM courses for updating their knowledge in their subjects. As an affiliated college we are not authorized to conduct Distance Education leading to award of Degrees. |

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, an Electoral Literacy Club has been set up in the college on Thursday 5 October, 2023
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The ELC coordinators and members are selected by the Principal. The ELC is functional with the following office bearers: 1. Mr. Sanal Kumar C Assistant Professor [Nodal Officer] 2. Mr. Manoj B S, Assistant Professor, Member 3. Mr. Selvin Jose G, Assistant Professor, Member 4. Ms. Philomina L, Non-teaching Staff Member 5. Mr. Athul Alosious, Final Year Student Member 6. Ms. Ashlin Benjamin, Final Year Student Member
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior	The ELC of the college has been constituted recently. So, the Club is yet to arrange any formal camp or initiative under its prospect. But, the college generally organizes the following activities related to "Electoral Processes and General Election? under the personal initiative of the Principal and the Nodal officer. The teachers, in general, campaign in the college to encourage the new students to enter their names in the voter list. Students are guided for online voter registration. In addition, the students are alerted

citizens, etc.	about their democratic rights as the voters who could decide the destiny of the nation.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	To increase participation in democracy of college students, various initiatives have been undertaken by the Electoral Literacy Committee for a new voter registration program. Sessions related to responsibilities and duties as citizen of India, democratic country given to the students. The "People's participation in good governance" is a particular session given to the students.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	In order to institutionalize mechanisms for voter registration at a college, it is important to assess the needs and challenges faced by students. In this regard, the faculty encouraged the students above 18 years who haven't registered their names in the voter list had been asked to do the same. A help desk was run in this regard and assisted some students to enroll online so as to franchise their rights.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1881	1883	1749	1531	1441

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

2 Teachers

2.1

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

Response: 41

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
76	78	69	69	66

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
98.29	66.36	53.16	63.57	472.39

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The institution places significant emphasis on the meticulous planning and delivery of its curriculum, employing a comprehensive and well-documented process. This commitment to quality education is evident through various coordinated actions and initiatives:

Academic Framework Alignment:

- **Academic Schedule:** The institution aligns its activities with the broader academic framework by preparing the academic schedule through the Staff Council based on the University of Kerala's academic calendar.
- **Handbook:** Students receive detailed handbooks containing information about offered programs and courses, facilitating navigation through their academic journey.

Departmental Planning:

- **Academic Plans:** Each department prepares an academic plan outlining courses, learning outcomes, and other academic activities, providing a clear roadmap for both faculty and students.
- **Course Planning:** Faculty members create course plans aligning with desired outcomes, ensuring engaging and relevant curricula.
- **Timetables and Workloads:** Individual departments take responsibility for preparing timetables and defining workload distribution, ensuring efficient resource allocation and scheduling.

Strategic Initiatives:

- **Strategic Planning:** The institution employs strategic planning to guarantee effective curriculum delivery, continuously assessing and improving teaching and learning methods.
- **Diverse Learning Modes:** Embracing various teaching modes, including offline, video, and online lectures, utilizing modern educational technology such as Zoom and Google Meet.

Faculty Involvement:

- **Faculty Responsibilities:** Portions of the curriculum are allocated to individual faculty members at department meetings, emphasizing timely completion of course content.
- **Internal Examinations:** Conducting two internal examinations in each semester for both undergraduate (UG) and postgraduate (PG) programs, serving as checkpoints to assess student understanding.

21-08-2024 12:25:53

- **Model Examinations:** Conducting one model examination in each semester to simulate final examination conditions, helping students become familiar with the format and content.
- **Internal Assessment Systems:** Employing centralized internal examinations at semester-end and various assessment methods like unit tests, class tests, oral exams, assignments, and seminars.
- **Question Bank:** Maintaining a comprehensive question bank to aid in the creation of assessments that effectively evaluate student understanding and knowledge.

Student Support and Evaluation:

- **Remedial Classes:** Organizing remedial classes when students face challenges, providing additional support to help them catch up.
- **Evaluation and Monitoring:** Integrating evaluation and monitoring processes into department meetings, held periodically to ensure continuous improvement of educational practices.

Technology Integration:

- **ICT-Enabled Teaching:** Faculty members utilize cutting-edge technology for ICT-enabled teaching methodologies, leveraging online platforms like Zoom and Google Meet for effective content delivery.
- **Practical Exposure:** Many departments arrange industry visits, allowing students to gain practical exposure to the professional world, bridging the gap between theoretical knowledge and real-world application.

The institution's commitment to effective curriculum planning and delivery is demonstrated through its meticulous approach to educational processes, utilization of technology, student support systems, and emphasis on holistic development. This holistic approach ensures that students receive a well-rounded education, preparing them for success in their chosen fields.

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

1.2 Academic Flexibility

1.2.1

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

Response: 22

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

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 8.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
594	67	33	0	0

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Introduction

In response to the identified curriculum gap, our institution has undertaken a proactive initiative to integrate cross-cutting issues pertinent to professional ethics, gender sensitivity, human values, and environmental sustainability into our academic curriculum. This effort aims to foster a holistic educational experience that prepares our students not only for their professional careers but also as responsible global citizens.

Curriculum Gap Analysis

Upon careful examination, it was observed that our existing curriculum lacked adequate coverage of cross-cutting issues. The omission of topics such as professional ethics, gender sensitivity, human values, and environmental sustainability left a significant void in our students' educational journey. Recognizing the importance of addressing these aspects, we embarked on a curriculum enrichment program to bridge this gap.

Curriculum Enrichment Program

Our institution developed a comprehensive curriculum enrichment program, encompassing modules and activities that seamlessly integrate professional ethics, gender sensitivity, human values, and environmental sustainability into the existing academic framework. This program is designed to augment the learning experience, instilling a sense of responsibility and awareness among students.

Gender-sensitive Education

To address gender sensitivity, awareness programs have been introduced to sensitize students about gender-related issues. Awareness campaigns, guest lectures, and workshops are conducted to challenge stereotypes and biases. Our goal is to create an inclusive learning environment that empowers students to contribute positively to gender equality in their professional and personal lives.

Human Values Integration

Recognizing the importance of human values, a curriculum strand was developed to explore the ethical dimensions of decision-making, empathy, and cultural understanding. This initiative aims to nurture compassionate professionals who are not only proficient in their fields but also grounded in values that contribute to the betterment of society.

Environmental Sustainability Integration

To address the environmental sustainability gap, courses were revised to include modules on sustainable practices, conservation, and environmental stewardship. Practical initiatives such as community tree-planting events and waste reduction campaigns were organized to reinforce theoretical knowledge with real-world applications.

Program Evaluation

Regular assessments and feedback mechanisms have been implemented to gauge the effectiveness of the curriculum enrichment program. Surveys, focus group discussions, and academic performance reviews are conducted to measure the impact on students' awareness, attitudes, and behaviour concerning professional ethics, gender sensitivity, human values, and environmental sustainability.

The integration of cross-cutting issues into our curriculum is a proactive step towards fostering well-rounded individuals equipped to tackle the challenges of the modern world. By addressing the identified gaps, our institution is not only enhancing the quality of education but also contributing to the development of socially responsible and environmentally conscious professionals. This holistic approach aligns with our commitment to producing graduates who are not only academically proficient but also ethical, gender-sensitive, and environmentally conscious contributors to society.

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

1.3.2

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

Response: 36.26

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

Response: 682

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 76.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
584	675	696	580	529

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

2022-23	2021-22	2020-21	2019-20	2018-19
965	1001	789	658	576

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

2.1.2

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

Response: 45.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
116	127	122	67	59

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

2022-23	2021-22	2020-21	2019-20	2018-19
281	285	240	141	125

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 24.75

2.3 Teaching- Learning Process

2.3.1

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

Response:

Emmanuel College, located in Vazhichal, prides itself on its student-centric educational approach across its eight departments. The institution employs a variety of learning methodologies to ensure comprehensive student development: experiential learning, participative learning, collaborative learning, and the integration of Information and Communication Technology (ICT) tools. These strategies are aligned with Bloom's Taxonomy to enhance educational outcomes.

Experiential Learning: Bridging Theory and Practice

Experiential learning at The College connects theoretical knowledge with practical application. Activities such as industrial visits, field trips, expert lectures, and project-based learning allow students to gain hands-on experience and insights into their fields. These experiences foster deeper understanding and retention of knowledge, promoting higher-order cognitive skills like analysis, synthesis, and evaluation as outlined in Bloom's Taxonomy.

