SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

GOVERNMENT COLLEGE KASARAGOD

GOVERNMENT COLLEGE KASARAGOD, VIDYANAGAR POST, KASARAGOD, KERALA

671123

www.gck.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

October 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Government College Kasaragod was established in **1957** by the Government of Kerala in response to a need for a college in an underdeveloped area. Initially, the college had no facilities of its own and classes were held in a local high school in Kasaragod town. The then Education Minister, Professor Joseph Mundasseri, took the initiative to establish the college. The college was inaugurated by the Honorable Finance Minister, Sri. C. Achutha Menon, on **August 7, 1957**. The college was granted permission to start degree classes in Economics and Mathematics in **1960**.

The construction of the proposed new campus at Kunhimavu Katte was expedited after 30.56 acres of land were acquired for the purpose. Under the leadership of Prof. Karimpuzha Ramakrishnan, the college began to gain prominence as a top-tier institution of higher learning. During this time, the institution became a full-fledged first-grade college with the introduction of three-year degree programs. Currently, the college offers **14 undergraduate courses, 8 postgraduate courses, and 7 PhD programmes**. The college was reaccredited with an 'A' grade by the National Assessment and Accreditation Council (NAAC) in 2013. In 2021, the college was **ranked 82nd among all colleges** in India under the National Institutional Ranking Framework (NIRF). The college is ranked among the **top 200 colleges in India in the NIRF 2023 rankings.**

Over the past decade, Government College Kasaragod has grown to become one of the top-performing colleges in Kannur University in academics, fine arts, sports, and extension activities. As **one of the 10 LEAD Colleges in Kerala**, it now hosts a district-level skill park, conducts continuing education programs for the general public, and runs a sub-centre of the SN Open University offering distance education. This coeducational college has increased its student intake from just over 1,500 to close to 2,000 during the assessment period. The college is poised to embark on its next journey by implementing a curriculum based on the **National Education Policy 2020** and incorporating Indian Knowledge Systems.

Vision

We are guided and inspired by a glorious vision to use our physical, mental and Intellectual energies to the advancement of the individual and the society, to strive for the noble cause of education, truth and righteousness, to instil a sense of pride and emotional belongingness in the mind of every individual.

Mission

Our Mission is to achieve the overall development of the students with a focus on knowledge, skill and the right social attitudes and service-mindedness required for attaining excellence in personal as well as social life.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Located on National Highway 66, the **eco-friendly campus** spans **30.26 acres** in a semi-urban area, ensure **easy accessibility.**

- **Governed by Kerala's Higher Education Department,** it is bolstered by the **Parent Teachers Association, College Development Committee, and alumni.**

- Recognised as one among the ten **Centres of Excellence** among **Government Colleges by the Department of Higher Education,** Kerala in October 2013.

- In 2022-2023, **it ranked within India's top 200 colleges,**College made into the top 100 consecutively for two years peaking at **82 in 2020-2021** as per the NIRF.

- Renowned within Kannur University for its excellence in **academics, sports, arts, and extracurriculars**, the college ensures a merit-based, transparent admission through **Kannur University's CAP,** making education accessible.

- Over **47% of its faculty** have **research degrees**, supported by an adept non-teaching team.

- Following the **National Education Policy 2020, 32 collaborations** exist for R&D support and hands-on training.

- Students benefit from myriad opportunities: **scholarships, seminars, certificate courses**, enhancing learning and broadening interests.

- **Hunger-free campus** that provides **Mid Day Meal** to more than **600 deserving students** at a subsidised rate.

- Prioritizing **women's empowerment,** the college offers awareness, **soft skills, and self-defence training, championing women's rights.**

- The institution has c**omputational sciences hubs, and community outreach programs.**

- The instituion could support the state in **COVID-19 efforts,** earning accolades.

- Environmental commitment is evident in **waste management, water conservation, and green energy, earning the 'Best Green Campus' title locally.**

- Preserving regional culture, it hosts the **Yakshagana Research Centre and promotes the Tulu language.**

- With over **72,630** books, its library offers extensive resources.

- Its three NSS units, steered by award-winning mentors and mentees, serve the broader community.

- The **on-campus ASAP Community Skill Park** readies students for **careers, offers co-working for startups**, and emphasizes **skill development.**

- The MSc physics program underscores a **modern curriculum,** internships, and research publication

opportunities aligned with **National Education Policy (NEP) 2020.**

Institutional Weakness

- The college has the following limitations:

- It is **not autonomous,** which leads to **procedural delays.**

- It is located in a district with slow regional development owing to the limited eductional fecilitites and slow economic progress in the past years.

- Centralized norms limit the college's say in the matters of **transfer of teaching staff.**

- It is **a publicly funded institution,** which leads to budget constraints and **a lack of flexibility in decision-making.**

- The **college needs to seek permission from the higher authorities** before initiating any step in policy matters and for developing infrastructure.

- As the instituion is affiliated to a particular University, the **instituion's freedom to conduct various** academic programs is bound by the University syllabi and curricula.

Institutional Opportunity

Many first-generation **learners from low-income families** are burdened by family responsibilities and expectations, but they also have high aspirations for social mobility. They can achieve their full potential if given the right level of motivation.

The college has the following strengths:

- **Autonomy in designing Add-on certificate courses** tailored to meet student requirements.

- The **ability to organize student enrichment programs.**

- The **potential to develop into a strong Computational and Data Sciences Centre** for Sciences and Social Sciences.

- The availability of land for infrastructure development makes it suitable for housing the recently announced **campus-based Industrial Park** by the government of Kerala.

- Opportunities for **collaborating** with various **Government and Non-Government institutions and organizations.**

- A large number of Departments can facilitate the development of **interdisciplinary programs and**

courses.

- Various **Departments and clubs conduct extension services regularly**, which can be further extended to **community-oriented interdisciplinary research.**

- The State Government's declaration of this year **as the year for higher education provides the college with an opportunity for further growth.**

- The proposed incubation centre in the college can **encourage entrepreneurship and student startups.**

- The ability to function as **a 'Lead College'** where the smaller colleges and Higher Secondary Schools can avail guidance and support for their laboratory and research needs.

- The potential of centres like the continuing **education sub-centre** to emerge as a noble platform for **facilitating self-employment and inception** of small-scale industrial ventures for unemployed women in the state.

These strengths position the college well for future growth and success.

Institutional Challenge

The following are some of the challenges that our college faces:

- **Obtaining funding** from various national and international agencies.

- **Enhancing the communication and employability skills** of students, as most of them hail from rural areas.

- **Attracting students from abroad and from other Indian states,** as the college has to depend on the procedures laid out by the university.

- **Organizing conferences at the international level.**

- **Making use of the services of external eminent faculty,** as the college has administrative limitations in this regard.

- The stringent audit procedures of **government auditors,** who apply the same standards to **academic and non-academic institutions, hinder flexibility** in the utilization of funds.

- Attracting students **towards basic science,** arts and language disciplines, in the **new era of job/career-oriented professional courses, will be a challenging task for an arts and science college like ours.**

- **Revising/restructuring the syllabus annually in pace with the fast-growing developments** in many areas is often a challenging aspect, especially as our college is affiliated with a university.

- **Managing funds for supporting students in all their extracurricular, arts and sports activities** will be increasingly challenging.

- Since teaching and associated activities are increasingly consuming a major share of the teacher's time, **keeping up the spirit of research** will be an uphill task for the research supervisors in the college.

- Since the college is approaching the peak of its capacity in terms of the academic i**nfrastructure,** devising future plans of **expansion and presenting** the same to the authorities would soon become a major challenge.

- it is difficult to **maintain a regular and standard number of research publications** from the institution every year owing to the system of gnereal transfer of the teaching staff in Government colleges.

- The **insistence on the 16 hours as teaching hours affect the time of research activities** and that inturn reflect in the research outcome .

We are committed to addressing these challenges and ensuring that our college continues to provide a high-quality education to its students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Government College Kasaragod, located in Kerala's Kasaragod district, is a symbol of educational excellence. Affiliated with **Kannur University**, it addresses the **district's higher education needs,** offering a variety of undergraduate and postgraduate courses. Several departments double as **Research Centres,** promoting innovation and intellectual growth. The institution nurtures pride and belonging among its students, shaping the future of Kasargod.

Within the University's framework, the college uses a bottom-up approach. Faculty members **play key roles in the Board of Studies**, aiding in curriculum planning and execution. The college abides by the **Choice Based Credit and Semester** system. An annual **academic calendar** covers the core curriculum and co-curricular activities. Regular departmental meetings ensure **collaborative curriculum delivery.** The IQAC meticulously tracks **curriculum progression, ensuring academic flexibility** and high standards. The master timetable facilitates the efficient delivery of course content and assessment methods, assignments, and fieldwork.

Elective courses at the college focus on intellectual growth, enhancing students' **awareness of gender, environmental concerns, and core human values.** Pedagogy involves varied teaching methodologies, **innovative approaches, and technology use**. Monitoring student progress enables timely interventions, utilizing initiatives like the **Student Support Programme (SSP) and Walk with the Scholar (WWS).**

In 2019, Kannur University revamped its undergraduate curriculum. The new **Outcome Based Educational (OBE)** design emphasizes a scientific mindset, and spirit of inquiry, and upholds democratic, multicultural, gender-inclusive, secular, and eco-conscious values. Courses addressing gender, like **"Readings on Gender" and "Women's Writing,"** are integrated, shedding light on gender as a social construct and promoting gender justice. The curriculum addresses historical and ongoing gender disparities, advocating a multicultural approach to achieving gender equality.

Emphasizing environmental preservation, the curriculum incorporates courses like **"Readings on Life and**

Nature" and "**Environmental Geology**," fostering ecological awareness. Campus organizations for students drive community service values and promote sustainability initiatives.

To inculcate human values, courses such as **"Readings on Democracy and Secularism"** and **"Dalit Writings"** offer insights into democracy, socialism, secularism, caste, class, and gender. Entities like the **Anti-Ragging Cell** and **Women Empowerment Cell** bolster intellectual and physical development. Through comprehensive education, students become responsible citizens, making the campus a top choice for many.

Teaching-learning and Evaluation

The College adopts a **student-centric approach** to education. **Project work** is mandatory for all UG and PG programs, which requires students to conduct research and present their findings. This **research-oriented learning**, guided by faculty, provides insights into research methodology. To ensure a comprehensive grasp of curriculum objectives, students also **present seminars**, participate in **group tasks, debates, role plays, and engage in case studies**. The newly introduced MSc Physics Programme has an **internship-based research project** in industry and academia that enhances experiential learning and research aptitude.

The college has rolled out **Open Courses and Generic Elective Courses,** allowing students the liberty to choose courses they're interested in. They also have various platforms like college magazines, exhibitions, and seminars to foster **participatory learning**. The college uses modern teaching techniques such as **flipped learning**, **film screenings**, and **ICT-enabled methods** to facilitate effective learning. **Online platforms** like Google Meet and Webex are utilized, especially during pandemics or natural adversities. **Learning Management Systems (LMS)** based on Google Workspace for Education, and a MOODLE-based eClass provide online learning to students.

To enhance the online teaching experience, they have set guidelines for educators to plan and share classes, explaining online etiquette to students. Tools like **Sodhganga and N-List** aid post-graduate and research students. The college also houses a **well-equipped library** and a **language lab** to refine students' communication skills.

The evaluation system in the college is thorough and robust. They follow an **Outcome-Based Education (OBE) system** introduced in 2019, which has **Continuous Evaluation (CE) and End Semester Evaluation (ESE)** for each course. The college's internal assessment adheres strictly to Kannur University's guidelines, with both internal and external evaluations being meticulous and transparent.

Furthermore, a well-defined **grievance redressal mechanism** exists both at the college and university level. These grievance redressal systems ensure student concerns are addressed promptly and effectively.

The college also focuses on the alignment of **Course Outcomes (COs) with Programme Outcomes (POs).** They use a **structured mapping process** to measure this alignment and rely on direct assessment methods, including internal exams and university exams. This systematic approach helps them continuously evaluate and enhance their teaching methodologies.

Research, Innovations and Extension

Government College Kasaragod (GCK) is a pioneer in fostering an **innovative ecosystem** and promoting the

Indian Knowledge System (IKS). The college has **integrated intellectual property rights programs** through an IPR cell formed in 2021. Some of its noteworthy initiatives include:

- Establishment of an **Open Data Lab via the PLEASE project** worth **Rs. 1.73 Crores,** enhancing research and data-driven innovation. This project has five internal and ten external **collaborators** out of which five are **international.**
- A partnership with **K-DISC** for an Innovation Hub, with Dr. Jijo P. U.'s significant involvement.
- The **"One Local Government One Idea"** program addresses challenges within local bodies.
- **The Young Innovators Programme (YIP)** focuses on youth innovation.
- The Department of Economics has availed a research project from **ICSSR** and the Department of Physics has won a **SERB major project** for the current academic year.
- For IKS promotion, GCK has established the **Yakshagana Research Centre** to preserve traditional Karnataka theatre knowledge and has conducted **research on Tulu Nadu inscriptions**, highlighted by the publication '**Tulu Shasanakalu'.**

GCK is deeply committed to community engagement and societal betterment. Their broad outreach activities encompass **health, environment, education, and social issues.** The college has executed various campaigns, ranging from **blood donation drives, environmental conservation, and gender sensitization**, to commemorating significant **national and international days.**

The college has received **state and national awards between 2018 and 2023,** recognizing their outstanding contributions to community and academic excellence. Some of these accolades include **Best NSS Volunteer, Best NSS Programme Officer,** and **faculty nominations to university panels and government bodies.** These awards are evidence of the institution's dedication to academic excellence, community engagement, and societal advancement.

In summary, GCK demonstrates an unwavering **commitment to innovation, knowledge preservation, community engagement, and societal upliftment.** Their initiatives and awards stand testament to their dedication to both academic and societal progress.