Participative Learning: Engaging Minds Through Interaction

Participative learning encourages active student engagement via group discussions, peer learning, debates, and workshops. This interactive approach promotes a collaborative learning environment where students share ideas and challenge assumptions. Activities such as debates and group discussions enhance communication and critical thinking skills, addressing various levels of Bloom's Taxonomy from understanding to creating. Peer learning and workshops further solidify knowledge and application skills.

Collaborative Learning: Building Networks and Synergies

Collaborative learning is integral to The College's educational philosophy. The institution collaborates with various educational and industrial organizations, creating opportunities for joint projects, research, and academic exchanges. These collaborations provide students with diverse perspectives and the chance to apply their knowledge in different contexts. This approach promotes application, analysis, and synthesis of knowledge in collaborative settings, enhancing students' teamwork skills.

Integration of ICT Tools: Enhancing Learning Through Technology

The College leverages ICT tools to enrich the educational experience. Tools such as online learning platforms, digital libraries, simulation software, and interactive whiteboards support and enhance traditional teaching methods. The outcomes include increased accessibility to information, enhanced engagement, and the development of digital literacy. ICT tools also support differentiated instruction, catering to varied learning styles and paces. This integration addresses various levels of Bloom's Taxonomy, from basic knowledge acquisition to complex problem-solving and creativity.

Bloom's Taxonomy: A Guiding Framework

The educational strategies at The College are rooted in Bloom's Taxonomy, a model that classifies educational learning objectives into six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. By aligning teaching methods with these cognitive levels, the college ensures that students progress from basic knowledge acquisition to higher-order thinking skills. This structured

approach promotes comprehensive learning, enabling students to apply, analyze, synthesize, and evaluate information critically.

The College, Vazhichal, exemplifies a progressive educational institution focused on student-centric learning. Through experiential, participative, and collaborative learning, and the integration of ICT tools, the college creates an engaging and effective learning environment. Grounded in Bloom's Taxonomy, the college's educational framework ensures that students not only acquire knowledge but also develop essential skills for modern challenges.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 99.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
76	78	70	69	66

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

2.4.2

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

Response: 32.96

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

2022-23	2021-22	2020-21	2019-20	2018-19
33	30	22	19	14

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The College, Vazhichal, prioritizes transparency and efficiency in its assessment mechanisms and grievance redressal system. The college employs a comprehensive approach to both internal and external assessments, ensuring that evaluation processes are clear and student concerns are promptly addressed.

Assessment Methods: Diverse and Inclusive

The College utilizes a blend of online and offline methods to conduct assessments. Internal examinations are a key component, comprising written tests, assignments, seminars, and projects. This diverse range of assessment techniques allows for a holistic evaluation of student performance, catering to different learning styles and competencies. Written tests assess students' understanding and retention of theoretical knowledge, while assignments and projects evaluate their ability to apply concepts in practical scenarios. Seminars encourage research, presentation skills, and critical thinking.

Assessment Planning: Structured and Organized

The planning of assessments at The College is structured around the academic calendar provided by the University of Kerala. The college constitutes an Internal Examination Committee, which plays a pivotal role in managing and conducting internal assessments. This committee is responsible for:

1. Scheduling Exams:Ensuring that internal examinations are conducted twice per semester in alignment with the academic calendar.

2. Organizing Logistics: Coordinating the logistics for smooth administration of exams, including setting up exam venues and ensuring the availability of necessary resources.

3. Monitoring Standards:Upholding the standards and fairness of the examination process, including the formulation and moderation of question papers.

4. Evaluating Performance: Overseeing the timely evaluation of answer scripts and the publication of results.

5. Providing Feedback: Facilitating feedback mechanisms where students can discuss their performance and areas for improvement with faculty.

By adhering to these functions, the Internal Examination Committee ensures that the assessment process is systematic, fair, and transparent.

Grievance Redressal System: Timely and Effective

The College boasts a robust grievance redressal system designed to address student concerns efficiently. This system operates under strict timelines to ensure prompt resolution of issues. Key features include:

1. Accessibility: Students can easily report grievances related to assessments, ranging from discrepancies in marks to unfair evaluation practices.

2. Transparency: The process is transparent, with clear procedures for filing and addressing complaints. This ensures that students are aware of the steps involved and the expected timelines for resolution.

3. Accountability: A dedicated grievance redressal committee oversees the handling of complaints. This committee reviews grievances, conducts investigations if necessary, and provides resolutions within a specified timeframe.

4. Feedback Mechanism :After resolution, students are encouraged to provide feedback on the grievance redressal process, which helps in continual improvement of the system.

External Examinations: University Oversight

In addition to internal assessments, external examinations at The College are conducted by the University of Kerala. This adds an extra layer of standardization and credibility to the evaluation process. The university's involvement ensures that assessments are aligned with broader academic standards and provides an impartial evaluation of student performance.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Emmanuel college, encompassing eight diverse departments, is committed to ensuring the quality and effectiveness of its educational programs. Central to this mission is the alignment of each program with defined Programme Outcomes (POs) and Course Outcomes (COs), which serve as essential benchmarks for assessing student learning and achievement.

Within this framework, the college draws upon a combination of prescribed POs from the university and those established by the University Grants Commission (UGC). This ensures that the programs offered by the institution adhere to established standards of academic excellence while also reflecting broader national educational goals and objectives.

In addition to defining POs, the college places significant emphasis on the formulation of COs for every course offered across its departments. These COs delineate the specific learning outcomes expected of students upon completion of each course, providing clarity and direction for both faculty and learners alike.

To facilitate the effective implementation of these outcomes, each department conducts regular Outcome-Based Education (OBE) meetings throughout the semester. These meetings serve as collaborative forums where faculty members gather to exchange ideas, share best practices, and receive training on various aspects of OBE implementation.

Topics covered in these meetings include an overview of OBE principles, strategies for designing question papers that align with OBE objectives, methods for conducting fair and reliable evaluations, and the integration of Bloom's taxonomy into instructional practices. By addressing these key areas, the college equips its faculty with the necessary tools and knowledge to deliver high-quality, outcomes-focused education to their students.

Furthermore, each department undertakes the important task of correlating COs, POs, and Program Specific Outcomes (PSOs) to ensure coherence and alignment across the curriculum. This involves mapping the intended learning outcomes of individual courses with broader program objectives and overarching institutional goals.

By establishing these connections, the college aims to create a seamless and integrated educational experience for students, where learning objectives are clearly articulated and consistently reinforced throughout their academic journey. This process also facilitates a more holistic approach to assessment, allowing faculty members to evaluate student performance in relation to the broader goals of their respective programs.

In conclusion, the college's commitment to aligning its programs with defined POs and COs underscores its dedication to academic excellence and student success. Through regular OBE meetings and ongoing efforts to correlate learning outcomes, the institution strives to provide a dynamic and responsive learning environment that prepares students for success in their chosen fields and beyond.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The assessment of program outcomes for various programs is primarily based on the performance of students in both curricular and co-curricular activities. Due to the pandemic situation, a significant portion of these activities were conducted online. The college employs several methods to measure the attainment level of program outcomes:

Continuous monitoring of students during regular practical sessions and while handling various instruments in the laboratory.

Ongoing internal assessment through unit tests, assignments, seminars, and other participative learning activities to gauge subject knowledge.

Participation of students in sports, debates, elocution, and other competitions to assess both individual and teamwork abilities.

Evaluation of project-based work undertaken by undergraduate (UG) and postgraduate (PG) classes.

Engagement of students in diverse activities such as NSS, cultural events,

Participation in initiatives like tree plantation drives, rallies, and awareness programs to evaluate students' sense of responsibility towards environmental protection and sustainability.

Additionally, students are continuously evaluated based on their attendance, participation in group discussions, interactions in class, involvement in co-curricular activities, and overall adherence to discipline.