Infrastructure and Learning Resources

Our institute boasts an extensive array of academic support and physical facilities essential for a **conducive learning environment.** Across the main block, science block, Arabic Kannada block, **Centre of Excellence building**, and mathematics block, we house a total of **65 classrooms** with ample furniture . We offer **two seminar halls** and a **well-equipped auditorium**. For indoor and outdoor gatherings, we have an auditorium and **an open auditorium**. The English Department and Arabic departments have **computer lab for enhancing language skills,** specialiazed facilities like **GIS lab, Geology museum, Zoology museum, herbarium, and UG and PG labs** for physics, chemistry, and geology departments.

The Central Library at Government College Kasaragod stands as an essential academic cornerstone, offering a blend of traditional **'Nalukettu' architectural design** from Kerala, India, and modern facilities. This design preserves cultural heritage while providing a serene garden ambience. The library consists of a general stack with a vast collection, reference sections for in-depth research, a reading room, and a computer room supporting digital learning. The library holds **72,630 books,** various journals, newspapers, and magazines, and provides **access to the N-List and National Digital Library.** It employs the **Dewey Decimal Classification Scheme** for shelving and is automated using **Koha software**. Since 2023, **QR codes and barcodes** have been utilized for book transactions. **OPAC** facilitates searches for printed books, and the in/out management system tracks patron visits. **Wi-Fi** is available, and there's an orientation program to help users navigate library

resources.

The College emphasizes **IT advancement**. Continual upgrades have been made to its computer labs, and IT infrastructure. The most notable enhancements include the **computer lab revamp** in August 2021 and the **Wi-Fi infrastructure update** in February 2022, which broadened wireless coverage. Recognizing the crucial role of internet speed in academic pursuits, the college increased its bandwidth multiple times. Starting with a 100 Mbps upgrade in 2016, it reached **1 Gbps in August 2021** ensuring fast online access for research, classes, and other tasks.

In summary, Government College Kasaragod demonstrates a strong commitment to blending tradition with technological advancement, ensuring students and faculty benefit from **state-of-the-art resources.**

Student Support and Progression

The institution places paramount importance on **Student Support and Progression,** viewing them as fundamental pillars in the development of well-rounded individuals. Through a variety of services and programs, the institution strives to empower students and equip them with the skills and knowledge essential for personal and professional growth.

Scholarship Facilities: To address financial constraints, the institution has instituted a robust scholarship program, eliminating economic barriers for students from diverse backgrounds.

SC/ST Student Support System: Committed to inclusivity, the institution provides mentorship, financial aid, and specialized classes to empower SC/ST students academically, ensuring equal opportunities.

Capacity Building: The institution emphasizes holistic development through programs covering life skills, soft skills, language proficiency, and ICT skills, preparing students for future success.

Guidance for Competitive Exams: Comprehensive guidance is offered for exams like NET, SLET, and Civil services, facilitating excellence and promising career opportunities.

Career Guidance: Career counselling aids students in making informed decisions, providing clarity and confidence for a successful transition to the workforce.

Placement Offers: The Placement Cell secures job opportunities through campus recruitment, bridging education and employment.

Extracurricular Activities: Students are encouraged to explore talents beyond academics, promoting participation in sports and the arts, and enriching personal development.

Grievance Redressal Mechanism: An effective mechanism promptly addresses student grievances, fostering a responsive and supportive environment.

Higher Education and Qualifying National Tests: The institution provides unwavering support to students pursuing higher education and preparing for national tests, nurturing talent and excellence.

Distinguished Alumni: Accomplished alumni serve as role models, exemplifying the institution's dedication to success.

In summary, the institution's commitment to Student Support and Progression is evident through initiatives aimed at empowering students and preparing them for a prosperous future, eliminating barriers and equipping them for personal and professional growth.

Governance, Leadership and Management

Govt. College Kasaragod is guided and inspired by a glorious vision to use our physical, mental and Intellectual energies to the advancement of the individual and the society, to strive for the noble cause of **education, truth**

and righteousness, to instill a sense of pride and emotional belongingness in the mind of every individual.

The Government College Kasaragod's practices of governance are bound by the **government orders and circulars** from the Kannur University. Various institutional mechanisms like **College Council, the Internal Quality Assurance Cell, College Development Council, various committees and cells** work together to materialize the set aims of the college.

The institution has **performance appraisal system** for teaching and non-teaching staff; and effective **welfare measures** like provision of leaves and access to governmental welfare policies.

The College, being a Government institution, receives the substantial part of the financial needs from the State and Central Government. The cost of daily maintenance is managed by **Parent Teacher Association Fund** and **College Development Council Fund**. The college sticks on to **Effective Resource Planning policies** and follows the Government of Kerala guidelines in managing the funds and resources. The institution has a mechanism for conducting **internal and external audits** to ensure financial transparency.

The innovative institutional practices like implementation of **Open Data Lab** under the **Performance Linked Enhancement of Academic Studies and Endeavour (PLEASE)** aim to promote multidisciplinary collaboration to work towards open data practices. The starting of M.Sc. Physics with **Computational and Nano Science Specialization** in recent years is evidence to the institution's preparation for the shift into **New Education Policy, NEP.** The institution has also initiated collaboration with skill development agencies such as **K-DISC, ASAP** and the **ICT Academy** for soft-skill evaluation and certification. Institutional incorporation of Government's new initiatives like **Earn- While-You-Learn programme** and **Hunger free Campus** seek to ensure student welfare explicitly. The institution also organizes **environmental-friendly programmes** with the participation and involvement of students. **Career and Placement Cell** organize various programmes to give the students a proper career orientation.

The college is looking forward to newer heights in context of the transformation in the light of the NEP.

Institutional Values and Best Practices

Government College Kasaragod is a dedicated educational institution that places a strong emphasis on **fostering values, inclusivity, and social responsibility** among its students. Committed to providing **value-based education**, the college integrates key principles such as **democracy, gender equality, human rights, environmental awareness, and societal concern** into both academic and extracurricular activities.

One of the college's notable commitments is towards **gender equality.** It implements a gender policy to ensure equal opportunities for all students, conducts **gender sensitization programs,** and actively addresses issues faced by the **transgender community.** With over **80% of female students**, the institution ensures that female students receive equal opportunities and support through various activities and awareness programs.

The college also promotes **cultural and regional inclusiveness**, celebrating festivals of cultural significance and organizing events that explore diverse traditions. **Linguistic diversity** is encouraged, and the college observes days dedicated to different languages and cultures. It also emphasizes **communal harmony**, with programs like **Constitution Day and Reading Week Celebration.**

Socio-economic inclusivity is a priority for the college. It operates a **Hunger-Free Campus** and supports students in need through various initiatives like **blood donation** and **constructing houses** for the less fortunate. **The Scholarship Committee** helps financially struggling students secure government scholarships.

The college is committed to educating students about their **constitutional obligations. Electoral Literacy Day**

is celebrated, and students are encouraged to participate in democratic processes, including campus elections. Courses related to the Indian Constitution are included in the curriculum.

Additionally, Government College Kasaragod implements **two best practices** to uplift society and preserve cultural heritage. These practices involve using academic knowledge for societal betterment and preserving traditional knowledge and culture. Furthermore, the college prioritizes the **holistic development of students,** offering diverse academic programs, promoting talent development, and supporting spiritual and emotional well-being. It actively engages in social responsibility initiatives like **Palliative Care and disaster relief measures.**

In conclusion, Government College Kasaragod stands as a beacon of inclusive education, emphasizing values, diversity, and social responsibility. It prepares students not only for **academic excellence** but also for **active citizenship** and a **commitment to improving society**.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT COLLEGE KASARAGOD
Address	Government College Kasaragod, Vidyanagar Post, Kasaragod, Kerala
City	Kasaragod
State	Kerala
Pin	671123
Website	www.gck.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	V. S. Anilkumar	04994-256027	7012404711	-	principalgcksd@gmail.com
IQAC / CIQA coordinator	Jijo P U	04994-9495122006	9495122006	-	iqac@gck.ac.in

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Kerala	Kannur University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	01-08-1957	View Document
12B of UGC	01-08-1957	View Document

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

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

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	Government of Kerala
Date of recognition	31-10-2013

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Government College Kasaragod, Vidyanagar Post, Kasaragod, Kerala	Semi-urban	30.26	10153.81

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Arabic,Arabic	36	A pass in Higher Secondary Examination of the state or an Examination accepted by the University as equivalent thereto. Those who have Afsal-Ul-Ulama (Preliminary) certificate are also eligible.	English	35	35
UG	BSc,Botany, Botany	36	A pass in Higher Secondary Examination of the state or an Examination accepted by the University as equivalent thereto with Biology as one of the subjects	English	30	30
UG	BSc,Chemistry,Chemistry	36	A pass in Higher Secondary Examination of the state or an Examination accepted by	English	36	36

			the University as equivalent thereto with Chemistry as one of the subjects				
UG	BCom,Commerce,Cooperation	36	A pass in Higher Secondary Examination of the state or an Examination accepted by the University as equivalent thereto provided that the candidates coming from Non-Commerce group should have at least	English	40	40	
UG	BSc,Computer Science,Computer Science	36	A pass in Higher Secondary Examination of the state or an Examination accepted by the University as equivalent thereto with Mathematics as one of the major subjects under science stream	English	30	30	
UG	BA,Economi	36	A pass in	English	45	45	

	cs,Economics		Higher Secondary Examination of the state or an Examination accepted by the University as equivalent thereto			
UG	BA,English, English	36	A pass in Higher Secondary Examination of the state or an Examination accepted by the University as equivalent thereto. Those who have AfsalUlUlama (Preliminary) (Regular) certificate from Calicut Uni	English	30	30
UG	BSc,Geology ,Geology	36	A pass in Higher Secondary Examination of the state or an Examination accepted by the University as equivalent thereto with any one of the following subjects.	English	30	30

			Physics, Chemistry, Mathematics, Geology			
UG	BA,History, History	36	A pass in Higher Secondary Examination of the state or an Examination accepted by the University as equivalent thereto	English	50	50
UG	BA,Kannada, Kannada	36	A pass in Higher Secondary Examination of the state or an Examination accepted by the University as equivalent thereto	English,Kann ada	30	30
UG	BA,Malayala m,Malayala m	36	A pass in Higher Secondary Examination of the state or an Examination accepted by the University as equivalent thereto	English + Malayalam	30	30
UG	BSc,Mathem atics,Mathem atics	36	A pass in Higher Secondary Examination of the state or	English	42	42

			an Examination accepted by the University as equivalent thereto with Mathematics as one of the subjects under science stream				
UG	BSc,Physics, Physics	36	A pass in Higher Secondary Examination of the state or an Examination accepted by the University as equivalent thereto with Physics as one of the subjects	English	36	36
UG	BSc,Zoology ,Zoology	36	A pass in Higher Secondary Examination of the state or an Examination accepted by the University as equivalent thereto with Biology as one of the subjects	English	30	30
PG	MA,Arabic, Arabic	24	B.A.Arabic with not less than 45% marks or	English	30	28

			equivalent GPA excluding subsidiaries/Complementary Courses. B.A. /B.Sc. with Arabic as Common Course with not less than 50% marks or equivalent GPA in Comn			
PG	MSc,Chemistry,Chemistry	24	Bachelor?s degree in Chemistry.	English	28	28
PG	MA,Economics,Economics	24	BA Economics with not less than 45% marks or equivalent GPA excluding subsidiaries/Complementary courses. BSc Mathematics/ Statistics with 70% marks or equivalent GPA excluding subsidiaries	English	26	26
PG	MA,English, English	24	B.A. English/ Functional English with not less than 45% marks or equivalent GPA excluding subsidiaries/Co	English	28	26

			mplementary Courses. B.A./B.Sc. with English as Common Course with not less than 45% marks or eq			
PG	MSc,Geology,Geology	24	BSc Geology with not less than 50 % marks or equivalent GPA excluding su bsidiaries/Co mplementary Courses	English	28	28
PG	MA,Kannada ,Kannada	24	B.A.Kannada with not less than 45% marks or equivalent GPA excluding su bsidiaries/Co mplementary Courses. B.A. /B.Sc. with Kannada as Common Course with not less than 50% marks or equivalent GPA in Com	Kannada	28	28
PG	MSc,Mathem atics,Mathem atics	24	BSc Mathematics with not less than 50 % marks or equivalent GPA excluding su	English	50	50

			bsidiaries/Complementary Courses			
PG	MSc,Physics, Physics with Computational and Nano Sciences Specialization	24	Bachelor's degree in Physics, with Mathematics, Computer Science or Chemistry as complementary minor subjects.	English	28	28
Doctoral (Ph.D)	PhD or DPhil ,Arabic,Arabic	36	MA Arabic	English	4	0
Doctoral (Ph.D)	PhD or DPhil ,Chemistry,Chemistry	36	MSc Chemistry	English	26	8
Doctoral (Ph.D)	PhD or DPhil ,Economics, Economics	36	MA Economics	English	10	6
Doctoral (Ph.D)	PhD or DPhil ,Geology,Geology	36	MSc Geology	English	4	4
Doctoral (Ph.D)	PhD or DPhil ,Kannada,Kannada	36	MA Kannada	Kannada	6	3
Doctoral (Ph.D)	PhD or DPhil ,Statistics,Statistics	36	MSc Statistics	English	6	1
Doctoral (Ph.D)	PhD or DPhil ,Zoology,Zoology	36	MSc Zoology	English	6	0

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	2				8				93			
Recruited	1	1	0	2	6	2	0	8	44	47	0	91
Yet to Recruit	0				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				28
Recruited	21	7	0	28
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	0	1	0	1
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				12
Recruited	9	3	0	12
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	6	2	0	15	15	0	40
M.Phil.	0	0	0	0	0	0	2	3	0	5
PG	0	0	0	0	0	0	17	13	0	30
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/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	3	0	7
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	13	0	18
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	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	137	2	0	0	139
	Female	420	1	0	0	421
	Others	0	0	0	0	0
PG	Male	24	0	0	0	24
	Female	116	0	0	0	116
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	12	0	0	0	12
	Female	14	0	0	0	14
	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	15	15	16	10
	Female	46	45	47	46
	Others	0	0	0	0
ST	Male	6	7	5	6
	Female	18	18	16	18
	Others	0	0	0	0
OBC	Male	29	36	37	27
	Female	87	113	112	90
	Others	0	0	0	0
General	Male	75	83	75	63
	Female	226	247	226	187
	Others	0	0	0	0
Others	Male	24	31	25	27
	Female	70	94	76	79
	Others	0	0	0	0
Total		596	689	635	553