Furthermore, the attainment levels of program outcomes are classified as follows:

1. **Attainment Level 1: 0-25% of students successfully complete their course at the final semester/year examination.**
2. **Attainment Level 2: 26-50% of students successfully complete their course at the final semester/year examination.**
3. **Attainment Level 3: 51-75% of students successfully complete their course at the final semester/year examination.**
4. **Attainment Level 4: 76-100% of students successfully complete their course at the final semester/year examination.**

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

2.6.3

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

Response: 36.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
217	182	189	192	203

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

2022-23	2021-22	2020-21	2019-20	2018-19
687	567	518	466	473

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.19

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

Innovation Ecosystem at Emmanuel College

The ecosystem concept originates from the science of ecology, aiming to promote creativity and innovation among students. At Emmanuel College, our objective is to cultivate a culture of innovation through regular communication and active programs. We provide an excellent ecofriendly innovation ecosystem to nurture students' creative thinking and innovative ideas. Various activities are organized to create awareness about an entrepreneurial mindset among students through initiatives like:

 Entrepreneurship Development (ED) Club

The ED Club has been operational on our campus since the 2018–2019 academic year. Key activities include:

- Entrepreneurship Awareness Programmes

- Entrepreneurship Opportunities
- Startup Ecosystem Development
- Webinars on Entrepreneurship Opportunities
- Orientation Programmes on Entrepreneurship Development
- Prearranged Industrial Visits

Promotion of Research

The research cell and IPR cell of the college have been functioning effectively for the last six years. Highlights include:

- Conducted 43 research methodology and IPR related webinars/workshops
- Faculty published 42 papers in various national/international journals
- Encouragement for PhD holders to apply for guideship and others to register for PhDs
- Faculty participation in workshops, national/international seminars and conferences, refresher/orientation/short-term courses, and publication of research papers
- Support for students to write research papers with faculty guidance and publish in UGC CARE list journals
- A well-stocked library with a wide range of books/journals and access to NLIST to support research
- Efforts to sign more MoUs to strengthen academic and research areas

Young Innovators Programme (YIP)

The Young Innovators Programme (YIP) at Emmanuel College, Vazhichal, is designed to transform societal knowledge by promoting innovation that drives sustainable development and provides solutions to real life problems. YIP aims to empower students to innovate new products, services, or models to meet emerging requirements, unarticulated needs, or existing market needs more effectively through specially designed challenges.

An orientation programme was organized by the Innovative Entrepreneurs Development Cell (IEDC) and Training and Placement Cell (TPC) of the college to enhance the innovative skills of our students on 11th March 2024. The Young Innovation Centre, Thiruvananthapuram, conducted classes for budding innovators, with 22 students registering and submitting ideas during the programme.

In the academic year 2022-23, our college was ranked 36th among 191 institutions in terms of idea submission, with a total of 14 ideas submitted by our students.

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

3.2.2

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

Response: 28

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	3	5	8	8

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	3	2	2

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

3.3.2

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

Response: 0.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	0	1	4	2

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

3.4 Extension Activities

3.4.1

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

Response:

Emmanuel College, Vazhichal is proud to share the fact that the institution is producing socially responsible students by boosting the students' social responsibility. The institution carries out its social extension activities hands in glow with NSS and Eco Club. Social services directly benefit all sections of society. There are wide range of social issues such as poverty, homelessness, health care, education, child welfare, sanitation work etc. Our students actively involve in taking up various local issues and help the local people overcome the existing issues and finding solutions. We have infact, adopted two villages, Kunnathmala and Puravimala.

Social Response of Institution

- Swatch Bharat Activity
- Hospital cleaning
- Swatch Bharat Clean Activity
- Hospital Cleaning
- Public Market Cleaning
- Survey at Attukal Ponkala
- Police Station Cleaning
- Swatch Bharat Hospital Cleaning

Food Material Distribution was done as a regular activity even during the non-Covid time also

- Food Kit Distribution during Corona at Amboori Village
- Annam 2019-Food to Cancer Patients
- Cancer Care Activity
- Food Kit Distribution at Tribal Village Puravimala
- Food Kit Distribution During Covid at Puravimala
- Food Kit Distribution to Needy at Nelliyode
- Visit to Rehabilitation Centre
- Food Distribution During Covid at Kunnathmala

2018 Flood

The NSS volunteers of our College conducted various relief programmes during the havoc time:

- Cleaning Flood Affected Area at Chenganoor
- Food Collection to Flood Affected Area at Emmanuel College

The NSS units have visited the adopted tribal villages Kunnathmala and Puravimala, to clean, plant saplings, and educate them with the hygiene and healthy practice. Being a confident team, the NSS conducted various awareness programmes at Palliative Care Programme at Ottasekaramangalam Grama Panchayat, Palliative Care Family Get Together, Palliative Care Training at Dale View Rehabitation Centre, Visit to Govt. LPS Tribal Puravimala, Drug Abuse Awareness Session for Tribal Village Puravimala, Financial Help to Cancer Patient and many other events to emphasize the importance of

being a responsible citizen. NSS volunteers and the Eco Club members clean the college campus on every month to keep the surroundings neat and clean

Donations and Relief funds are collected from the students and the staff members for the benefit of the needy. A Television set was presented to a poor student and Wheel Chair was gifted to Mr. Ajay in the adopted Villages. During COVID-19 curfew period, the institution provided necessary groceries to the villagers in and around Vazhichal.

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

3.4.2

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

Response:

Rakhi S Rajan, the Bsc (Electronics) student of Emmanuel College, Vazichal was entitled as the chief ministers Best Genius Award for the year 2022. This is an honour given to the best student chosen from all the Universities in Kerala in recognition of outstanding achievements and dedication. The award carrying one lakh rupees cash prize and appreciation certificate were presented to Rakhi in the presence of the chief minister and education minister

The college NSS unit received the state award for the best college on World Drug Abuse Day for the outstanding performance in awareness on drug addiction and other substance use. The State Anti Drugs Council on the day of world anti drugs day recognized our college's commitment to drug free life by presenting the MP Manmadhan award on June 26, 2013. Jesus youth, all kerala team for Arts and Science Colleges presented " Lady of Litany 2k18" award to our college for outstanding performance in awareness of Drug Addiction in 2023. The University of Kerala, NSS awarded Mr. Akhil Kumar C R, Department of English with the best volunteer award for the year 2018-19. Emmanuel College NSS unit also received NSS award in recognition of the exampling services rendering to National Service Scheme for the academic year 2017-2018.

Our college NSS unit earlier also received the Best NSS unit award from the University of Kerala for the academic year 2015-16. The corporation of Thiruvanthapuram awarded our NSS volunteers with the Green Army Award for doing the cleaning up job during 2018 Pongala time.

The Ottashekaramangalam Grama panchayath, Palliative care unit, recognized and issued Appreciation Certificate to the NSS volunteers and the management for providing the cancer patients with food materials on the World Cancer Day for sharing compassion in fighting cancer together. The panchayath also honored the NSS unit for donating a wheel chair to the palliative patient Mr. Ajayan for empowering the needy with mobility initiative

The superintendent, Nettukaltheri open jail appreciated our college students for performing various cultural events on Jail Welfare Day 2023-24. The inmates of the jail embraced   freedom through Art by celebrating Cultural Excellence with our students. Mrs. Anisha. V.R.(Assistant Professor, Department of botany and Biotechnology) secured the first position in Scientific Paper Presentation in the National Seminar on " Bio- sustainability; Concerns of Challenges" organized by Biodiversity Club and Department of Botany, Vimala College (Autonomous) Trissur , Kerala, supported by Kerala State Biodiversity Board, Government of Kerala on 13th December 2023. SOB Kerala State Meet in Co-operation with LNCPE- Tvm recognized and issued appreciation certificate to our students in the EKATA – 2018 Sports Meet. Our college football team won the Christian Cup Championship Trophy (2023) conducted by Cristian College, Kattakada. The team received the ever rolling Trophy from G.Stephen , MLA.

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

3.4.3

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

Response: 34

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	13	7	6	7

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

3.5 Collaboration

3.5.1

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

Response: 2

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Emmanuel college's infrastructure includes all essential items to serve and afford all particular conveniences. It comprises 52 well-ventilated and spacious classrooms and 13 labs. Specifically, there are 2 Computer Science labs with 3 classrooms each, 2 Electronics labs with 3 classrooms each, 2 labs and 5 classrooms for Biochemistry, 3 labs and 5 classrooms for Biotechnology, 3 labs and 5 classrooms for Physics, 8 classrooms for the Department of English, 17 classrooms for the Commerce Department, and 1 classroom for History, presently.

An audio-visual room is available in our college for conducting workshops and seminars on a departmental basis with projector facilities. There is a hive of activities almost every day in the audio-visual room. Additionally, there are 2 well-furnished auditoriums available for various purposes. A generator facility is also available near the canteen.

A canteen offering both vegetarian and non-vegetarian food, hygienic and nutritious in nature, is located on the college campus with ample space. Soft drinks, snacks, and stationery supplies are also sold here, catering to the needs of students and staff alike. Transport facilities are provided to students and staff, with 18 buses running on various routes for efficient transportation. Students holding bus passes can utilize college buses. Aimed at providing pure drinking water, 8 water purifiers are installed in many specific areas. Ten fire extinguishers are also available in labs and other necessary places. The college has 3 separate safe parking areas for both staff and students.

Our college boasts an excellent library facility with different sections and a vast, wide reading hall. Students can study in groups and work together in the ambiance. The library is well-stocked with the latest periodicals, journals, and academic books. A well-computerized office and IT cell are also functioning, implementing governance for the use of networks and computer systems of the college. It serves as a focal point for solving students' problems and enhancing academic functions. Around the premises and inside the campus, 120 CCTV cameras are functioning. Reprographic facilities and help desks are also available for students and staff. Sanitation is crucial on campus, and we have 5 toilet complexes for the convenience of students, with each department having separate toilet facilities in their staff rooms.

A nursing room and a small pharmacy function effectively on our campus, providing emergency and primary medical and nursing care for our students. Students and staff benefit from these services, with

nursing staff available to provide first aid. In the main block of the college, there is a counseling room staffed with an accredited counselor. Sports facilities are a crucial part of college extracurricular activities, as physical activity can improve IQ, fitness, and health. Two multipurpose sports grounds are made available for our students.

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

4.1.2

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

Response: 65.99

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

2022-23	2021-22	2020-21	2019-20	2018-19
46.36726	19.73173	3.71832	7.40339	420.1683

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Emmanuel college is one of the distinguished institutions with 27 years of excellence in the field of higher education. The college library supports the academic activities of the institution and acts as a backbone to this institution. It has a seating capacity of 80 and a total area of 3520 sq. ft. The library has subscriptions to 5 newspapers, 15 journals, and a collection of 19,770 books. There is an exclusive reading area and department-wise collection of books. It prepares students for different professions and occupations and helps develop their skills. The library provides open access to its documents, and any member can browse through the collections, which are arranged according to the Dewey Decimal Classification (DDC). It helps users find resources for reading, teaching and learning, as well as managing cataloguing, borrowing, and other functions. To make the library and its use more accessible, our library has implemented proper classification, cataloguing, shelf arrangement, and display of new arrivals, and provides services like bibliographical indexing, abstracting, etc. The library also has a collection of digital resources such as CDs. It has access to open-access journals published by JSTOR, DOAJ, PubMed, Science Open, BASE, Semantic Scholar, CORE, and the Royal Society of Chemistry.

Automation of the library started in 2016 with EMC ILMS software and later migrated to KOHA, the Integrated Library Management software. Koha is an open-source integrated library system that serves as a robust solution for managing library resources at Emmanuel College Vazhichal. The software provides numerous advantages for both staff and students, enhancing the efficiency and accessibility of library services. For staff, Koha streamlines cataloguing, circulation, and inventory management processes, allowing for better organization and control over the library's collection. It facilitates seamless communication between staff members and ensures accurate and up-to-date information on resource availability.

Students benefit significantly from Koha through its Web OPAC (Online Public Access Catalog). This user-friendly interface empowers students to explore the library's collection remotely, check the availability of resources, and place holds or requests from the convenience of their own devices. The Web OPAC feature not only saves time but also encourages independent research and exploration, promoting a more dynamic and engaging learning experience for students at Emmanuel College Vazhichal. Overall, Koha contributes to an effective and user-centric library environment, fostering a collaborative and enriched educational atmosphere.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Emmanuel college's technological infrastructure is strategically focused on deploying ICT-enabled facilities in the audio-visual room. Complementing this, the institution has embraced whiteboards, providing educators with dynamic tools for interactive teaching methods and fostering a more engaging and collaborative learning environment.

Recognizing the paramount importance of connectivity in the digital age, Emmanuel College has gone above and beyond to ensure a robust network infrastructure. The campus is equipped with both Wi-Fi and LAN facilities, offering widespread internet access. This dual approach not only meets the diverse needs of students and faculty but also aligns with university guidelines, showcasing the institution's commitment to flexibility and convenience in accessing online resources.

In addition to conventional teaching aids, the college has incorporated audio-video recording facilities. These resources serve a dual purpose – archiving academic events and creating a comprehensive digital repository of educational content. This forward-thinking approach supports future reference and contributes to the development of an extensive digital learning library, enhancing accessibility and knowledge dissemination.

The institution actively promotes the integration of technology into its educational fabric. Faculty members are provided with these technological tools and are encouraged and trained to leverage them effectively. This proactive stance fosters an innovative teaching methodology that aligns with the evolving needs and preferences of the student body, ensuring a dynamic and modern educational experience.

It is noteworthy that the institution's dedication to technological integration extends beyond the academic realm to administrative functions. Administrative offices are equipped with modern computing facilities, ensuring efficiency and effectiveness in the day-to-day operations of the college. This comprehensive approach underscores Emmanuel College's recognition of the transformative power of technology in shaping both the educational and administrative landscape.

In the realm of internet connectivity, the college has secured five internet connections to cater to the needs of its diverse user base. These connections are facilitated through three dedicated Wi-Fi modems, ensuring widespread access to the internet. The college has established connections with two network providers, BSNL and Kerala Vision. BSNL provides four connections with an impressive bandwidth of 100 Mbps, ensuring high-speed and reliable internet access. Additionally, Kerala Vision contributes with another connection boasting a bandwidth of 8 Mbps. Furthermore, the institution has invested in optical fiber internet, adding an extra layer of reliability and speed to its internet infrastructure.

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

4.3.2

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

Response: 12.88

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

Response: 146

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 9

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

2022-23	2021-22	2020-21	2019-20	2018-19
9.30545	11.37479	21.12748	20.50516	5.55665

File Description	Document	
Institutional data in the prescribed format	[View Document](#)	
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)	21-08-2024 12:25:54
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 25.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
451	473	429	401	392

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

5.1.2

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

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

Response: B. 3 of the above

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

5.1.3

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

Response: 0.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	11	6	8	14

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

5.1.4

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

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

Response: B. 3 of the above

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

5.2 Student Progression

5.2.1

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

Response: 43.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
278	265	141	275	235

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

2022-23	2021-22	2020-21	2019-20	2018-19
687	564	519	467	480

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

5.2.2

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

Response: 0.98

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	0	2	3	3

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

5.3 Student Participation and Activities

5.3.1

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

Response: 2

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

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

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Response: 26.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	33	0	34	32

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

5.4 Alumni Engagement

5.4.1

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

Response:

Emmanuel College Former Students Association (EFSA)

The Emmanuel College Former Students Association (EFSA) was officially registered on 07/03/2007 with the registration number 690/2007. The main aim of our association is to develop friendships among former students and their families, assist the college administration in achieving academic excellence, and provide facilities for current students. Due to the excellent rapport shared by our faculty with alumni, we have been able to build a strong bond and network between the alumni and the institute. Our alumni have established themselves as successful individuals in almost every field of their lives, and we are extremely proud of them.

Objectives

- Promote College Interests: In still and sustain a sense of loyalty and ongoing concern for the college's well-being.

- Fundraising: Raise money and secure donations for specific or general purposes to support the college.

- Engagement: Communicate and engage with the college's authorities on matters of common interest.

Activities

- Events: We conduct get-togethers, cultural and sports competitions, training programs, orientation courses, seminars, and workshops for the benefit of the students and the college.

- Scholarships and Awards: The association provides sponsor scholarships, merit awards, and raises funds through donations or grants from individuals, institutions, NGOs, and socially relevant programs.

- Support and Suggestions: The office bearers of the alumni association maintain close links with the college administration, offering suggestions for reforms and volunteering support for developmental activities.

Alumni Involvement

- Meetings: Alumni meetings are mostly organized on the college campus, with participation from many alumni, including senior citizens.

- Distinguished Alumni: Notable alumni, such as Mr. Finosh, a scientist at American University and a former Biochemistry student from our college, share their experiences and motivate current students.

- Support: Through their generous support, our alumni contribute to the growth and development of the institution. Their suggestions are conveyed to the college council through the principal.

- Departmental Associations: Besides the main association, there are department-wise alumni associations, notably maintained by the Commerce and Biotechnology Departments. Department-wise WhatsApp alumni groups have also been created to share needs, achievements, and other information.