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Government College Kasaragod has fully embraced the vision of the National Education Policy (NEP) in all its aspects. We have developed a pedagogical method that is based on the syllabus in the initial stages and that eventually leads to an application-oriented understanding in interdisciplinary/multidisciplinary areas. An interdisciplinary approach is maintained in the curriculum, teaching-learning, research activities and certificate courses. The curriculum ensures an interdisciplinary approach. Common courses include gender studies, environmental studies, and cultural pluralism. Papers like advanced programming techniques, scientific computing, and computer-aided

	design are included in the science curriculum. IT integration in regional languages and modern journalism are incorporated into the curriculum of BA Malayalam. Bachelor programmes were designed with a broad vision of interdisciplinary and multi-disciplinary aspects. Every department in the college offers Generic Elective Courses for UG and PG that students can opt outside their major and minor courses. These courses are highly interdisciplinary and practical-oriented. PG curriculum incorporates advanced topics in interdisciplinary subjects along with the basic concepts. A new generation MSc Programme with a Specialization in Computational and Nano Science was started in the college in the year 2020. This programme focuses on project-based education and aims to train students ready for academic research and industrial jobs. Organic farming and Biotechnology are included in the PG Economics curriculum. Interdisciplinary certificate courses are designed to harmonise the links between disciplines. The multidisciplinary PLEASE project of the Physics, Geology and Economics departments are examples of multidisciplinary knowledge creation and sharing in the college. The research activities in the college are multidimensional and address issues related to energy, health and social issues. Economic aspects of organic group farming which studies the social benefits of organic farming is a collaborative venture between the Botany and Economics departments. In conclusion, Government College Kasaragod is committed to providing a high-quality education that prepares students for the challenges of the 21st century. We believe that an interdisciplinary approach to education is essential for success in today's world, and we are proud to offer a variety of courses and programs that reflect this commitment.
2. Academic bank of credits (ABC):	Students are no longer mere learners, but co-creators of knowledge in a self-paced, self-directed, and interest-based learning ecosystem. For Government College Kasaragod, ABC is a concept that aligns with its student-friendly learning principles, and we will develop the modalities of making ABC workable in due course of time. The following are the prominent steps that we have taken towards implementing ABC in our institution: Government College Kasaragod has registered for ABC from the 2022-23 batch of students onwards as per the guidelines given by

	Kannur University. We have conducted awareness classes for the registered students to make them understand the opportunities and flexibility that can be availed with ABC. With this initiative, the college will provide a broader, more flexible platform for students to choose their area of interest among various courses across all streams available here and add points to their ABC. This academic environment paves the way for the implementation of ABC as a credit-based, highly flexible, and student-centric academic service mechanism that facilitates students to become academic account holders. In this regard, we look forward to signing MOUs with prestigious national and international institutions that would lead to seamless student mobility between Higher Education Institutions (HEIs). The discussions are in progress. In due course, we intend to improve our technological and infrastructural facilities that support the successful implementation of the ABC system in our institution. The students are recommended to attend relevant certificate courses from SWAYAM and other MOOCs in keeping with the policy of NEP.
3. Skill development:	A systematic approach to skill development and placement guidance. Various programs for life skills development. Kasaragod District Skill Park for world-class employability training. Skill development program supported by the Government of Kerala. Certificate courses in skill development. Value-based education. Science Day and Cultural Day celebrations. Malayalam, Hindi, Kannada, Sanskrit, Arabic, and English literature with lessons on humanity, social responsibility, and patriotism. Inspirational and motivational quotes are displayed on campus.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	From its inception, the college has taken steps to integrate Indian tradition, culture, and language into its curriculum. The college offers a unique learning experience rooted in Indian cultural values for each student, regardless of their gender, caste, religion, financial status, or region. The college takes great pride in conducting workshops, club activities, and brainstorming sessions that enable students to understand the basics of Indian languages and the depth of Indian culture. The essence of Indian languages and culture is imparted through various interactive activities, which break down the teacher-

	student barrier and allow the entire campus to experience Indian cultural values as a learning process. The institution takes the initiative to commemorate all national days of importance. The NSS, NCC, and Bhumitrasena units of the college ensure that students are aware of their social and national commitment as responsible citizens of the country. The vernacular language Malayalam is incorporated into all possible non-academic and academic activities. India has a variety of regional and traditional cuisines, which reflect the country's cultural, historical, and religious diversity and legacy. Departments conduct annual food festivals that incorporate traditional cuisines from different states, in which students enthusiastically participate. Theory and practical classes on yoga are offered to students as short-term courses. The college has a qualified yoga trainer for this. The morning prayer in different Indian languages is aimed at commemorating the country's unity in diversity. Training is given in Indian classical music and dance forms such as Bharatanatyam, Kuchipudi, Margamkali, and Thiruvathira. The Department of Malayalam collaborates with the Kerala Folklore Academy to conduct various programs, such as cultural exchange, seminars, and field trips. In order to promote the use of the national language Hindi, a Hindi week is celebrated and various cultural and academic programs are organized, such as quiz programs, elocution competitions, essay writing, and story writing. Students of the college have been trained in literary and cultural programs organized in Indian languages such as Hindi, Sanskrit, Kannada, and Malayalam at college and university levels. Our library has a good collection of books that disseminate the rich knowledge and cultural traditions of India. Kannada department maintains a Yakshagana Museum that preserves the history of the ancient art form and provides training for youngsters. In addition, the Department of History has prepared a museum exhibiting historical artefacts.
5. Focus on Outcome based education (OBE):	The college focuses on providing a quality-enhanced curriculum to its students. The entire curriculum and teaching-learning process is focused on Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs). These outcomes are published on the college website,

	displayed on department notice boards, and made known to all aspiring students. The programme outcomes and programme-specific outcomes are communicated to the students during the induction programme and bridge course. The course outcomes are introduced to the students by respective teachers at the beginning of the course. These outcomes are evaluated through internal and external examinations, seminars, projects, viva, assignments, and participation of the students in different co-curricular activities. The programme outcomes to a great extent are reflected in the student's progression towards higher studies and placements. A feedback system is in place, where programme exit surveys are conducted to evaluate the attainment of curriculum objectives and suggest changes to the respective Boards of Studies. The CO attainment and mapping between COs, PSOs and POs have been done for all the courses in various departments in the College. The mapping is performed by a hybrid of direct and indirect assessment methods. The level of attainment of PSO's and PO's are measured by mapping CO's to PSO's and PO's based on mapping levels. The level of achievement of these outcomes is monitored at the various levels by the college council, IQAC, department and class PTA.
6. Distance education/online education:	The faculty of our college, having been trained in Learning Management Systems (LMS), were able to easily switch to the online platform, ensuring the smooth flow of the regular teaching-learning process during the COVID-19 pandemic. During the pandemic period, the college ensured that almost all co-curricular and extracurricular activities, including fine arts festivals, NCC training, and NSS programs, were conducted through the online platform. The college initiated training programs in online education and LMS during the academic year 2019-2020. The college also gave intensive training programs to its faculty during March-May 2020 to equip them for online classes. From March 2020 onwards, each class will have a Google Classroom, and the college has adopted a blended mode of learning. The college has installed a MOODLE platform on the college server, and teachers are given 5 days of training to adopt this platform. Blended learning will be delivered through eClass MOODLE from the 2023-24 academic years onwards.

	Government College Kasaragod is a recognized examination centre for the School of Distance Education (SDE), Kannur University, and the Sreenarayana Open University (SNOU). The faculty members of our college are actively involved in the preparation of study materials for both universities.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	On 25 November 2022, the Electoral Literacy Club was established at Government College Kasaragod. Launching with vibrant energy and a deep commitment to heightening awareness of the value of voting and civic engagement, the club sets out to enlighten students about the intricacies of the electoral process. With its guiding principle, "Your Vote, Your Voice", the club is steadfast in its mission to mould students into knowledgeable and accountable citizens. Their key initiatives comprise workshops, discussions, and engaging dialogues that shed light on the importance of the electoral system. In collaboration with the Election Commission of India, the club annually hosts camps for fresh students to join the voter's register. In essence, the Electoral Literacy Club stands as a beacon for a brighter future, both for the students and the country at large.
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 Electoral Literacy Club (ELC) at our college serves as a vital conduit for students to immerse themselves in and understand the democratic system. Key to its operation and success are the coordinators who are intricately connected to its pulse. Chosen from the College Union Representatives (CURs) – who themselves are elected by the student body – the ELC coordinators inherently grasp student perspectives and requirements. These CURs shoulder the responsibility of orchestrating a myriad of electoral literacy events and initiatives. Meanwhile, the staff coordinator is handpicked by the Principal from among the veteran faculty members, ensuring a reservoir of experience and expertise to shepherd the students in their democratic learning journey. This method of choosing the ELC coordinators harmoniously marries student interests with seasoned oversight, paving the way for both effective learning

	about democracy and the proficient running of the club.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	On-campus elections offer a practical introduction for students to the nation's democratic framework. By participating in college student union elections, they not only get to elect their champions who would relay their needs and issues to the higher-ups but also learn to evaluate leadership qualities, make informed choices, and weigh the capabilities of various contenders. Mimicking the Election Commission of India's protocols, the college's election system familiarizes students with the broader electoral landscape, such as State Legislative Assembly and Parliamentary Constituencies votes. Furthermore, the college introduces an innovative "Meet the Candidate" session, where aspiring leaders articulate their Election Manifestos, showcasing their charisma, confidence, and oratory prowess.
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.	Yes
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.	Annual enrolment campaigns and special camps are held in the college in association with the Election Commission of India.

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
1953	1921	1786	1679	1766

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: 195

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
100	99	99	100	100

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
23.8	43.62	54.8	164.93	278.17

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:

Government College Kasaragod stands as a beacon of educational empowerment in the heart of the Kasaragod district of Kerala. Affiliated with the esteemed Kannur University, the college plays a pivotal role in addressing the higher educational needs of the region. By offering a diverse array of undergraduate and postgraduate courses across various disciplines, the college opens doors of opportunity for the local youth to pursue academic excellence without leaving their hometown. In addition to its academic programs, several departments have taken on the role of Research Centres, fostering an environment of innovation and intellectual curiosity. As a hub of learning and research, we not only impart knowledge but also cultivate a sense of belonging and pride among its students. By embracing its role as a cornerstone of education in the district, the college plays an integral part in shaping a brighter future for the Kasargod region.

While the college operates within the constraints of the University Curriculum framework, it actively engages its teaching staff from various departments as members of the Board of Studies (BoS). This involvement allows them to contribute to the planning and implementation of the curriculum. Adhering to the University's curricular design and academic calendar, the college follows the Choice Based Credit and Semester system. At the start of each academic year, the college council develops a comprehensive academic calendar that encompasses not only the core curriculum but also co-curricular and extra-curricular activities, thereby fostering holistic student development.

To ensure a bottom-up approach to curriculum delivery, the college conducts regular department meetings where faculty members collaborate to provide suggestions and insights. The Internal Quality Assurance Cell (IQAC) oversees the effective execution of the curriculum, meticulously documenting its progression at every stage. This well-structured system maintains academic flexibility while upholding rigorous standards. The master timetable harmonizes individual departmental timetables, serving as a guide for each teacher to organize the delivery of course content, and administer internal assessments, which may include internal exams, assignments, projects, study tours and fieldwork.

The elective and open courses available at the college are intentionally designed to foster intellectual growth among its student body. These offerings play a pivotal role in shaping students into forward-thinking citizens, fostering their awareness of gender issues, environmental concerns, and fundamental human values. In the classroom, teaching and learning are enriched through a blend of teaching methodologies, inventive approaches, and the integration of technology. Even amidst the challenges posed by the COVID-19 pandemic, numerous effective practices have been initiated to enhance the dissemination of knowledge. Barriers encountered in the learning process are proactively addressed, and suitable solutions are implemented. Continuous monitoring of student progress enables timely

intervention, such as tailored coaching and remedial instruction. The college has embraced innovative concepts such as the Student Support Programme (SSP) and Walk with the Scholar (WWS), both conceived by the collegiate education department, and has successfully implemented them. In different departments, regular seminars and lectures are held to enhance knowledge sharing and broaden the learning experience.

https://gck.ac.in/wp-content/uploads/2021/03/Artboard-3GCK_LOGO.png

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: 28

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: 24.78

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
208	1579	74	167	228

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:

In 2019, Kannur University underwent a revision of its undergraduate curriculum, aimed at providing students with a more comprehensive and enjoyable educational experience. These revised curricula emphasize crucial pedagogical approaches that foster a scientific mindset, a relentless spirit of inquiry, and the freedom to hold differing viewpoints. These principles serve as the foundation for higher education and are rooted in democratic, multicultural, gender-inclusive, secular, and environmentally conscious values.

The curriculum incorporates gender discussions to promote a heightened sense of gender awareness among all students. Two shared English courses, "Readings on Gender" and "Readings on Kerala," are integrated into the curricula with the intention of shedding light on gender-related matters. An additional course, "Women's Writing," contributes to a deeper comprehension of gender concerns. These courses collectively address the notion of gender as a social construct and work toward promoting gender justice within society. The curriculum takes into account gender disparities that have persisted throughout history and continue to exist today, encompassing subjects in both the English and second language domains, such as Malayalam. This comprehensive approach to gender studies includes perspectives on women, men, and LGBTQ individuals. It ensures that students across diverse academic disciplines are sensitized to these issues, encouraging a multicultural approach to attain gender equality.

The future of the nation hinges on the preservation of the environment and the pursuit of sustainable

development. The curriculum includes courses such as "Readings on Life and Nature" (Common English), "Environmental Geology" (Geology) and "Environmental Economics" (Economics) to foster an understanding of ecological challenges. These interdisciplinary approaches within the curriculum aim to equip students with an ecologically positive outlook applicable to their everyday lives. By engaging in these classes, students gain a heightened awareness of the reasons behind environmental protection, its enhancement, and the management and mitigation of potential environmental crises stemming from global changes.

Active campus organizations like the NSS (National Service Scheme), NCC (National Cadet Corps), and the Eco Club play a crucial role in cultivating values of community service among students. These groups have spearheaded awareness initiatives promoting a drug-free campus and have taken the lead in establishing a zero-waste campus, which in turn maintains the cleanliness and serene atmosphere of the campus.

To foster human values and ethics, the curriculum includes courses such as "Readings on Democracy and Secularism," "Readings on Philosophy of Knowledge" (Common English), and "Dalit Writings." These courses actively expose students to broader discussions on democracy, socialism, secularism, and sovereignty in India. Concepts of caste, class, and gender are examined in relation to notions of equality and fraternity.

Through systematic and ongoing engagement with topics like environmental sustainability, gender equality, secularism, human rights, and democratic ideals as imparted by the curriculum, students evolve into responsible citizens. On campus, the Anti-Ragging Cell, Women Empowerment Cell, and Jeevani Cell play pivotal roles in integrating intellectual and physical development alongside regular academics. This approach has created an environment where students are well-prepared to excel and adapt in a competitive world, making the campus highly sought-after by students.

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: 35.89

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

Response: 701

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: 98.4

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
599	698	656	567	563

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

2022-23	2021-22	2020-21	2019-20	2018-19
606	715	666	582	564

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: 92.26

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
308	377	349	318	304

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
349	398	379	342	327

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: 19.53

2.3 Teaching- Learning Process

2.3.1

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

Response:

The Government college of Kasaragod attempts to cater to the needs of the student community by focusing on imparting education through a student centric approach.

One of the methods adopted for the experiential and participative learning is the introduction of **project work in all UG & PG programmes**. Students are required to **conduct research and submit dissertations** as part of their curriculum. Under the guidance of their teacher, students learn the basics of research methodology such as developing the **research aptitude**, getting experience in **identifying a research problem, collecting data** and reviewing previous literature.

As a part of internal evaluation, learners are required to **present seminars and work on specific assignments.** This necessitates the application of problem solving methodologies and use of innovative skills, group tasks, debates, group discussions and case study methods are used to deliver curriculum objectives. With the introduction of **Open Courses and Generic Elective Courses** in all the teaching departments, the college has been able to implement another successful strategy in student-centric methodology. Students are given **freedom to opt the courses** of their choice.

College magazine, Wall magazines, Manuscripts, News bulletin, Exhibitions, on the spot competitions, handicraft exhibitions etc. are avenues for drawing out the additional skills and creativity of the students and provide platforms for **participatory learning management**.

Moreover, **departmental seminars and workshops** offer the students the **opportunities to interact with eminent academicians**. **External mentors** are also invited to engage classes. Eminent personalities from various fields are selected for this.

One of the most exciting advances in the **modern classroom** is flipped learning. **Orientation programs for first year UG and PG students** to initiate them into academics and campus life. Programs like **Additional Skill Acquisition Programme(ASAP)** help students experiment with modes of innovative learning.

Innovation and creativity in teaching-learning:

- **Film screening sessions, film shows and dramas** conducted by the **English Department** as part of Cultural Studies have been instrumental in sensitizing the students to cultural diversity and integrity.

- Few teachers have separate **YouTube channels** which are fruitfully utilized for **Teaching learning activities.**

- Teachers use **ICT enabled teaching methods** to facilitate the teaching learning process and to Improve student participation.

- Departments keep in constant touch with their students through **social media like WhatsApp groups.**

- Online platforms of **Google Meet, Webex etc.** are used for handling **online classes** specifically at times of adversities of pandemics and floods

For better teaching experience with ICT tools, the institution takes care to:

- Direct teachers to **plan for each online** class and share it prior to the live class.

- Clearly explain the **online etiquette that the students** should follow prior to and during the class.

- **Online whiteboards or digital whiteboards** are encouraged to emulate the classroom Blackboard experience. Most of these tools offer infinite potential for new modes of experiential Learning.

- **Sodhganga and N-List** are being accessed by post-graduate and research students for updated literature In their areas of focus.

The well equipped general library provides journals, e-books etc. The language lab equips students to develop their communicative skills.

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: 98.22

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
103	103	101	100	100

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: 95.78

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
94	97	93	98	95

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:

Internal and External Examination: In the context of existing curriculum, internal examination refers to assessment conducted within the institution by its faculty or designated internal examiners. On the other hand, external examination involves assessment by external experts appointed by the university or relevant educational authorities.

In the Outcome-Based Education (OBE) system implemented from 2019, the evaluation scheme for each course consists of two main parts: Continuous Evaluation (CE) and End Semester Evaluation (ESE).

Continuous Evaluation (CE): In this system, 20% of the total marks for each course are allocated to continuous assessment. The continuous evaluation process follows a transparent approach and can involve either of two components, ensuring a fair and ongoing evaluation of students' performance.

End Semester Evaluation (ESE): For theory courses, the ESE involves question papers set by external experts. External evaluation constitutes 80% of the total marks. Examiners evaluate answer scripts based on a well-defined scheme of valuation and answer keys. The theory examination lasts for 3 hours, with a total mark of 40. Evaluation (Both Internal & External) is carried out using a scoring system.

Grading: The grading based on total internal and external marks will be indicated for each course and for each semester and for the entire program. Each course is evaluated by assigning marks with a letter grade (A+, A, B, C, D, E, and F).

% Of Marks (CE + ESE)	Grade	Interpretation
90 and above	A+	Outstanding
80 to below 90	A	Excellent
70 to below 80	B	Very good
60 to below 70	C	Good
50 to below 60	D	Satisfactory
40 to below 50	E	Pass
below 40	F	Failure

Grievance redressal system

The college's internal assessment protocol strictly follows the prescribed guidelines of Kannur University. Regular internal examinations are conducted as part of this process, and the outcomes are swiftly published. The evaluation is overseen by the respective Heads of Departments. They verify the internal marks, ensure accuracy and fairness, and validate them with the signatures of the concerned faculty members and students. Subsequently, these validated internal marks are compiled and submitted to the university's internal mark portal. This ensures that the internal evaluation process aligns with the university's standards and maintains transparency and accuracy in assessing students' performance. By adhering to the university's guidelines and involving department heads in the validation process, the college ensures the integrity and reliability of the internal assessment system.

Government College Kasaragod and Kannur University have established comprehensive grievance redressal mechanisms. At the college level, there's a two-tiered system in place: a department-level Internal Grievance Redressal System and a broader college-level grievance redressal system. If a

grievance remains unresolved at the college level or pertains to university matters, students can utilize the official university portal. The portal offers a designated complaint register, allowing students to log their grievances systematically. This multi-tiered approach ensures that grievances are heard, documented, and resolved promptly, fostering a conducive and responsive academic environment for all.

Access to the College's Grievance Redressal Portal: College Grievance Redressal Portal

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:

The assessment of students' acquired knowledge and skills upon completing a particular course or program is guided by our College's set of standards known as Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs). These components provide a clear understanding of the objectives that students need to achieve at each level . Our College aligns these standards with the guidelines set by Kannur University and applies them uniformly across all offered programs. Both teachers and students are well-informed about the expected goals of their courses and programmes in advance. This enable them to have clear-cut strategies for progression in the selected area of study.

Program Outcomes (POs) Summary:

PO 1: Critical Thinking

- Acquire logic and scientific reasoning skills.
- Recognize hegemonic ideology and apply critical self-reflection.
- Analyze perspectives on positions, problems, and social issues.

PO 2: Effective Citizenship

- Engage in nation-building based on democratic principles and values.
- Foster gender sensitivity, environmental awareness, and empathy for marginalized groups.
- Understand and appreciate the nation's history, including freedom movements and societal transformations.

PO 3: Effective Communication

- Master effective communication in English and one Modern Indian Language.
- Articulate, analyze, synthesize, and evaluate ideas clearly and thoughtfully.
- Generate hypotheses and express opinions through rational and creative thinking.

PO 4: Interdisciplinarity

- Perceive knowledge as an interconnected and comprehensive human faculty.
- Acknowledge the importance of interdisciplinary approaches, especially concerning environmental contexts and sustainable development.
- Cultivate artistic, social, and humanistic sensibilities for holistic problem-solving and perspective development.

The college employs various assessment criteria to monitor the achievement of Programme Outcomes (POs) and Course Outcomes (COs). These criteria encompass internal and external examinations, assignments, projects, practical experiments, viva-voce, seminars/webinars, academic results analysis, remedial measures, recognition of outstanding students, career guidance, and a feedback system.

Internal and external examinations play a crucial role in pinpointing students' weaknesses and enabling teachers to offer constructive suggestions for enhancing comprehension. Assignments and projects provide students with real-world experience and foster knowledge growth within specific subjects, encouraging the practical application of acquired knowledge.

Practical experiments offer hands-on experiences, promoting safe handling of scientific equipment and adherence to defined scientific procedures. Viva-voce assessments aid in evaluating curricular objectives' achievement and assessing students' capacity to communicate effectively and think critically.

Seminars and webinars serve as platforms for knowledge sharing, enabling both students and teachers to present findings and express thoughts and ideas. Analyzing academic results helps gauge the success of knowledge transmission and teaching methodologies. Remedial measures are implemented to support students who require additional assistance, ensuring their progress.

Outstanding students receive acknowledgment and appreciation for their achievements. The college's career guidance and placement cell regularly disseminate information about higher education opportunities and job prospects. They conduct workshops on personality development, interview skills, and CV preparation to equip students for future endeavors.

To continuously improve the curriculum and teaching methods, the college utilizes a feedback system, including programme exit surveys, which provide valuable insights for evaluating curriculum objectives and suggesting modifications to the respective Boards of Studies.

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:

Assessment tools for attaining Course Outcomes (COs) and Programme Outcomes (POs)

Regular and comprehensive assessment of Course Outcomes (COs) and their alignment with Programme Outcomes (POs) is an integral practice at our college. Across various departments, we ensure that the courses offered are designed to meet specific COs, contributing to the fulfillment of broader educational objectives outlined in the POs.

Taking the example of the second semester MSc Physics course for the academic year 2022-2023, a well-defined CO-PO/PSO mapping process has been implemented. This mapping process serves as a valuable tool to measure the attainment of COs and their alignment with POs, enabling a structured and evaluative approach to the educational outcomes. The assessment methodology encompasses the measurement of **CO-PO/PSO attainment**, which is a critical aspect of evaluating the effectiveness of the educational program. This is achieved through direct assessment methods, which include contributions from internal exams, assignments, and university exams. These methods allow for a comprehensive evaluation of students' understanding and application of the course-specific outcomes.

Measurement of CO-PO/PSO attainment

- The overall mapping is done by considering direct assessment methods.
- The direct assessment methods include the contributions from internal exams, assignments, and university exams.
- In direct assessment **20% weightage is given to internal attainment and 80% to University exams.**
- The expected cut-off level of course outcome is set as 40%, and the levels are set as given in the table.

Level	Attainment
Level 1	50% students achieved 40 % cut off
Level 2	60% students achieved 40 % cut off
Level 3	70% students achieved 40 % cut off

In the evaluation process, a weightage of 20% is allocated to internal attainment, representing the ongoing assessments conducted within the institution. The remaining 80% weightage is dedicated to the university exams, acknowledging their significant role in assessing the students' overall comprehension and competency in achieving the desired outcomes.

To set a clear benchmark for course outcome attainment, an expected cut-off level of 40% is established. This threshold provides a minimum performance expectation, ensuring that students meet a certain standard of achievement. Additionally, levels are defined based on the attained percentage, aiding in categorizing and interpreting the level of achievement, which is crucial in understanding students'

progress and areas for improvement.

By utilizing these assessment tools and aligning COs with POs, we are able to systematically measure the educational progress of our students. This process not only informs us about the effectiveness of our teaching methodologies but also guides us in making informed decisions to enhance the educational experience, ultimately leading to the fulfillment of our broader educational objectives as outlined in the POs. It's a continuous and evolving effort aimed at nurturing well-rounded individuals equipped with the necessary knowledge and skills for a successful future.

By converting COs to and POs based on mapping levels, we can determine the level of accomplishment of program outcomes.

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: 73.66

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
468	407	381	390	393

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
632	555	530	509	542

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: 3.67

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: 175.9

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	175.8953	0	0	0

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

Government College Kasaragod has made remarkable strides in fostering an innovative ecosystem and promoting the Indian Knowledge System (IKS). This initiative is aimed at nurturing innovation and indigenous knowledge systems, integrating comprehensive programs on intellectual property rights (IPR) through a dedicated IPR cell established by the college council's decision taken on 12.8.2021.

The institution has undertaken various initiatives to bolster innovation:

1. **Open Data Lab and PLEASE Project:** Leveraging a substantial project funding of 1.75 crores through the **PLEASE project**, Government College Kasaragod has strategically established an **open data lab.** This facility promotes a culture of data-driven innovation. Five interns are appointed under this program.

2. **Collaboration with K-DISC for Innovation Hub:** Supported by the Kerala Development and Innovation Strategic Council (K-DISC), the institution has established an innovation hub. **Dr. Jijo P. U**., of the physics department, plays a crucial role as a member of the expert panel for **Communities of Practice (CoP)** in this initiative. This collaboration emphasizes the college's dedication to innovation and expertise for the community's benefit.