Importance of Alumni Relations

Fostering alumni relations is essential for all colleges. Alumni serve as campus ambassadors, recruiters, and supporters, helping to place new graduates into jobs. Good alumni relations benefit both alumni and the institution. By supporting alumni in their professional and personal lives through activities that enhance social and professional networks, they remain loyal lifelong supporters of Emmanuel College. Institutional support helps alumni advance their careers and influence, which in turn benefits the college as alumni give back.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Emmanuel College was established by a group of visionary young priests with ambitious aspirations for the betterment of the local community. The college is managed by the Catholic Educational and Charitable Society (Reg. No. 409/82) with the vision of creating a fully developed human society through the impartation of knowledge, training, and the cultivation of human values. The institution's mission is to inspire the younger generation to translate their knowledge and experiences towards the sustainable development of society. It strives to cater to the needs of everyone irrespective of caste and creed.

- The institution's Vision and Mission reflect its distinctive characteristics, catering to the educational, social, cultural, and economic needs of society. High-quality educational programs and ethical practices are implemented with an uncompromising adherence to the values of inclusion, responsibility, and social accountability.
- The college operates through a decentralized and participative system of governance under the leadership of a dedicated and supportive management. The institution's leadership provides a clear sense of direction, aiming to foster the growth of competent, responsible, and morally upright individuals.
- The Management and the Principal collaborate to design and implement the institutional quality policy. Various administrative and academic departments are effectively governed through mandatory bodies such as the IQAC, Staff Council, and PTA, aligning with the College's vision and mission.
- The Principal provides timely instructions to department heads through council and staff meetings, ensuring the assessment and maintenance of quality parameters.
- The IQAC, a NAAC initiative, serves as the nodal committee, working with all departments to periodically assess and uphold educational quality.
- In addition to the IQAC, various Staff Council committees and other statutory bodies contribute to maintaining an inclusive and holistic academic environment.

The vision and mission envisioned by the founders are realized through effective leadership from the Management, Principal, and the dedicated efforts of the Teaching and Non-teaching fraternity.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

- **The Management Committee**: The college operates under a well-structured organizational framework managed by the Catholic Educational and Charitable Society (Reg. No. 409/82). At the apex of the institution's hierarchy is the Bishop, designated as the Patron. The Management Committee serves as the primary policymaking body, establishing frameworks for proposed plans' implementation. Chaired by the Manager, the Committee consists of six members recommending strategic plans covering infrastructural development, enhancing teaching-learning quality, and promoting research and healthy practices. It maintains close coordination with the Principal to ensure the institution's smooth functioning.
- **Principal**: The Principal, as the executive head, oversees the day-to-day affairs of the college, implementing directives from the management body in line with government and regulatory guidelines.
- **Staff Council**: This council is responsible for executing strategic plans and making significant administrative decisions. Meetings are held biannually to plan and implement teaching, learning, academic administration, and extracurricular activities effectively.
- **IQAC**: The Internal Quality Assurance Cell (IQAC) ensures quality enhancement and sustenance by monitoring the institution's internal quality.
- **Committees and Cells**: Supported by 15 committees, the college administers planning, preparation, and execution of administrative, academic, and extracurricular activities.
- **Parent-Teacher and Alumni Association**: These bodies offer suggestions for holistic learner development. Regular feedback assists the institution's policymaking.
- **Anti-Ragging Cell & Students' Grievance Cell**: These committees ensure compliance with rules and address grievances if any.

The institutional perspective plan aligns with the institution's vision and mission, driving academic quality policies and strategies. The college adapts to evolving student and stakeholder needs, with proactive planning by the Management, Principal, IQAC, and Staff Council Committees. Efforts are directed towards student-driven research and holistic citizenship development. A strategic plan for 2018-2023 was formulated, focusing on various areas:

- Curricular Planning and Implementation
- Teaching-Learning Processes

- Academic Infrastructural Facilities
- Student Support Activities and Progression
- Internal Quality Assurance System
- Institutional Values and Best Practices
- Continuous Internal Assessment
- Governance, Leadership, and Management

Effective deployment of the Institutional Perspective and Strategic Plan is evident in the Teaching, Learning, and Research domain, with initiatives such as:

- Faculty and Student Development Programs
- Introduction of Innovative Add-on/Certificate Courses
- Industry MoUs for Training, Development, and Placements
- Utilization of ICT Tools for Effective Teaching and Learning
- Regular Orientation Programs for Hands-On Experience in Online Tools
- Organization of Conferences and Seminars for Global Academic Exposure.

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

6.2.2

Institution implements e-governance in its operations

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

Response: B. 3 of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution ensures comprehensive support for both its faculty and non-teaching staff, valuing their experience as much as that of the students. Emanuel College places a high priority on the physical and mental well-being of its employees, offering various provisions for their welfare and career advancement.

Welfare Schemes:

- The College maintains a commendable practice of disbursing salaries to both teaching and non-teaching staff promptly on the 1st of every month since its inception.
- Employees benefit from the Provident Fund Scheme and insurance coverage, including ESI.
- Basic pay is periodically revised with regular increments to ensure fair compensation.
- Female teaching and non-teaching staff are entitled to a Maternity Leave of 180 days, aligning with government standards.
- Medical assistance and annual increments are provided for both faculty and non-teaching staff members.

Support Facilities:

- Faculty members enjoy well-equipped staff rooms for their convenience.
- The College provides canteen services and ensures clean drinking water facilities.
- Adequate parking facilities are available for both teaching and non-teaching staff members.

ICT Facilities:

- The College boasts full Wi-Fi coverage throughout its premises.
- Two fully-equipped computer labs cater to research needs for both students and faculty.
- An Audio-Visual Room enhances learning experiences, and desktop facilities are accessible in the library and staff room.

Recreational Activities for Physical and Emotional Well-being:

- Annual one-day outings are organized for both teaching and non-teaching staff to promote relaxation and team bonding.
- Family gatherings and gift distribution during Christmas holidays foster a sense of community and celebration among staff members.

Through these comprehensive measures, Emanuel College ensures the holistic well-being and professional development of its faculty and non-teaching staff, contributing to a positive and supportive work environment**.**

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

6.3.2

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

Response: 5.59

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	0	4	5

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

6.3.3

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

Response: 52.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
62	65	2	55	48

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	22	0	18	21

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Financial audits are pivotal for ensuring transparency in the institution's financial operations, vital for its smooth functioning. The institution conducts internal and external financial audits annually as part of its standard practice, adhering to well-defined procedures sanctioned by the management. The mechanisms for both internal and external audits are as follows:

Internal Audit:

- Internal audit is an ongoing process conducted in addition to external audits, ensuring thorough scrutiny and certification of the institution's income and expenditure each year.
- The process begins with the designated officer meticulously scrutinizing and verifying financial data, followed by further review by the Administrative Officer and Principal to ensure clarity, authenticity, transparency, and financial accuracy.
- Stringent procedures for purchases are observed, including soliciting quotations and comparative price analysis.

External Audit:

- External audits are conducted annually upon the conclusion of each financial year.
- Typically spanning 8 to 15 days during March, a Chartered Accountant, appointed by the Management, meticulously reviews bills and vouchers pertaining to revenue expenditure.

Optimal Utilization of Funds:

The institution adheres to a meticulously crafted strategy for fund mobilization and resource utilization. Despite being a self-financed college without funding from governmental or non-governmental organizations, efforts are ongoing to secure funding for quality assurance initiatives from government agencies. Presently, funds are predominantly sourced from student fees, deposited directly into bank accounts, with all expenditures—recurring and non-recurring—transacted via checks or electronic means.

Recurring Expenses:

- Staff salaries
- Academic activities
- Transportation and institutional maintenance

Non-Recurring Expenses:

- Infrastructural development and construction
- Library resources
- Computer hardware, software, laboratory, and sports equipment
- Modernization of infrastructural facilities in alignment with contemporary trends.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The establishment of the Internal Quality Assurance Cell (IQAC) signifies a pivotal stride towards the holistic development of students. The primary objective of the IQAC is to institute a structured framework aimed at continual and purposeful enhancement of the overall performance of the institute, with a specific focus on student development. Formed with a defined set of goals, the IQAC endeavors to:

1. **Communicate Quality Parameters:** Disseminate information regarding various quality benchmarks within higher education to ensure clarity and alignment with institutional objectives.
2. **Develop Quality Benchmarks**: Formulate benchmarks to gauge the quality of academic and administrative activities across the institution, facilitating consistent improvement.