3. **Community-Focused Innovations through CoP:** As part of the Communities of Practice (CoP) initiative, the "One Local Government One Idea (OLOI)" program is actively implemented state-wide. It identifies specific challenges within local self-government bodies and devises innovative solutions to address them. **Dr. Jijo P. U**. provides expertise for this program. Under the guidance of **Dr. A. N. Manoharan** and s**tudents from Geology department** are actively involved in the field work and data collection for the estimation of mineral contents in water across 14 Local Self Government Institutions (LSGIs) throughout Kerala, showcasing the college's dedication to applied research for the betterment of local communities.

4. **Young Innovators Programme (YIP):** The Young Innovators Programme (YIP), an essential component of K-DISC, is a specialized initiative aimed at fostering innovation among the youth. At Government College Kasaragod (GCK), a dedicated YIP unit has been established, with **Dr. Savith B** from the Kannada department serving as the program coordinator.

5. instituion has a system to promote practices o**f intellectual property rights** (IPR) through a dedicated IPR cell

6. Establishing a collaboration between a **physics departmen**t and a technology company like AIRENDER TECHNOLOGY PRIVATE LIMITED for developing a **3D holographic display prototype** is an exciting initiative that brings together **scientific expertise and technological innovation.**

Initiatives promoting the Indian Knowledge System (IKS):

1. **Preservation of Traditional Knowledge through Yakshagana Research Centre:** The Yakshagana Research Centre at Government College Kasaragod is a strategic pillar within the IKS fostering ecosystem. **Dr. Rathnakara Mallamoole**, in charge of the research center, ensures comprehensive study, conservation, and dissemination of Yakshagana's cultural-historical importance, aligning with the tapestry of the Indian Knowledge System.

2. **Tulu Nadu Inscriptions Study and 'Tulu Shasanakalu' Publication:** Under the guidance of **Dr. Radhakrishna Belluru**, the college has conducted in-depth research on Tulu Nadu Region's palm-leaf and paper inscriptions. Dr. Radhakrishna Belluru's co-authored book, '**Tulu Shasanakalu,'** published by Mangalore University, stands as a testament to the historical-cultural legacy of Tulu Nadu.

These efforts serve to enrich the academic environment and positively impact communities, both locally and state-wide.

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: 45

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
3	5	10	16	11

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: 0.84

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
39	25	37	29	33

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[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: 0.1

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
4	4	8	3	1

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

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and

sensitizing the students to social issues for their holistic development during the last five years.

Response:

Government College Kasaragod (GCK) has showcased an outstanding commitment to community engagement and societal development through a diverse array of extension activities. GCK actively participates in numerous campaigns **promoting public health, environmental conservation, social awareness, and educational empowerment.** From conducting **blood donation camps, health awareness programs, and sanitation drives** to organizing seminars on critical issues like **drug abuse, gender sensitization, and mental health,** the college addresses pressing challenges within society. GCK engages in several **educational programs, providing career guidance, tuition support, and literacy initiatives.** They emphasize environmental stewardship through **tree planting, beach cleaning, and waste management campaigns, underscoring the importance of sustainability and eco-consciousness.** The college's involvement in events **commemorating significant national and international days** fosters a **sense of patriotism and social responsibility** among its students.

Some of the programs reflect the college's dedication to raising awareness on critical social issues and encouraging active participation in addressing them:

1. AIDS Awareness Campaign
2. Collectorate Cleaning
3. Swachatha Hi Seva
4. Plastic Awareness Campaign
5. Clean India Door to Door Awareness Campaign
6. Vimukthi Mission
7. International Anti-Drug Day
8. Anti-Child Labour Day
9. Elder Abuse Awareness Seminar
10. Vigilance Week Observation
11. World AIDS Day
12. Human Rights Day
13. "National cancer awareness day"
14. Legal Service Day
15. Awareness on Global Warming - Climate Change - Rally
16. Anti-Drug Campaign
17. COVID-19 Awareness
18. World Wetland Day Observation
19. Gender Sensitization Campaign
20. Rashtriya Vayoshri Yojana
21. Hair Donation Camp
22. Energy Consumption Awareness Rally
23. Gender Sensitization Campaign on the topic, 'Gender Relations and Gender and Law'
24. Healthy Relationship and Relationship violence among Youths
25. World Consumers Day Celebrations
26. Gender Neutral Debate
27. Mental Health Awareness Class
28. Awareness Class on Cyber Security & Cyber Crime Prevention
29. Human Chain

30. Unity Run
31. Akshaya Big Campaign for Document Digitalization (ABCD)
32. Kargil Day Programme
33. National Reading Day, Reading Competition
34. Yoga Day Programme
35. Plantation on World Environment Day
36. International Forest Day Celebrations
37. Anti Drug Flashmob
38. District Level Neighbourhood Youth Parliament
39. Debate Competition on Women's Day
40. Seminar on Road Safety
41. Catch the Rain - Street Play
42. Flash Mob on 'Ente Keralam' Exhibition
43. Pre Monsoon Cleaning at Kasaragod Railway Station
44. Campus Bird Count
45. Gardening in Blind School

Some of the environmental awareness programs conducted:

1. Environment Day celebration
2. VanaMaholsavam - RET & Fruit Garden making
3. Cleaning activities at Mogral-Puthur Grama Panchayat
4. Beach Cleaning
5. Green Mangalpady
6. World Wetland Day Observation
7. Plastic Awareness Campaign at Nellikkunnu
8. World AIDS Day
9. Cleaning programme at Kasaragod Railway Station
10. Pre Monsoon Cleaning at Kasaragod Railway Station
11. "Due to world environment day - Plantation Poster making competition"
12. Campus Bird Count
13. Gardening in blind school
14. Maatiyedukkam Mathrukayakkam' waste management awareness campaign
15. Catch the rain' street play
16. Pre Monsoon Cleaning at Kasaragod Railway Station
17. Flash Mob on 'Ente Keralam' Exhibition
18. Gardening in Blind School
19. Plantation on World Environment Day
20. "Forest Day Celebration & WALKATHON - Rally"
21. Beach Cleaning at Nellikunnu
22. Kasaragod General Hospital Painting
23. "Due to world environment day - Plantation Poster making competition"
24. Pre Monsoon Cleaning at Kasaragod Railway Station
25. Plantation on World Environment Day
26. Mararikulam Beach Cleaning
27. Clean Campus Green Campus
28. Pre Monsoon Cleaning at Kasaragod Railway Station
29. Campus Cleaning

30. Beach Cleaning

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:

During the period mentioned (2018-2022), our institution received numerous awards and recognitions from government bodies and government recognized organizations. These accolades emphasize the unwavering dedication, commitment, and significant contributions made by our students and faculty. It underscores the positive impact our students have had on their community and society as a whole.

These awards are a testament to the excellence and quality of education imparted at our institution. We foster an environment that encourages academic excellence, community engagement, and societal development. These awards motivate us to continue striving for the highest standards in education and community service.

2018-19 Academic Year:

- **Anoop Mohan** was honored as **the Best NSS Volunteer at Kannur University.**

- **Vinayan T** received the **Best NSS Programme Officer award at Kannur University**

- **Vinayan T** received the **Best NSS Programme Officer at the Kerala State level.**

- **The NSS Unit of** Government College Kasaragod was recognized as **the Best NSS Unit in Kerala.**

- **Anoop Kumar** participated in State NSS camp

2019-20 Academic Year:

- **Ancy C A** was acknowledged as the **Best NSS Volunteer at Kannur University.**

- **Sujatha S** was recognized as the **Best NSS Programme Officer at Kannur University.**

- **The NSS Unit** was again acknowledged as the **Best NSS Unit in Kannur University.**

- **Dr. Rathnakara Mallamoola,** faculty of department of Kannada was received **good service entry from Government of Kerala**

- **Dr. Vijayan K.,** faculty of department of history was elected to **Kannur University senate**

2020-21 Academic Year:

- **Anagha K and Akash P** were recognized as **the Best NSS Volunteers at Kannur University.**

- **Akash P** further received award for **the best NSS volunteer at the Kerala State.**

- **Akash P** received the **National Level Best NSS Volunteer award from the honorable President of India.**

- **Mr. Raju M. C.,** faculty of physical education was nominated to **syndicate of Kannur University for the second time by Government of Kerala**

2021-22 Academic Year:

- **Ladhish M was** recognized as **the Best NSS Volunteer at Kannur University.**

- **Dr. A. N. Manoharan, faculty of department of Geology,** was selected to SEAC kerala, which was constituted by **government of India** for environmental clearance for certain projects.

- **Athira K** participated in state NSS camp

- **Sethulakshmi V S** participated in state NSS camp

- **Shreyas C S** participated in National Integration Camp

2022-2023 Academic Year

- **CDT Abhay Vinod K, LCPL Sharath Chandran, CDT Medha N** are selected for **Pre RD camp.**
- **CDT Sachin. S., LCPL Adarsh V, CDT Ajith K, L/CPL Arjun P** are selected for **army attachment camp.**
- **CDT Vipin Chandran M.** was selected to **Advance leadership camp (ALC)**
- **L/CPL Adarsh V** whave successfully completed **All India Trekking Expedition**
- **CDT Chanchal A. U.** was selected for **special national integration camp**
- **CDT Pavan Krishna Pramod** was recived **IGSSC Silver medal in firing**
- **Vyshak A, Vaishnavi V., Kirankumar P, and Anjana M., are participated in National integration camp.**

These awards and recognitions highlight the consistent dedication, commitment, and impactful contributions of the institution. It reflects the positive influence the people of the institution have had in

their community and society at large.

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: 183

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
63	45	26	27	22

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: 32

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:

Our institute boasts an extensive array of academic support and physical facilities essential for a conducive learning environment. Across the main block, science block, Arabic Kannada block, Centre of Excellence building, and mathematics block, we house a total of 65 classrooms with ample furniture . We offer two seminar halls and a well-equipped auditorium. For indoor and outdoor gatherings, we have an auditorium and an open auditorium. The English Department and Arabic departments have computer lab for enhancing language skills, specialiazed facilities like GIS lab, Geology museum, Zoology museum, herbarium, and UG and PG labs for physics, chemistry, and geology departments.

Summary of the department-wise labs and facilities:

Facilities	Details/Instruments
Botany Department	
Botany Lab	1. UV spectrophotometer 2. Dissection microscopes 3. Compound microscopes 4. Stereo microscopes 5. Gel electrophoresis unit 6. Transilluminator 7. Cooling centrifuge 8. pH meter
Tissue culture lab	1. Autoclave 2. Laminar air flow chamber

	3. Centrifuge 4. Hot plate 5. Hot air oven
Biochemistry lab	1. Water bath 2. Electronic balance 3. Double distillation unit
Medicinal Garden	• 150 plants
Bamboosetum	• 50 species
Fern house	• 30 species
Biodiversity park	• more than 300 species
Herbarium	• 2000 herbarium specimen
Museum	• 500 species
Chemistry Department	
UG&PG Chemistry lab	1. UV Visible Spectrophotometer 2. Flame Photometer 3. Polarimeter 4. Muffle Furnace 5. Microwave reactor 6. Ice flaking machine 7. Sonicator 8. Electronic Balance

	9. Water distillation Unit
	10. Conductometer
	11. Potentiometer
	12. Colorimeter
	13. pH meter
	14. Constant Temperature water bath
	15. Water bath cum shaker
	16. Air Oven
	17. Vaccum oven
	18. Vacuum Pump
	19. Heating Mantle
	20. Magnetic stirrer
	21. Electric bunsen
	22. IR lamp
	23. Centrifuge
Geology Department	
UG and PG lab	1. Resistivity meter
	2. Petrographic microscope
	3. Ore microscope
	4. Research level photographic accessory advance microscope
	5. Palaeontological microscope
	6. Student microscope
	7. Water quality probes
	8. Density meter

	9. Computer system
	10. Sieve shaker
	11. Sieve set
	12. Deep freezer
	13. Digital balance
	14. Automatic water level detector
	15. GPS receiver
	16. Shear testing apparatus
Geology Museum	• Large collection of minerals, rocks and fossils
Physics Department	
UG and PG lab	1. Digital Storage Oscilloscope
	2. Lock-in Amplifier
	3. Semiconductor Laser
	4. Fumehood
	5. Optical Workbench
	6. Mirrors and beam splitters
	7. Signal sources
	8. Gauss meter
	9. pH meter
	10. Arduino
	11. Temperature sensor
	12. Thermistors and resistance
	13. Solar cell

	14. Magnetic stirrer
	15. Electronic balance
Zoology Department	
UG and PG lab	1. PCR (Labline)
	2. Electrophoresis (AGE and PAGE)
	3. Non-cooling high speed centrifuge
	4. Micropipettes
	5. Magnetic stirrer
	6. pH meter
	7. colorimeter
	8. UV-vis spectrophotometer
	9. Binocular research microscopes
	10. Deep freezer
	11. Laminar air flow chamber
	12. BOD Incubator, Hot air oven
	13. Autoclave
	14. Water bath
	15. Transilluminator (UV)
	16. Incubator
	17. Colony counting chamber
	18. Fume hood
	19. Analytical balance
	20. Microwave oven
Kannada Department-Cultural Museum	

The institution offers students infrastructure to engage in both co-curricular and extra-curricular pursuits. These facilities,like auditorium, seminar halls, ounseling center, and sports grounds, are financially supported by Higher Education Department, UGC, and PTA.

The sports amenities in the institute includes:

1)Football Court.

2)200 Mtrs Athletic Field

3)Cricket field,

4)Cricket Mat,

5)Cricket Net
 Practice Arena

6)Basket Ball Court

7)Handball Court

8)Kho- Kho Court and Post

9)Tug of War

10)Gantry (Fitness work out station for tugof war)

11)Boxing Facility and equipments

12)Taekwondo Facility and Equipment's

13) Yoga room and Mat

14)Kabaddi
 with Mat

15) Badminton Court

16) Table Tennis Board.

17 Volleyball Court

18) Gymnasium with fitness apparatus

19) Soft ball Playing field with equipments

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: 50.95

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
0	7.06	0	19	261.97

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Central Library serves as a vital intellectual and academic center within the campus, encouraging knowledge acquisition, research, and collaborative study. Its architectural design and well-organized sections make it a central hub for academic enrichment and growth.