3. **Document Quality Improvement Activities**: Document all initiatives and endeavors undertaken to enhance quality standards, ensuring accountability and transparency in the process.

4. **Collect and Act on Feedback:** Solicit feedback from stakeholders such as students, parents, and alumni, and utilize the insights garnered to initiate actionable measures for quality enhancement.

The IQAC has played a pivotal role in promoting quality across different facets of the institution, bolstering academic and administrative support. Employing a range of strategies and processes, the IQAC focuses on:

- **Enhancing Curricular Aspects**: Offering value-added courses, self-study programs, and skill development initiatives to enrich the academic experience.
- **Fostering Collaborations**: Establishing partnerships with diverse organizations to broaden the institution's reach and enhance its academic offerings.
- **Strengthening Feedback Mechanisms**: Intensifying efforts to collect, analyze, and review feedback from stakeholders, ensuring continuous improvement.
- **Supporting Students**: Providing scholarships and robust support systems to aid student success and well-being.
- **Implementing Outcome-Based Education**: Aligning educational programs and activities with clearly defined learning outcomes to enhance student learning and assessment.
- **Upgrading Infrastructure**: Investing in physical facilities, ICT infrastructure, and library resources to create a conducive learning environment.
- **Promoting Extracurricular Activities**: Encouraging student engagement in sports, cultural events, and other co-curricular activities to foster holistic development.
- **Practicing Decentralized Governance**: Adopting a participative governance model, including faculty performance evaluation mechanisms to ensure accountability and transparency.

Additionally, the IQAC ensures the integrity of internal examinations and implements transparent evaluation processes, further bolstering academic standards. Moreover, it actively engages in environmental initiatives such as rainwater harvesting, plastic waste management, and energy conservation, demonstrating a commitment to sustainability and social responsibility.

Through its multifaceted approach, the IQAC serves as a cornerstone in the institution's pursuit of excellence, driving continuous improvement and fostering a culture of quality and innovation.

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

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**

2.Academic and Administrative Audit (AAA) and follow-up action taken
3.Collaborative quality initiatives with other institution(s)
4.Participation in NIRF and other recognized rankings
5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The institute organizes training programmes on gender equity and sensitization to ensure that women get equal opportunities as men. The college ensures safety and security of the students irrespective of differences within the college premises. The entire campus is under CCTV camera surveillance for preventing any untoward activities. Security guards are also available on the premises of the institute. Identity cards are provided to all students and staff. There are ladies' hostel and ladies' common room at college. The tours organised for students by the college management are always accompanied by at least one female faculty member to ensure the safety of the girl students who participate in it. The institute also provide **Counselling Centre** with well experienced counsellor to handle the problems of students. Both male and female students are given equal opportunity to participate in different cultural or sports activities.

The college has established a grievance cell providing a platform for addressing gender-based issues. The sick room ensures the health and well-being of female students and faculty. The college also provides an incinerator, signalling a commitment to menstrual hygiene management, a crucial aspect of gender equity often overlooked.

Gender Audit is actively done by the Women's cell with IQAC. 5 years' report revealed that most of the Departments, and Administrative Sections are headed by women teachers/ officers. In the students' ratio, the women students' ratio is seen in a progressive manner. **Open Your Hearts**, an interactive session with representatives of different classes by the principal was held to build a stress-free environment. **Yoga is** introduced for students to maintain their physical and mental health. The health centre is fully functional with in-patient facility and gives immediate medical assistance to students.

Women Cell of the college conducted a motivational class for the selected female students. The motivational session was arranged by Rexona Confidence Academy on 30/11/2022 and was handled by Anju Ben Banu. A seminar on women's self-defence and safety was conducted on 12/12/2022 by Kerala Police Department. Women's cell, celebrated women's day on 08/03/2023. In connection with that an essay writing competition on 'Atrocities against women' and drawing competition on the topic "New India in Your Imagination" was held. On 14/9/22, at 10 am, Dr. Priya Jakesh (Asst. Prof VTMNSS College) headed a clan on ' Food and Nutrition ' exclusively for girls. 55 students attended the clan. On 7/2/23, at 11 am, Dr. Anju L.S (Asst. Prof. WMC of Arts and Science) led a section exclusively for girls on ' Understanding Gender roles'. Under the direction of Women's study unit, a ' Gender equality awareness ' class was conducted. In accordance with environmental day, cleaning programme were conducted under the guidance of women's study unit.

The institution commemorates days of national and international importance and different festivals every year like Onam, X-mas, Independence Day - Yoga Day, Holi, Republic Day, AIDS Day, Kerala Piravi, Blood Donation Day, Gandhi Jayanthi to promote value-based growth of students and develop scientific temperament in them.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: C. 2 of the above

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

7.1.3

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

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

Response: B. Any 3 of the above

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

7.1.4

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

Response:

Emmanuel College fosters an inclusive environment aimed at cultivating students' awareness of their public responsibilities. Teachers uphold students' rights to express their opinions and engage with them impartially, irrespective of caste, creed, economic status, social background, or physical characteristics. Students are actively encouraged to participate in various activities such as NSS, Nature Club, Eco Club, Arts Club, Sports Club, Literary Club, and to celebrate all religious festivals, regardless of their personal beliefs. This engagement aims to encourage students to contribute to community welfare. The college also focuses on identifying and nurturing the potential of each student, guiding them towards positive growth.

EVENTS ORGANISED IN ACADEMIC YEAR 2022-23

SL.NO	NAME OF THE ACTIVITY	DATE
1	Onam celebration	1 -09-2022
2	Christmas celebration	22-12-2022
3	Independence Day	15-08-2022
4	Yoga Day celebration	21-06-2022
5	Holi celebration	07-03-2023

EVENTS ORGANISED IN ACADEMIC YEAR 2021-2022

SL.NO	NAME OF THE ACTIVITY	DATE

| 1 | Onam celebrations | 19 -08-2021 |
| 2 | X-mas celebrations | 22-12-2021 |

EVENTS ORGANISED IN ACADEMIC YEAR 2020-2021

SL.NO	NAME OF THE ACTIVITY	DATE
1	Onam celebration	27 -08-2020
2	Christmas celebration	23-12-2020

EVENTS ORGANISED IN ACADEMIC YEAR 2019-2020

SL.NO	NAME OF THE ACTIVITY	DATE
1	Environment Day	07-06-2019
2	Yoga day	21-06-2019
3	Independence Day	15-08-2019
4	Onam celebration	05 -09-2019
5	X-mas celebration	19-12-2019

EVENTS ORGANISED IN ACADEMIC YEAR 2018-2019

SL.NO	NAME OF THE ACTIVITY	DATE
1.	Environment Day	05-06-2018
2	Yoga day	22-06-2018
3	Independence Day	15-08-2018
4	Christmas celebration	21-12-2018
5	Republic day celebration	26-01-2019
6	Holi celebration	08-03-2019

Institutional efforts in providing an inclusive environment:

Cultural and Regional inclusiveness:

- Kerala Piravi Day is observed on November 1st every year, with all staff and students wearing traditional outfits. Various cultural programs are organized by the Arts Club.
- Yoga Day is celebrated on June 21st annually, featuring distinguished faculty from the field as guest speakers.

Linguistic inclusiveness:

- Language Clubs conduct reading competitions on National Reading Day.
- English Literacy Day is celebrated with special events.

Communal inclusiveness:

- Holi is celebrated annually.
- On Onam, traditional outfits are worn, and competitions such as Attapookalam, Tug of War, Sack Race, Lemon & Spoon Race are held.
- Christmas festivities include competitions like Crib Making, Christmas Tree Decorations, and Carol Singing.
- As part of University Arts Day, competitions are conducted, and winners receive thorough preparation for university-level competitions, resulting in multiple prizes for our students.

Activities conducted to sensitize students and employees to constitutional obligations, values, rights, duties, and responsibilities of citizens:

- Blood donation camps are frequently organized on World Blood Donation Day and World AIDS Day. The college received a special award from the honorable Sub-Collector of Thiruvananthapuram for conducting the maximum number of blood donation camps.
- During floods, food packets and essential supplies were collected and distributed to those in affected areas.
- Plastic and e-waste collection drives are conducted both on and off-campus.
- Independence Day is observed with a cleaning drive at public places such as government hospitals, police stations, and bus depots.