Architecture and Layout: The library's design is characterized by the 'Nalukettu' style, a traditional architectural pattern from Kerala and this seamlessly integrates modern amenities along with cultural and architectural heritage.

Aesthetic Elements: A beautiful garden graces the patio of the library, enhancing the overall ambiance and providing a serene environment for studying and relaxation.

Sections:

1. **General Stack:** This section houses the vast majority of the library's collection, including a wide range of books. Students and visitors can explore and borrow books from this extensive collection.

2. **Reference Sections:** A dedicated area within the library that holds reference materials such as encyclopedias, dictionaries, academic journals, and other non-circulating resources. This section is invaluable for academic consultation.

3. **Reading Room:** A quiet and conducive space for reading and equipped with comfortable seating and well-lit reading areas.

4. **Computer Room:** A designated area equipped with computers and internet access, providing students with the necessary technology for research, online databases, e-books, and academic work. This space supports digital learning.

Collection : The college library has a collection of 72630 books. It subscribes 18, Journals ,12 Newspapers of different languages and 14 Magazines. Beside this library will provide access to N-List and National digital Library to its Users.

Shelving: Library books are classified and arranged according to the 21 st edition of Dewey decimal Classification Scheme. The Library follow open access system, allow the users to access any document with the help of OPAC (online Public Access Catalogue)

Library Automation: The Library is automated with the LTS version of open source integrated Software Koha version 21.05.11.000.From 2023 on wards ,QR code and Barcode are used for the issue and return of the book.

OPAC (Online-Public Access Catalogue): OPAC is the Library search tool used to locate printed books in the library. Users can search for physical books and other reading materials through OPAC by author, title, ISBN, publisher, keyword and year of publication.

In/Out Management System: In out management system is web based application. It is used to track the patrons who visits to central library. It will scan the barcode/QR code from the ID and log the entry time and exit time of the patrons. The patron data will be fetched from the **KOHA database** along with the images and displayed on this system.

Subscription Of N-List : All teachers and PG students have N-List account. Special orientation is given

for effectively using this service

Internet And Wifi: Library has an independent internet connection .Wi-Fi facility is provided for teachers and researchers.

Library Orientation Programme: For supporting their information and research needs, Library offers for our users to learn more about library and its resources. User education/Library Orientation is offered at library hall in the beginning of each academic year. User Education instruction take place in the library.

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:

Government College Kasaragod is committed to providing students and faculty with state-of-the-art IT facilities and high-speed internet access to support academic and research needs. Over the years, the institution has made significant strides in upgrading its IT infrastructure and enhancing internet connectivity.

IT Facilities Upgrades:

1. Computer Labs: Government College Kasaragod has continually upgraded its computer labs to ensure that students have access to modern computing resources. The most recent major upgrade took place in August 2021.

2. Software and Operating Systems: The institution regularly updates software and operating systems to keep pace with the latest advancements in educational technology. The most recent comprehensive software update was conducted in January 2021, which included the installation of the latest versions of academic software tools, security software, and operating systems across all computer systems.

3. Wi-Fi Infrastructure: In line with the increasing demand for wireless connectivity, Government

College Kasaragod has made substantial investments in Wi-Fi infrastructure. The most recent update occurred in February 2022 when the institution upgraded its Wi-Fi access points across the campus. The installation of advanced access points with expanded coverage and improved signal strength, ensuring a seamless and reliable wireless experience for students, faculty, and staff.

Internet Bandwidth:

The institution recognizes that fast and reliable internet access is essential for academic research, online learning, and administrative tasks. To meet these needs, Government College Kasaragod has consistently upgraded its internet bandwidth to provide the best possible connectivity to its users.

1. Initial Bandwidth: In 2016, the college initiated its internet bandwidth upgrade by moving from a 50 Mbps connection to a 100 Mbps leased line connection. This initial upgrade significantly improved internet speed and reliability.

2. Subsequent Upgrades: Since then, the institution has regularly reviewed and upgraded its internet bandwidth to keep pace with the growing demands of an increasingly connected campus. Subsequent upgrades occurred in January 2018 (250 Mbps), June 2019 (500 Mbps), and August 2021 (1 Gbps).

Current Internet Bandwidth: As of September 2022, Government College Kasaragod boasts a high-speed 1 Gbps internet connection, which provides ample bandwidth for research activities, online classes, video conferencing, and administrative tasks. This robust connectivity ensures that students and faculty can access online resources and collaborate effectively without bandwidth constraints.

In conclusion, Government College Kasaragod is dedicated to maintaining an up-to-date IT infrastructure and providing ample internet bandwidth to support the evolving needs of its academic community. The institution's commitment to technology enhancements and high-speed internet access ensures that students and faculty can make the most of digital resources and educational opportunities.

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: 13.95

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

Response: 140

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: 19.97

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
8.9	33.86	41.39	8.00	20.72

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 95.62

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
1910	1605	1772	1660	1759

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

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 58.42

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
1148	675	665	1068	1763

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 37

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
207	211	207	131	169

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
500	500	500	500	500

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: 17.27

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
132	36	49	38	17

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: 11

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
3	2	0	3	3

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

5.3.2

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

Response: 18.4

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
30	24	8	17	13

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

5.4 Alumni Engagement

5.4.1

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

Response:

Alumni Associations play a pivotal role in nurturing the institutional brand, facilitating job placements and in contributing donations to their alma mater. Government College, Kasaragod boasts a wealth of distinguished alumni.

The alumni network of Government College, Kasaragod, is strengthened by registered associations representing various departments. These associations provide valuable support to the institution, channeling donations and endowments to establish scholarships for academically gifted students. They actively involve in the institutional improvement;actively guide current students in career choices; enhance the institution's prestige.

The College Alumni Association is a registered unit from 8-12-2021. The Department of Mathematics registered its alumni association on 04-07-2019. It attempts to recognize the contribution of their past students in the professional world.

The Department of Botany has a registered Alumni Association dated 25-09-2019.

The Department of Geology has a registered Alumni. It was registered on 09-03-2022. An alumni meeting was conducted in the year 2022. A family meeting of the alumni had already been conducted as early as 2020 by them. The Department of Malayalam registered its Alumni Association on 30-07-2022. The Department of Economics registered its Alumni on 19-09-2022.Economics alumni conducted an alumni meeting on 12-03-2022. They held their executive meeting online on 28-04-2022. It has decided to raise funds from the members to provide endowment scholarships to students.

Student Support and Extended Mentoring Programmes

Retired ONGC Basin Manager Sri Muralidharan , an alumnus of the Dept. of Geology donated Books to the Department . The Madhava Panikkar Endowment was instituted by these Alumni and the endowment was distributed to the rank holders. The Malayalam department Alumni conducted an orientation programme and instituted an endowment on 11-08-2022 for three students. One for the top scorer in 3 rd BA Malayalam, another for a differently abled student and

Self Study Report of GOVERNMENT COLLEGE KASARAGOD

one for an economically weak student. **The Alumni Association of the Department of Commerce conducted a programme called Merit Day and distributed endowment for the topper who passed out in the academic year 2021- 2022. The college Alumni group collaborates with the NSS unit of the college and offer a day's meal to all the participants in the Annual NSS camp. The NCC unit, 32 K BN NCC Payyannur, Govt College, Kasaragod has an active Alumni association "Ex-NCC Cadet's Forum" contributing towards the construction of an able youth ready to serve the society. Lt. P Muhammad Hashim Endowment is constituted to provide financial assistance to studious but financially weak cadets.**

Social Extension Activity

The Alumni department of Botany distributed Watermelon juice free-of-cost to all the students and the visitors at the Kalotsav Venue from 23.3.2022 to 23.3.2022. It was a big relief during the hot summer climate, and a healthy option too.

Infrastructure Development

The Alumni Association of the Department of Geology has contributed a projector screen and its tripod stand to the Department.

In conclusion, the Alumni Association serves as an invaluable bridge connecting past, present, and future members, fostering lifelong connections, professional growth, and a shared commitment to the success of our alma mater.

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

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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:

Government College Kasaragod is guided and inspired by a glorious vision to use our physical, mental and Intellectual energies for the advancement of the individual and the society, to strive for the noble cause of education, truth and righteousness, and to instill a sense of pride and emotional belongingness in the mind of every individual. The College's mission is to achieve the overall development of the students with a focus on knowledge, skill the right social attitudes and service-mindedness required for attaining excellence in personal as well as social life. The policies and practices of the governing system of this college are induced by the above-mentioned vision and mission.

The governance practices are bound by the government orders and circulars from Kannur University. The governing system ensures a well-defined and decentralized organizational setup. Various institutional mechanisms like the College Council, the Internal Quality Assurance Cell and the College Development Council work together to materialize the set aims of the college.

The college council with the Principal as the head and the HoDs, IQAC Coordinator, Superintendent, Librarian and two elected representatives as the members, is the apex body vested with the power to decide on the functioning of the college. The College Council conducts fruitful discussions on administrative and academic matters. They espouse policy decisions in tune with government policies, execute the decisions, supervise the functioning of all the cells and committees and delegate the duty among the staff. The decisions taken by the College council are communicated to and implemented through the departments, various cells and committees.

The IQAC consist of select faculties from the college and external experts. The principal is the chairperson and a senior teacher is the coordinator. The IQAC designs the institutional annual action plan and implements it with the help of other bodies in the college.

Participation of Teachers at all levels of decision-making is effected through the College Council, the IQAC and staff meetings. Interaction with stakeholders is ensured through the regular meetings of the College Development Council, Parent Teachers Association, Alumni Association, and Students' Union. The periodic meetings of these groups provide a democratic system of administration in the college.

The multi-faceted development in the past five years was due to the interventions of the College council and the allied bodies. The institution has initiated collaboration with skill development agencies such as K-DISC, ASAP and the ICT Academy for soft-skill evaluation and certification **.**The starting of the new courses like M.Sc. Physics with Computational and Nano Science Specialization in recent years is evidence to the institution's preparation for the shift into New Education Policy, NEP. The novel

initiatives like Open Data Lab propose to set up practices and framework for releasing public data in the Linked Open Data for the State of Kerala. The project envisages multidisciplinary collaboration among faculty members in India and abroad. The numerous policy decisions and their implementation by the governing bodies have contributed to the realization of the mission of the college.

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 institution, being a government college, functions in compliance with the regulations and policies stipulated by the University of Kannur, Government of Kerala and UGC. It has two types of institutional bodies. The apex institutional bodies like the college council, IQAC and Department council are formed according to the government norms. The supporting institutional bodies like Admission Committee, Library advisory committee, Purchase Committee, etc. are formed by the council. Other committees like ICC, RTI and CDC are formed as per the guidelines of DCE/UGC/ MHRD. The teachers and administrative staff are appointed through Kerala Public Service Commission and are bound by the Service Rules of the Kerala Government.

The Governing Bodies like the College Council, IQAC and Purchase Committee formulate policies, materialize programmes and approve financial budgets for the college's overall development. Co-curricular and extra-curricular activities are designed to facilitate the holistic development of each student.

The Statutory bodies – Women Cell, the Cells for SC/ST, Internal Complaints Committee, Anti-ragging, and Grievance Redressal - are each coordinated by a Faculty member. The teaching staff and non-teaching staff including staff appointed for office works, Lab and Library duties, and sanitary/ sweeping works directly report to the Administration. The various associations – Parent-Teacher, Alumni and Staff Club - keep in close touch with the college activities. The students are represented in decision-making/governance as College Union office bearers.

The college has adopted multiple developmental policies in the last five years: The college has already prepared an institutional development plan focusing on a time-bound action plan and adopting a strategic developmental perspective; making available digital resources through INFLIBNET; procurement of new books to college library; construction of New block, Ladies' Rest Room and Canteen building;

construction of open auditorium; various awareness and co-curricular programmes organized for the wellbeing of girls students. The staff is provided with chances to join training to enhance their skills; organized national seminars and workshops; started offering new generation courses like M.Sc. Physics with Computational and Nano Sciences.

Nature Club in collaboration with Bhoomitrasena Club and Biodiversity Club organize environmental-friendly programmes with the participation and involvement of students. Career and Placement Cell organize various programmes to give the students a proper career orientation. Institutional incorporation of Government's new initiatives like Earn- While-You-Learn programme and Hunger free Campus seek to ensure student welfare explicitly.

The governing systems of the institution could efficiently plan and conduct surveys to assess the digital access to students for online teaching-learning practices during the Covid 19 pandemic. The findings of the survey had been sent to the Government, University and other stakeholders for facilitating online learning. Several measures were taken by the institution to ensure access to learning content for students in remote locations.

The construction of Canteen and Girls' Restroom under Kasaragod Development Project and Construction of Additional Building under centre of excellence scheme has added to the college's developmental attempts. The implementation of developmental policies through the effective functioning of the institutional bodies has transformed the college into a hub of higher learning.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution follows Governmental policies in providing performance appraisal, welfare measures and avenues of career development to teaching and non-teaching staff. Individual teaching staff's performance is reviewed under the performance appraisal system. Each teacher has to submit an Annual Performance Appraisal Report in the PBAS format every year. The Teaching staff can achieve placement and promotion with the recommendation of the Screening Cum Evaluation Committee and the approval of the DCE. From 2021, the government has instituted the online appraisal method for the teaching staff through the SCORE website. The assessment and the recommendation of the Principal is part of their Promotion process of the Non- Teaching Staff. The non-teaching staff can attempt promotion by attending and qualifying Department level tests.

The teaching and Non-teaching staff of the college enjoys various welfare schemes provided both by the government and by the internal agencies like the Staff Club. All employees in the college are covered under either a statutory pension scheme or contributory pension scheme; subscribe to the General Provident fund, the State Life Insurance and Group Insurance Scheme; Provision for the Medical Reimbursement Scheme, MEDISEP and the Group Personal Accident Insurance Scheme. Women employees are eligible for maternity leave of six months and male employees for paternity leave of ten days. All teachers are eligible to avail of Duty Leave to attend professional development programmes like seminars, conferences and workshops. Teaching faculties can avail of 15 days of casual leave during a calendar year. All employees are eligible for 20 days of half-pay leave. COVID-affected staff had been eligible for 7 days of special casual leave as per the order of the Govt. of Kerala. During Onam, all employees are provided with an allowance/advance. The Staff Quarters are meant to provide accommodation facilities for staff from a distance. The Library offers chances for intellectual development and mental refreshment to the staff.

The Staff club of the college seeks to promote a healthy work culture in the college by means of occasional gatherings, festival celebrations and extension of support to the needy members. The cultural events and sports activities, organized by the staff-club, offer possibilities for the overall development of the individual. They also guarantee positive group dynamics in the institution. Various events organized by the Staff Club like felicitating academic achievements, honoring services of retiring teachers and conducting tours, aim at the general welfare of members.

The cooperative store provides books, stationery and other consumables to students and staff at a rate below market price. Kudumbasree Mission runs a canteen in the college which provides Lunch, Tea and Snacks and other beverages to students and staff at a reasonable rate. The CCTV ensures the safety and security of the college community.

Avenues for career development/progression for teaching staff are granted by the institution in providing the chances to participate in the Induction/ Orientation Programmes, Refresher Courses, Workshops on MOODLE and Short-term trainings. Administrative training for teaching and non-teaching staff is provided.

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: 37.55

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
0	0	0	66	121

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: 52.03

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
41	37	75	140	65

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
38	38	38	38	38

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:

The College, being a Government institution, receives the substantial part of the financial needs from the State and Central Government - the salary component, lab, library and infrastructure purchases, and funds for the construction activities. The college may receive funds from UGC, State/ Central Government, RUSA, Plan/Non-Plan funds from DCE; CDC and PTA.

The institution has a well-defined mechanism- consisting of agencies like the College Council, Departments and other cells/ committees- to monitor the fund-raising and to ensure optimal fund utilization. College Council monitors the effective resource planning and implementation. The Purchase Committee, chaired by the Principal and coordinated by a faculty member, monitors various purchase tenders and disbursement of funds for approved projects. Purchase committee materializes plans as per the requirements of the college and ensures a transparent and well-planned financial management system to mobilize and manage funds received from Governmental/Non-Governmental agencies. Annual proposals of Plan/Non-plan funds are submitted to upgrade infrastructure, lab and library. Funds sanctioned are utilized under the supervision of the College Council, Purchase Committee and the college office. The college office also uses the **E**-Pass Machine for finacial transactons in connection with the fess processing of students.

 The cost of daily maintenance is managed with funds collected under the Parent Teacher Association Fund and College Development Council Funds. The CDC fund is accrued through contributions from students matched with an equal amount by the government. This is devoted to infrastructure development with the approval of the CDC headed by the District Collector. The various projects like Study tours, FDPs, Seminars and Workshops, Women Cell programmes, etc. are organized with Government's

financial assistance.

The PTA executive committee accords administrative sanction for the utilization of PTA funds. The financial allocations are discussed during periodic meetings and are presented, after annual auditing, at the General Body meetings.

Financial Audit: The institution sticks on to Effective Resource Planning policies and follows the Government rules in managing the funds and resources. All financial transactions are scrutinized and audited by government agencies through external audits, internal audits and CA audits.

Internal audit is conducted yearly and the same is verified by the Principal. The expenditure report with income and expenditure details is submitted by the convenersof the bodies li ke PTA, and Staff Club and these are in turn verified by the Principal. The physical verification by Stock Verification committees also forms part of the internal audit.

The external audit is conducted by the Office of Accountant General, Government of Kerala, periodically. Audit teams from DCE/ AG verifies all financial/ non-financial documents pointing out discrepancy, if any. Through clarifications, production of sufficient documents or amending any clerical errors, the final accounts are settled incorporating suggestions and directions in further utilization of funds. The Annual Accounts are audited according to the Government guidelines. A systematic examination cum evaluation of accounts, documents, books and vouchers, is included in the verification process. All these processes and mechanisms are directed towards ensuring financial compliance of the institution in all its financial transactions.

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:

Assurance Initiatives of IQAC, Government College Kasaragod:

Through its catalytic involvement, IQAC has successfully developed a system for quality assurance as evident in some of these key initiatives:

- Conducting regular self-assessments and external assessments.

- Implementing continuous improvement plans.

- Promoting research and innovation.

- Providing quality training.

To ensure these and foster a culture of quality in the college, the IQAC has initiated the following practices:

- The curriculum has been upgraded in line with the National Education Policy (NEP), Outcome-Based Education (OBE), and Intellectual Property Rights (IPR).

- An academic calendar has been prepared to facilitate the smooth implementation of the teaching plan.

- introduced Certificate courses to bridge the gap between industry and academia.

- Adoption of a blended learning mode combining technology-assisted teaching with traditional methods. Learning Management System is gradually being migrated from the Google Workspace for Education to a MOODLE-based e-learning platform named eClass.

- Learning outcomes are quantitatively assessed through outcome mapping, periodically reviews through internal and external academic audits and feedback from stakeholders.

- Organises Curriculum enrichment workshops to train faculty on OBE and revised curricula.

- IQAC's scrutiny is a mandatory pre-requisite for Career Advancement Scheme (CAS) of teachers.

- Professional development programs are organised on placement and promotion, mentoring, online teaching, ICT-enabled teaching, soft skills, teaching tools, MIS, Research Methodology, NEP, OBE, IPR, and NAAC accreditation.

These initiatives are aimed at to provide the best possible education and to enable students to face future challenges.

Review Mechanism:

The Institutional Quality Assurance Cell (IQAC) monitors the quality initiatives of the college:

- It organizes an annual "merit day" to assess the progress of the college in academic accomplishments including student progression and placement. Meritorious students are also recognized on this day.

- It collects and analyzes feedback from different stakeholders.

- It conducts administrative audits to review the performance of the administrative staff and the upkeep of office procedures.

- It sends administrative and support staff for external training on e-governance, office automation, and soft skills.

Incremental Improvement:

The Institutional Quality Assessment Cell (IQAC) being the nucleus of the institution, observes developments in the educational landscape and brings about adaptations within the teaching-learning and assessment process:

- Maintaining student and staff databases.

- Preparing a master plan for future development and a 30-year vision plan titled Vision-2050 document.

- Planning and documenting curricular, co-curricular and extracurricular activities.

- Encouraging collaborations for research and skill development.

- Participating in NIRF and AISHE.

- Facilitating scholarships and freeships for 95.62% of the students.

- Conduting 28 Add-on Courses and Certificate Courses.

- Awarding of 18 PhDs.

- Publication of 216 papers in listed journals.

- The signing of 2 MoUs and 30 collaborations.

- Total funding of Rs. 8, 69,38,978 through State Government funds, and Project Funds from PLEASE, ICSSR, and RUSA.

These increments are indicative of the IQAC's commitment to quality education. IQAC has initiated quality-enhancing programmes like ACCESS and STEPS in order to arouse civic consciousness and broaden human values. Green and energy audits and special projects for the optimum use of non-renewable natural resources and energy, with a concern for sustainable development, are other focus areas.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Government College Kasaragod follows a tradition of value-based education. The institution upholds the values of democracy, gender equality, human rights, an environmentally friendly educational approach, and concern for society. These values are transacted through the various curricular and extracurricular programmes of the institution.

The curriculum incorporates gender discussions to promote a heightened sense of gender awareness among all students. Two shared English courses, "Readings on Gender" and "Readings on Kerala," are integrated into the curricula with the intention of shedding light on gender-related matters. An additional course, "Women's Writing," contributes to a deeper comprehension of gender concerns. These courses collectively address the notion of gender as a social construct and work toward promoting gender justice within society. The curriculum takes into account gender disparities that have persisted throughout history and continue to exist today, encompassing subjects in both the English and second language domains, such as Malayalam. This comprehensive approach to gender studies includes perspectives on women, men, and LGBTQ individuals. It ensures that students across diverse academic disciplines are sensitized to these issues, encouraging a multicultural approach to attain gender equality

The college's gender policy guarantees equal opportunities irrespective of gender identity. To promote awareness, the college conducts gender sensitisation programmes through various forums like Women Cell, College Union and NSS. Annually, events like the Gender Sensitisation Campaign and webinars on the Dowry Prohibition Act are organised.

The college educates students about the challenges faced by the transgender community, offering dialogues with transgender activists and arranging programmes spotlighting the LGBTQIA+ community. A notable session covered the violence and bullying experienced by the LGBTQIA+ community. The curriculum in subjects like English, Malayalam, Kannada and others addresses gender issues. In the process of making students assimilate the values of gender equality and gender justice, the students are encouraged to do projects on gender aspects.

With female students constituting over 80% of the enrolment, the institution ensures they receive opportunities equal to male students. Activities supporting this aim include legal awareness sessions, social extension programmes, cultural activities, etc.The college also operates a counselling centre, Jeevani.it ensures the well being of all gender groups.

Celebration of National and International Days of Importance

- The institution also celebrates national and international days in connection with gender equality.
- International Women's Day is celebrated on 8th March every year in connection with Women Empowerment Cell, NSS and NCC.
- the Day is also obseverd in connection with the Elimination of Violence Against Women. the awareness programmes in connection with gender biases and gender based violence is materialised through writing competitions, debate session, poster designing , etc.
- Women's Day celebration also is intended to communicate the messages of gender equality and gender justice.

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: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

Government College Kasaragod, in keeping with the vision of its founding patron, has incorporated into its constitutional ethos the democratic values of cultural, regional, linguistic, and communal harmony, and aims to instil these values in its stakeholders. Admissions are conducted through a single window system with seats reserved for disadvantaged communities and sports achievers, as well as an additional seat for aspiring students from Lakshadweep islands.

Efforts for Providing an Inclusive Environment

Cultural and Regional Inclusiveness

- College celebrates festivals of cultural and regional importance like Onam, Christmas, Raksha Bandhan and Holi.
- Ethnic food fest provides an opportunity to taste and learn about different traditional cuisines.
- Ethnic Day is observed to celebrate the diverse cultures that are part of our nation.
- Field trips to Dalit colonies are arranged to introduce students to various customs and traditions.

- International Yoga Day is observed to bring people together through the practice of Yoga.
- Linguistic Diversity and Communal Harmony
- Observance of Malayala Bhasha Dhinam, International Mother Language Day and Vayana Dhinam by various Language Departments like Malayalam, Kannada, Arabic and English are held every year.
- Observance of Hindi Day with a week-long celebration involving contests for students and interactive sessions with prominent personalities
- Observance of Constitution Day emphasizing the significance of the Indian Constitution and human rights.
- Reading Week Celebration is also conducted by the NSS unit.

Socio-Economic Inclusivity

- **Hunger Free Campus** and free food coupons to needy students
- Blood Donation, Blood stem-cell detection camp and Hair Donation to Cancer patients are done by the students.
- Snehaveedu-NSS students construct a house for a needy student every year/.
- Snehapoorvam-Monthly food distribution to students.
- Self Defence classes are conducted every year.
- Medical camps are also held.
- The Scholarship Committee provides help to financially struggling students to secure government scholarships and also seeks aid from external sources.
- The inclusive environment provided by College hostels creates strong bonds transcending the boundaries of religion and region.

Sensitization of Students and Employees to Constitutional Obligations

The mission of the College is moulded out of the founding principles of our constitution and accordingly, it strives to enable its stakeholders to play a vital role in nation-building. Various initiatives taken by the college to sensitize the students and the faculty to constitutional obligations are:

- Electoral Literacy Day is celbrated and special camps are organised in association with the Election Commission to enroll students who turn 18 into the electoral roll.
- The induction programme for new students promotes responsible citizenship by fulfilling the obligations demanded by the constitution.
- Campus elections held every year give students first-hand experience of the election process.
- Elections to PTA, College Council and Staff Co-operative Society are held through democratic means.
- The teachers play a key role in the smooth conduct of elections to Panchayat, State and Central legislatures as Presiding and Polling officers. Students also partake as volunteers in these elections.
- The syllabus of many programmes consists of courses related to the Indian Constitution.
- Independence Day, Republic Day and Kargil Vijay Divas are celebrated by invoking patriotic feelings.

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

Title of the Practice: Advancing Communities through Compassion, Empowerment, and Social Services (ACCESS)

Duration (year of inception-year of discontinuation): 2017 - Present
Objectives of the Practice:

- Utilize Academic and Research knowledge for the betterment of society.
- Implementation of multidisciplinary subjects for the benefit of society.
- Empowering students by executing social skills.
- Afforestation and preserving Nature.
- Practical implementation of the curriculum by the faculty and students.
- Implementation of advanced research for the benefit of society.
- Empowerment of Tribal communities through interactive sessions.

The Context:

The relevance of quality education is quite significant in a place like Kasaragod, which is one of the least developed districts in Kerala. The importance of achieving the above goals in Kasaragod district, with a few higher education institutions, makes it difficult for the common people to access the benefits of education. In this context, as one of the leading colleges in the district, it is our duty to spread our knowledge for the benefit of our society. Implementing research studies of various disciplines for the tangible benefits for society is the most important and healthy practice of a college. The overall context of the Practice are the following:

- Classroom-based teaching is not enough for societal development.
- Education should empower students to be responsible citizens.
- The college can spread knowledge by offering quality education, conducting outreach programs, and providing scholarships.
- The college can collaborate with other organizations to promote education and development.
- The college aims to develop and empower the whole community.

The Practice:

Our departments are engaged in societal betterment through research and initiatives. For example, they enhance the natural environment through afforestation, bird and butterfly surveys, and resource management. The Physics, Zoology, and Computer Science departments created a COVID-19 Dashboard for Kerala, which was featured in national and international media. They also received a prestigious project for research and open data practices. The Geology department is instrumental in groundwater surveys, soil piping, and landslide management. Faculty members also act as experts in state and district-level bodies. The Department of Economics hosts a Social Science Research Interactive Forum, which promotes discourse and research. These initiatives reflect our commitment to using academic knowledge to improve society.