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE 1: Seamless Connections: Elevating Communication at Emmanuel College Vazhichal

Objectives of the Practice:

1. Enhance Communication Efficiency:

- Facilitate seamless communication for students, teachers, and stakeholders.
- Streamline information flow for increased accessibility and clarity.

2. Establish 24/7 Accessible Framework:

- Develop a robust communication infrastructure accessible at any time.

3. Foster Transparent and Collaborative Environment:

- Promote transparency through open communication channels and collaborative digital tools.
- Encourage engagement, discussion, and knowledge sharing.

4. Ensure Data Security and Privacy:

- Implement stringent data security measures to safeguard sensitive information.
- Uphold privacy standards and comply with regulations.

5. Facilitate Swift Emergency Communication:

- Develop and implement an efficient emergency communication plan.
- Conduct regular drills to assess responsiveness and identify areas for improvement.

6. Provide Ongoing User Support and Training:

- Offer continuous support mechanisms for users.
- Conduct regular training sessions to empower users in effectively utilizing the communication platform.

The Context:

Emmanuel College recognizes the crucial role of effective communication in fostering an inclusive and interactive educational community. The college aims to redefine its pedagogical approach to meet the nuanced demands of contemporary education. By creating an environment where information exchange catalyzes collaboration and growth, the college positions itself as a dynamic hub for nurturing critical thinkers. It acknowledges the necessity to transcend conventional boundaries and envisions itself as a vibrant space where intellectual curiosity and practical skills converge seamlessly, preparing students for lifelong success in an interconnected world.

The Practice:

Emmanuel College's commitment to seamless connections and transparent communication is embodied in the implementation of a comprehensive communication platform. This multifaceted approach enhances the overall educational experience for students, faculty, and stakeholders.

Mobile-Friendly Interface:

The platform features a mobile-friendly interface, ensuring accessibility anytime, anywhere. This inclusivity fosters an environment where communication is not bound by physical constraints, allowing users to engage seamlessly on various devices.

Timely Information Dissemination:

A robust notification system ensures the timely dissemination of crucial information and announcements. This feature is essential in a dynamic educational environment where rapid communication is vital for proactive engagement and participation.

Collaborative Tools for Interactive Learning:

The platform integrates interactive tools for collaborative project work. Discussion forums, virtual classrooms, and shared digital spaces enable interactive learning beyond traditional settings.

Feedback Mechanism for Continuous Improvement:

A feedback mechanism encourages users to share insights, suggestions, and concerns. Surveys, polls, and direct feedback channels provide valuable data for iterative enhancements, aligning with the college's commitment to adaptability and responsiveness.

Periodic Training Sessions:

The college conducts periodic training sessions to ensure user proficiency and in-depth knowledge of the platform's features, maximizing its potential for effective communication and collaboration.

The Integrated Communication Excellence initiative at Emmanuel College represents a strategic approach to redefine communication within the educational landscape. By fostering accessibility, timeliness, collaboration, feedback, and proficiency, the college creates a vibrant and interconnected community where communication drives collective growth and academic excellence.

Evidence of Success:

Enhanced Student Engagement:

Heightened student engagement is evidenced by increased participation in collaborative projects, discussions, and hands-on activities, reflecting the success of the transformative pedagogy.

Improved Academic Performance:

Success is also reflected in improved academic performance, with assessment results demonstrating mastery of subject matter and the application of knowledge in practical scenarios.

Positive Feedback from Faculty and Students:

Positive testimonials and feedback from both faculty and students attest to the effectiveness of the transformed learning spaces, capturing increased motivation and a sense of belonging.

Increased Interdisciplinary Collaborations:

The emergence of innovative research projects and collaborative endeavors across departments signifies success, emphasizing a holistic approach to knowledge creation and application.

Problems Encountered and Resources Required:

- Overcoming initial resistance from faculty with engagement, communication, and professional development.
- Addressing technical challenges like connectivity and software compatibility with robust support and continuous training.
- Balancing innovation with core educational principles through careful consideration and ongoing assessment.

BEST PRACTICE 2: Vermibiotechnology

Objectives of the Practice:

1. Transform plant-origin and animal-origin wastes into high-quality vermicompost.

2. Pioneer eco-friendly soil health enhancement through vermibiotechnology.

3. Foster increased crop productivity by promoting vermi-products.

4. Disseminate innovative technologies to the broader farming community and students.

5. Create and sustain a pollution-free environment.

The Context:

Earthworms play a crucial role in converting organic waste into valuable vermicompost. Vermibiotechnology addresses the challenges of diminishing agricultural land and the adverse effects of chemical fertilizers. With over 8,300 species of earthworms globally, and 590 in India, this technology offers an economically viable solution for sustainable agriculture. As population growth and urbanization threaten agricultural land, vermibiotechnology emerges as a cost-effective remedy, utilizing earthworms to degrade organic waste and enhance soil health.

The Practice:

Composting Earthworms:

The college employs both exotic and indigenous earthworm species for vermicompost production, focusing on Eudrilus eugeniae, Perionyx excavatus, and Lampito mauritii.

Vermicomposting Process:

The process begins with preparing a dedicated vermicomposting tank. Optimal culture conditions are maintained, including pH, moisture, and temperature levels. Organic wastes are sourced from various origins, and animal dung is integrated after ensuring it is free from non-biodegradable materials. The organic materials undergo pre-digestion before being transferred to the vermicomposting shed, resulting in nutrient-rich food for the earthworms.

Evidence of Success:

Since its establishment in 2017, the facility has been pivotal in converting organic waste into

vermicompost, maintaining a litter-free campus. It serves as a practical learning ground for students, generating compost rich in humus and nutrients, and addressing waste treatment sustainably.

Problems Encountered and Resources Required:

Challenges such as flies and escaping worms are managed by proper food covering and maintaining optimal moisture levels. Excess water is addressed by draining and adding dry bedding. Acid levels are neutralized with garden lime, and additional drainage and air holes are essential for smaller systems. Adequate resources, including drainage solutions and proper guidance, are crucial to mitigate these challenges effectively.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The long-cherished dream of establishing a higher educational institution was realized through the relentless efforts of a dedicated group of priests from the Latin diocese of Thiruvananthapuram. Their unwavering commitment and tireless work culminated in the founding of Emmanuel College, Vazhichal in 1995, offering three undergraduate programs initially under the University of Kerala as a self-financing institution. Despite numerous challenges, the college now thrives at the forefront of disseminating refined knowledge and humanistic values, boasting 13 undergraduate and 5 postgraduate programs.

Emmanuel College, Vazhichal has earned acclaim as a model institution dedicated to imparting advanced education, aligning with the demands of the 21st century. Students are continually reminded that ignorance is a force detrimental to society, urging them to actively pursue knowledge.

In 1996, with the establishment of the Latin diocese of Neyyatinkara, the administration of the college transitioned to this new diocese. Under its auspices, initiatives were launched to enhance student morale, promote multidimensional skills, and foster a vibrant learning environment.

Motivated by a distinctive ethos, students at Emmanuel College are encouraged to explore new ideas and attitudes through various co-curricular activities, cultivating enduring friendships and self-realization. Notably, our National Service Scheme (NSS) plays a pivotal role, shaping responsible citizens who

actively engage in nation-building activities. Our NSS units have undertaken initiatives such as supporting the Puravimala Tribal School, Neyyar Dam, and organizing programs in collaboration with the University of Kerala.

The college takes pride in its achievements, including receiving the Best NSS Programme Officer Award in 2015-2016, underscoring our commitment to community service. Financially, the institution adheres strictly to government and university guidelines for tuition fees and expenses, ensuring fairness between merit-based and management quota admissions.

Emmanuel College also prioritizes support for financially disadvantaged students, offering scholarships and fee concessions, including special provisions for siblings and students without parental support. The institution's commitment to academic excellence is complemented by a supportive environment, exemplified by generous policies like six-month maternity leave for faculty, emphasizing work-life balance and fostering a productive academic atmosphere.

In conclusion, Emmanuel College stands out for its dedication to academic integrity, an apolitical environment, and inclusive support systems, making it a beacon of higher education in our community.

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

5. CONCLUSION

Additional Information :

Emmanuel College Vazhichal, established in 1995 and affiliated with the University of Kerala, is a distinguished self-financing institution located in a serene hill area. The college is renowned for its beautiful ecosystem and its commitment to environmental sustainability, maintaining a tobacco-free and plastic-free campus. This dedication to a clean and green environment provides a healthy and inspiring setting for both students and staff.