Case I: Pandemic Response and Research for the Society (Physics, Zoology, Geology, and Economics Departments. College NSS and NCC)
Case II: Community-Driven Research and Training of Economics Department
Case III: Biodiversity and Ecology Preservation (Botany and Zoology Departments)
Case IV: Sustainable Resource Utilization Consultancy (Geology Department)

Evidence of Success:

The most remarkable achievement is the 1.73 Cores Open Data Project won by the College for its COVID-19 support as well as the number of collaborations realised as a result of research and consultancy extended for the society at large. One student, M Akash P. won the prestigious National Award for being the best NSS volunteer at the national level. The college's 32-acre campus is home to a well-maintained garden, a biodiversity park, a medicinal plant garden, a bamboo forest, and a RET garden. The Botany department supports afforestation efforts and has identified rare plant species. The Zoology department maintains a butterfly park and conducts bird and butterfly surveys. The college has won the Best Green Campus award at the district level.

Problems Encountered and Resources Required:

- Increased funding and resources are needed for off-campus activities.
- Staff and students have limited campus time.
- A curricular change with more field trips and activities could improve the situation.
- Field trips can provide students with hands-on experiences.
- Activities can help students to develop important skills.
- A curricular change could have a positive impact on students' learning and engagement.

Notes:
The practice can be improved by working with local organizations and other government and non-governmental agencies. A new startup ecosystem facilitation centre could improve the work being done under this practice.

Best Practice 2

Title of the Practice: Stewardship, Tradition, Empowerment, and Promoting Culture (STEPS)
Duration (year of inception-year of discontinuation): 2017 - Present

Objectives:

Traditional knowledge and culture are important for identity, well-being, and understanding the past. Modern technology and academic knowledge can be used to preserve and promote them. The objectives of this practice, therefore, are to preserve traditional knowledge and culture, historic and cultural relics and art forms of the land, and act as a bridge from the past to the future with the help of modern technology and academic knowledge.

The Context:

Kasaragod is known as the Sapthabhasha Sangama Bhoomi, or the Land of Seven Languages, due to its diverse linguistic landscape. It is also home to a variety of social and cultural minorities who have migrated from different parts of the country. As a result, the college is dedicated to contributing to the socio-cultural fabric of Kasaragod. This includes preserving and promoting historical and cultural knowledge and value systems.

The Practice:

Case I: Preservation of Ancient Relics and Reading of Inscriptions (Kannada Department)
Case II: Development of Tulu Script (Kannada Department)
Case III: Yakshagana Research Centre (Kannada Department)
Case IV: Preservation of Indian Knowledge Systems in Local Language (Malayalam and Kannada Departments)

Evidence of Success:

- Our faculty members led several field trips to read local inscriptions and translations of ancient relics. They deciphered several inscriptions and developed a script for the Thulu Language.
- The college was awarded a Yakshagana Research Centre under the Kasaragod Development Package.
- The use of Yakshagana and Puppetry in spreading awareness among the public about the COVID-19 pandemic was well appreciated by the media and public.
- The college is well known as a facilitation centre for translation services for people who speak Kannada, Thulu, Byari, Urdu and Arabic. Our service in assisting the public with Aadhar enrolment, Electoral Roll enrolment, Passport Applications, and other government-related documents is well appreciated.

Problems Encountered and Resources Required:

Staff and students have difficulty enhancing services due to busy academic schedules and tight working hours. The college would benefit from a facilitation centre for STEPS practices. More research and field trips would also be beneficial.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The crest of Government College Kasaragod bears the inscription '*Live to Serve*' and the college activities are centred around this dictum directed to serve the community and also to be aware of our surroundings and utilize time to create a better future. The college envisions the students' integrated development, emphasising their intellectual, spiritual, moral and physical growth.

The place where Kasargod Government College stands was once known as "Kunjumaavintady'"(beneath the small tree in Malayalam) till 1957. Later education minister Joseph Mundassery came up with a new name for the place, '**Vidyanagar**'. The name Vidyanagar itself now stands to represent the place as **a centre of learning** . And the present status of this place as an excellent centre of learning is justfied mainly because of the contributions of this instituion in spreading the light of knowledge to the youth of this region and the surrounding regions.

Bolstering Intellectual Talents

With 14 graduate and 8 postgraduate programmes and a facility for research in 7 disciplines, the college is dedicated to promoting academic excellence.

- Government college Kasaragod bags a lot of ranks and achievements every year.
- The instituion has contributed eminent scholars, academicians, writers and artists to the society.
- Meritorious students from each department are given special attention through programmes like WWS and ASAP. Additional support to poor performers is given through remedial coaching.
- Expert training is given to talented students in arts sharpening their skills for the university fine arts festivals.
- Heritage Centre and Museum: Departments of Kannada, History, Geology and Zoology departments have museums to showcase their heritage and study materials.
- Star Gazing Camps: With the help of a Dobsonian telescope, the Physics Department offers space enthusiasts an opportunity for star gazing and night sky watching. The camp is open to both the students and the public.
- The College has a fully automated library with more than 72,630 textbooks, 2070 reference books in print and 18 online journals, magazines and newspapers.
- Webinars, Workshops and Conferences offer students opportunities to express their ideas and to converse with eminent personalities.

- Collaborations with other educational institutions pave the way for deeper learning with faculty exchange programmes and collaborative research.

Developing Spiritual Integrity and Emotional Maturity

Guided and inspired by a glorious vision to use physical, mental and intellectual energies to the advancement of the individual and the society, College caters to the spiritual and emotional well-being of the students through an inclusive education that embraces differences, fosters religious tolerance and inculcates compassion for fellow beings.

- Yoga and Meditation: Taking heed of the benefits Yoga offers to both the mind and the body,
- Yoga classes are organised by the Physical Education Department to help students focus more on their studies. Under the aegis of NSS, meditation training is also offered to students. Online Yoga classes conducted during the pandemic benefited them a great deal in alleviating stress and boosting their confidence.
- Jeevani: the counselling facility offers potential solutions to problems that cause emotional turmoil ensuring optimal mental health in students.
- Value education is imparted to students of all streams developing moral and ethical values.
- Major religious festivals like Onam, Holi, Eid and Christmas are celebrated with great pomp and pleasure, acknowledging the religious diversity that exists on the College campus.

Moulding Righteous Individuals

Students go through community engagement activities making them empathetic to the society around them which in turn helps them to become upstanding citizens.

Students Initiative in Palliative Care: The project endeavours to inculcate the spirit of compassion among students. Interested students are given the necessary training and their services are utilized by palliative services for hospitals and homes in collaboration with Akkara Foundation.

- Hunger-Free Campus: Free food coupons are provided to economically backward students. The college also provides financial assistance to needy students.
- The College organizes a Blood Donation Drive, Hair Donation Camp etc. every year with more than 150 people participating in it.
- The Alumni Association is also involved in the college's altruistic programmes. Along with the students and faculty, they also contribute when emergency medical care is required for economically weaker students.
- Disaster Relief Measures: Students were at the forefront in organising relief measures for Kerala Flood victims, cleaning homes, distributing food and visiting relief camps. The COVID-19 pandemic also brought out their humanitarian side as they made sanitisers, provided study materials and conducted online tuition classes for school children. The College was also used as a quarantine facility for the patients.
- Lab to Land: The venture aims to use research activities for the betterment of the common public and thus College has developed a sanitiser during the pandemic era.
- Regular orientation classes and various activities are organised by Bhoomithra Sena. Saplings are planted as part of Environment Day.
- Swachh Bharat: The college supports the Prime Minister's Clean India Mission through cleaning drives, organised by NCC, NSS and the Zoology department. Every year, Bekal and nearby beaches are cleaned and waste is disposed of. Bekal Fort is also being cleaned by the NSS volunteers.

- Snehaveedu: Under the scheme, new homes are built for the hapless with the money collected by NSS volunteers.

Aarogyapaadam

Emphasising the importance of the Fit India Movement, the college has organised diverse activities to promote a physically active lifestyle. The College has an extensive playground a multi-gym and an open gym.

- Classes on Yoga and Zumba are also provided by trainers proficient in the field.
- Students are offered specialised coaches for different sporting events.
- The unit of NCC with their regular activities helps build physical endurance and team spirit.

Born out of the desire of a migrant community for educational institutions, Government College Kasaragod continues to retain the vision of its founding patron radiating the light of knowledge and wisdom. Keeping in pace with the changing times, college endeavours to prepare students for a better tomorrow.

ucational institutions, Government College Kasaragod continues to retain the vision of its founding patron radiating the light of knowledge and wisdom. Keeping in pace with the changing times, college endeavours to prepare students for a better tomorrow.

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

5. CONCLUSION

Additional Information :

Government College Kasaragod stands proudly among the top-tier educational institutions in Kerala, holding the esteemed distinction of being one of the ten LEAD Government Colleges recognized and supported by the Government of Kerala. This recognition marks its place as a key institution committed to fostering excellence in education and nurturing a generation of well-rounded individuals.

Moreover, the college achieved the prestigious status of a Centre of Excellence, an acknowledgment granted by the Director of Collegiate Education, Government of Kerala, in the year 2013. This coveted recognition further substantiates the institution's dedication to providing exceptional education and establishing itself as a leading academic entity.

To enhance the educational experience and broaden students' skill sets, Government College Kasaragod has fostered partnerships with various influential organizations. Collaborations with the Kerala State Additional Skill Acquisition Programme (ASAP), ICT Academy of Kerala, Kerala Development and Innovation Strategic Council (K-DISC), the International Centre for Free and Open Source Software (ICFOSS), the Department of Continuing Education Kerala, and SN Open University for 21st Century Skill Training have been forged. These partnerships aim to supplement traditional academic approaches with modern skill development programs, ensuring that students are not only academically competent but also equipped with practical skills relevant to the evolving job landscape.

In the pursuit of academic excellence, the institution has continuously fortified the teaching-learning process. This has been achieved through the introduction of new courses that align with industry demands, facilitating expert lectures from distinguished professionals, and offering multidisciplinary courses that enrich the students' academic journey. Additionally, Government College Kasaragod has embraced blended learning options, integrating traditional teaching methods with modern, technology-driven approaches to education. These efforts collectively contribute to a dynamic and comprehensive educational ecosystem that nurtures competent, forward-thinking individuals.

With a commitment to holistic education, Government College Kasaragod envisions a future where its students are not only academically accomplished but also possess the skills, knowledge, and mindset required to excel in a rapidly evolving global landscape. The institution remains steadfast in its dedication to fostering academic brilliance and nurturing responsible citizens who will contribute meaningfully to society and beyond.

Concluding Remarks :

The college's growth is attributed to the support and vision of its governing bodies, the trust of its stakeholders, and the continuous efforts of its staff and students. The college is prepared to evolve into a centre of excellence with the adoption of the National Education Policy 2020.

Over the past seven decades, the institution has witnessed all-round growth. It has added new academic programs, broadened its vision and mission to keep pace with the changing demands of higher education, and expanded its curriculum through linkages and MoUs with external organizations and institutions. The college's academic programs are complemented by extracurricular and co-curricular initiatives. The qualified teachers,

vibrant students, enlightened leadership, and provision for the manifestation of students' talents constitute the fabric of the college.

The institution is aware of its shortcomings, but it is confident of launching its students into the new world, giving them wings to fly and overcome all obstacles. The institution will face the challenges of the present with a firm footing in its strengths, and continue to guide generations of aspirants, steadfast in its mission as a beacon of enlightenment and empowerment.

The institution's initiatives to conserve and preserve the environment, through extension activities, dependence on alternate sources of energy, protection of the buildings and green cover on campus reflect the principles of the college.

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 : 28 Answer After DVV Verification :28
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>208</td><td>1579</td><td>74</td><td>167</td><td>228</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>208</td><td>1579</td><td>74</td><td>167</td><td>228</td></tr></table>
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* Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website
2.4.1	**Percentage of full-time teachers against sanctioned posts during the last five years** 2.4.1.1. **Number of sanctioned posts year wise during the last five years** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>103</td><td>103</td><td>101</td><td>100</td><td>100</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>103</td><td>103</td><td>101</td><td>100</td><td>100</td></tr></table>

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
95	99	95	100	97

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
94	97	93	98	95

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)*

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)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	175.89532	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	175.8953	0	0	0

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
3	5	10	16	11

Answer After DVV Verification :

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

3	5	10	16	11

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
67	33	41	32	43

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
39	25	37	29	33

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
4	6	10	3	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	4	8	3	1

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
103	50	29	32	23

Answer After DVV Verification :

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

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63	45	26	27	22

3.5.1	*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*
	Answer before DVV Verification : 32 Answer After DVV Verification :32
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 : 180 Answer after DVV Verification: 140
4.4.1	*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)* 4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8.9	34.14	42.3	160.21	58.03

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8.9	33.86	41.39	8.00	20.72

Remark : Values updated considering Repair and maintenance head only

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: A. All of the above
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
1148	675	665	1068	1763

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1148	675	665	1068	1763

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: A. All of the above

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
253	254	347	252	225

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
207	211	207	131	169

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
500	500	500	500	500

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
500	500	500	500	500

	Remark : Values updated as per supporting documents and pro rata basis
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
132	36	35	38	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
132	36	49	38	17

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
39	42	16	26	18

Answer After DVV Verification :

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

Remark : Values updated excluding participation and intercollegiate / local awards ,events

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
65	39	8	24	19

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
30	24	8	17	13

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: A. All of the above

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
0	0	0	84	194

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	66	121

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

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

Answer before DVV Verification:

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
42	42	40	40	40

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
38	38	38	38	38

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: A. Any 4 or more of the above
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: A. 4 or All of the above
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: A. All of the above

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 : 196 Answer after DVV Verification : 195
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
99	100	99	100	100

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
100	99	99	100	100