Inclusivity is a cornerstone of Emmanuel College's ethos. The institution offers fee concessions to economically disadvantaged students, ensuring that financial barriers do not impede access to quality education. This commitment to inclusivity extends to welcoming students from diverse communities and religious backgrounds, creating a vibrant and multicultural campus atmosphere.

The infrastructure of Emmanuel College is a testament to its commitment to providing a conducive learning environment. The college boasts a large and aesthetically pleasing building equipped with modern facilities. Classrooms are well-furnished, each equipped with individual tables and chairs to enhance student comfort and learning. The well-equipped library is a hub of academic resources, offering a wide range of books and digital resources to support students' educational needs. Additionally, the college's laboratories are furnished with sophisticated, modern instruments, providing students with hands-on experience in a state-of-the-art setting.

Emmanuel College is an active participant in the Swachh Bharat mission, promoting cleanliness and hygiene throughout the campus. This initiative reflects the college's broader commitment to fostering a healthy and sustainable environment. The integration of yoga into the curriculum further exemplifies the college's holistic approach to education, focusing not only on academic excellence but also on the physical and mental well-being of its students.

To enhance the quality of education, Emmanuel College embraces various schemes and initiatives from the University Grants Commission (UGC) and the Ministry of Education (MoE). These programs help the institution stay at the forefront of educational innovation and quality improvement. Active participation in AISHE and regular engagement in NIRF rankings further demonstrate the college's dedication to continuous improvement and adherence to national benchmarks.

Concluding Remarks :

Emmanuel College Vazhichal, founded in 1995 and affiliated with the University of Kerala, is a prominent self-financing institution situated in a tranquil hill region. The college is celebrated for its stunning ecosystem and strong commitment to environmental sustainability, maintaining a tobacco-free and plastic-free campus.

Security at Emmanuel College is a top priority, with 24x7 CCTV surveillance ensuring the safety and security of all campus occupants. The entire boundary of the college is secured by a robust boundary wall, further enhancing the safety of the college community.

Emmanuel College's commitment to inclusivity is further demonstrated by its support for students from economically disadvantaged backgrounds. The college's fee concession program ensures that financial

challenges do not prevent talented and motivated students from accessing quality education. This support extends to creating an inclusive atmosphere where students from various religious and cultural backgrounds feel welcome and valued.

The college's faculty and staff play a crucial role in fostering this inclusive and supportive environment. By employing staff members from various religious backgrounds, Emmanuel College promotes a culture of mutual respect and understanding. This diverse and harmonious working environment not only benefits the staff but also serves as a positive example for students, preparing them to thrive in a multicultural world.

In conclusion, Emmanuel College Vazhichal stands out as a nurturing and forward-thinking institution dedicated to providing quality education and fostering an inclusive, supportive, and sustainable learning environment. The college's excellent infrastructure, commitment to environmental sustainability, and emphasis on holistic student development make it a model institution. Emmanuel College's progressive educational methodologies, robust security measures, and strong support for inclusivity further enhance its reputation as a leading educational institution in the region.

With its dedication to embracing educational innovations and schemes from the UGC and MoE, Emmanuel College ensures that it remains at the cutting edge of academic excellence. Emmanuel College Vazhichal is truly a beacon of quality education, inclusivity, and sustainability, poised to continue its mission of educating and empowering students from diverse backgrounds.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :22 Remark : DVV has made changes as per the data shared by the HEI the value is downgraded as the duplicate value is been removed
1.2.2	*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years* 1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>843</td><td>492</td><td>296</td><td>286</td><td>277</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>594</td><td>67</td><td>33</td><td>0</td><td>0</td></tr></table> Remark : DVV has made changes as per the data shared by The HEI and the value is downgraded accordingly
2.1.2	*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>252</td><td>296</td><td>353</td><td>242</td><td>153</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>116</td><td>127</td><td>122</td><td>67</td><td>59</td></tr></table>

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
524	531	438	343	301

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
281	285	240	141	125

Remark : 1)DVV has made the changes in the number of seats earmarked as per the data provided by the HEI and has downgraded the values. 2)DVV has made the changes in the number of actual students admitted as per the data provided by the HEI and has downgraded the values.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
217	183	186	194	203

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
217	182	189	192	203

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
687	567	518	466	473

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
687	567	518	466	473

Remark : DVV has made changes as per the data shared by hei and the value is downgraded/upgraded accordingly

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	3	3	16	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	3	5	8	8

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded/upgraded accordingly

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	3	0	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	3	2	2

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded/upgraded accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	7	1	2	6

Answer After DVV Verification :

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

15	0	1	4	2

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded/upgraded accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	14	2	12	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	13	7	6	7

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded/upgraded accordingly

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
46.36726	19.73173	37.1832	7.40339	42.016839

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
46.36726	19.73173	3.71832	7.40339	420.1683

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded/upgraded accordingly

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

4.3.2.1. **Number of computers available for students usage during the latest completed**

	academic year: Answer before DVV Verification : 154 Answer after DVV Verification: 146 Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded.
4.4.1	*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)* 4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
51.92458	46.63075	49.44354	56.17569	52.23086

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9.30545	11.37479	21.12748	20.50516	5.55665

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded.

5.1.1	*Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years* 5.1.1.1. **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
319	354	265	261	292

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
451	473	429	401	392

Remark : DVV has made changes as per the data shared by the HEI and the value is upgraded.

5.1.2	*Following capacity development and skills enhancement activities are organised for improving students' capability* *1. Soft skills*

2. Language and communication skills

3. Life skills (Yoga, physical fitness, health and hygiene)

4. ICT/computing skills

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has made changes as per the documents shared by the HEI

5.1.3	**Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**
	5.1.3.1. **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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575	692	650	620	641 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
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5	11	6	8	14	 Remark : 1)DVV has made changes as per the data shared by the HEI and the value is downgraded. 2)DVV has not found any attendance records for competitive examinations guidance and carrer councelling.
5.1.4	*The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases* 1. **Implementation of guidelines of statutory/regulatory bodies** 2. **Organisation wide awareness and undertakings on policies with zero tolerance** 3. **Mechanisms for submission of online/offline students' grievances** 4. **Timely redressal of the grievances through appropriate committees** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has made changes as per the report shared by the HEI
5.2.2	*Percentage of students qualifying in state/national/ international level examinations during the last five years* 5.2.2.1. **Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---	

| 4 | 5 | 2 | 3 | 3 |

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	0	2	3	3

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded/upgraded accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
49	42	4	49	33

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
32	33	0	34	32

Remark : 1)DVV found there was no proof provided for 4 activities performed in the year 2020-21. DVV has downgraded the value for 2020-2021. 2) DVV has made changes as per the data shared by the HEI and the value is downgraded.

| 6.2.2 | *Institution implements e-governance in its operations* |

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. 3 of the above
Remark : DVV has made changes as per the report shared by the HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	4	0	9	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	0	4	5

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded.

6.5.2	**Quality assurance initiatives of the institution include:**
	1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
	2. **Academic and Administrative Audit (AAA) and follow-up action taken**
	3. **Collaborative quality initiatives with other institution(s)**
	4. **Participation in NIRF and other recognized rankings**
	5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**
	Answer before DVV Verification : A. Any 4 or more of the above
	Answer After DVV Verification: B. Any 3 of the above
	Remark : 1)DVV found that Academic and Administrative Audit (AAA) and follow-up action taken data not provided. 2)DVV found that Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc. data not provided
7.1.2	**The Institution has facilities and initiatives for**
	1. **Alternate sources of energy and energy conservation measures**
	2. **Management of the various types of degradable and nondegradable waste**
	3. **Water conservation**
	4. **Green campus initiatives**
	5. **Disabled-friendly, barrier free environment**
	Answer before DVV Verification : A. 4 or All of the above
	Answer After DVV Verification: C. 2 of the above
	Remark : 1) DVV found that Refrigerator and Air conditioner have been attached as proof for Alternate sources of energy and energy conservation measures which would not be considered. 2)DVV found no proof of Management of degradable and nondegradable waste. 3) DVV did not find any barrier free environment photos for the accessibility of disabled personnel. 4)DVV did not find proof of water conservation.
7.1.3	**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : DVV has made changes as per the report shared by the HEI

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 96 Answer after DVV Verification : 41
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
76	78	70	69	66

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
76	78	69	69	66