



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SREE NARAYANA COLLEGE

SREE NARAYANA COLLEGE, KARAMCODE PO CHATHANNUR KERALA

691579

691579

snccthannur.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

It was a long cherished desire of the citizens of the locale when Sree Narayana College, Chathannur was founded in the name of the great philosopher, saint, seer and social reformer, Sree Narayana Guru. Bearing in letter and spirit the lofty ideals of the Guru, this institution of higher learning established on 31 August 1981 under the Sree Narayana Trusts, Kollam, has been imparting knowledge to the entire society, with the vision of "Liberation through Education". It was the pioneering efforts of the founder manager late R.Sankar that realised the dream of establishing a group of institutions named after Sree Narayana Guru. This great temple of education endeavors to mould a humane, intellectually accomplished, morally awakened and socially committed fraternity of young men and women through education.

Sree Narayana College, Chathannur situates at Karamcode, near to the KSRTC bus Station Chathannur in Kollam district, Kerala. The College is managed by the Sree Narayana Trusts, Kollam, one of the leading educational agencies in the state. It is affiliated to the University of Kerala, and has 12 B recognition from the UGC.

The first Principal of the college was the noted academician Prof. K. Udayakumar. Ever since its inception in 1981, Sree Narayana College, Chathannur catered to the educational and intellectual needs of young men and women from the rural areas of south Kollam.

The college offers degree courses in Mathematics, Commerce, Chemistry & Industrial Chemistry and History. At the Post-Graduate level, the college offers M.Sc Mathematics and M.Com (Finance stream). Various clubs and study centers function to encourage and nurture the aesthetic and literary talents of the students.

Conscious of its inceptual obligation, it takes education to the doorsteps of the poor and marginalized sections of the society and endeavours to mould a humane, intellectually progressive, morally awakened and socially committed group of young men and women.

Vision

VISION

Bearing in letter and spirit the lofty ideals of Sree Narayana Guru, the College has been imparting knowledge to the entire society with the vision of "Liberation through Education". This great temple of education endeavors to mould a humane, intellectually accomplished, morally awakened and socially committed fraternity of young men and women through education. Conscious of its inceptual obligation, it takes education to the doorsteps of the poor and marginalized sections of the society and endeavours to mould a humane, intellectually progressive, morally awakened and socially committed group of young men and women.

Mission

- To mould intellectually well trained young men and women by providing conducive academic

environment.

- To keep in tune with the vision of the institution- "liberation through education" and constantly strive to achieve this objective.
- To deliver quality education aiming at personality development.
- To support the economically weaker students in all possible way.
- To maintain community, connect and undertake community related studies and extension programmes.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Sree Narayana College, Chathannur was established on 31st August 1981 under the Sree Narayana Trusts, Kollam, has been imparting knowledge to the entire society, with the vision of "Liberation through Education".
2. The college is located in a hillock that spans an area of 28 acres that provides a serene, and calm learning atmosphere for the students quite far away from the hustle and bustle of the township.
3. Our college has positioned its students in various spheres of life notably as IAS, Teachers, Govt. employs, World record winner, Politicians, Assistant professors, Artists, Doctors, and entrepreneurs etc.
4. The college offers 4 UG and 3 PG courses. In addition to, several certificate courses are offered by various departments.
5. The college is run by Sree Narayana Trust, one of the oldest educational agencies in Kerala, which has created a revolutionary change in the social history of Kerala state by setting up educational institutions mainly for the upliftment of the backward sections. Being managed by SN Trust is considered as one of the institutional strengths as it has a professional expertise in managing higher educational institutions over the past 68 years. Presently there are 59 educational institutions including 17 aided colleges functioning under SN Trusts.
6. The college has well qualified, sincere, and committed teaching faculties. There are 17 PhD holders and 3 research guides among the teaching faculties.
7. Faculty members of our college have active representation in all academic bodies of the university, Member of UG and PG Board of Studies, Academic Council, Senate, etc.
8. 17 Ph.D holders including 3 research guides among the faculty promote a good research culture in the

institution

9. The NSS volunteers and NCC cadets of the college have brought laurels to the college many times.
10. Extracurricular and extension activities are motivated and encouraged among the students .
11. Adequate infrastructural facilities including smart classrooms, automated library- comprises 21412 books, journals etc., INFLIBNET and N-LIST facilities, seminar halls, computer labs, ladies' hostel, playground, gymnasium, auditorium, etc.
12. College have MOUs with reputed agencies.

Institutional Weakness

1. Lack of Autonomy for academic flexibility, as a result of which the college is unable to offer new courses and award degrees in a timely manner.
2. Delay in the appointment and approval of permanent faculty and administrative staff due to the embargo created by government norms, as a result of which the progress of new courses and programmes gets stalled.
3. The economic fallout due to natural disasters that have hit the state in recent years, subsequent to which the financial support from well-wishers is significantly curbed
4. Inadequate public transport facilities since the college is situated in a rural area- that is away far the normal public transport routes of the region.
5. The scope for funding from parents is less since majority of the students are from economically weaker sections and so the institution has to depend on the Government for financial assistance.
6. There is also an urgent need for inculcating scientific temperament among students so as to promote research aptitude

Institutional Opportunity

- Possibility to start and develop new generation courses and upgrade UG Departments to PG.
- Scope for generating revenue for the college through sharing of infrastructural resources with other organisations for purposes such as conducting of PSC and other competitive examinations, conducting sports meet in college ground etc
- Scope for collaboration with other Institutions of eminence and industries for interdisciplinary training/research activities.
- Scope to utilize the academic, intellectual, social and financial resources of alumni for the educational benefit of students, to augment infrastructural facilities, to generate institutional endowment funds as well as to strengthen the social in lieu of the institution.
- The institution caters to the educational needs of the backward community.
- Giving emphasis to innovations and entrepreneurship
- Some startups can be launched with more visible market product
- PG departments can be upgraded to research centres.
- The institution can enhance and promote research culture, thereby focusing more on developing

research centres and interdisciplinary activities

- Opportunity for enhanced industry linkages in the form of research collaborations and curriculum updating thereby providing better opportunity to students
- High profile and notable alumni can be utilised for the overall growth and development of the institution.
- Student participation in outreach activities
- Scope for starting consultancy for revenue generation

Institutional Challenge

- Since the appointments are done as per the government procedures, there is a delay in appointment of permanent technical, teaching and non teaching staffs.
- Due to the low socio- economic backgrounds of the students we lack the funds necessary to run the organization
- Although the college has skilled academicians with research potentials, obtaining enough grants seems an obstacle in undertaking major and minor project initiatives .
- Since the college is located in a rural area, first generation graduates make up the majority of students. Illiteracy, poverty, inadequate earnings and poor living conditions of parents force them to withdraw and also put them in various low paid jobs to contribute to the family income. Moreover lack of awareness of a career oriented industrial course among the rural applicants resulted in a visible decrease in the number of applicants.
- Online teaching faces problems due to the connectivity issues, lack of laptops, mobile phones, internet facility, and family environment of students living in rural areas.
- Since the college is located in a rural area , the access to the institute through public transport is limited.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Sree Narayana College Chathannur is an affiliated college under the university of Kerala. A significant portion of the curriculum planning is done at the university with the college's responsibility being to enhance and complement the plan and to efficiently implement it. IQAC in tandem with CLMC monitor the academic activities on regular basis to ensure the execution of timetable and other relevant academic affairs. CLMC organize internal faculty discussions every semester to discuss improvements in curriculum transactions. The college encourages its faculty members to participate in orientation/ refresher courses, workshop, seminar organized by Govt and other agencies, so as to update their knowledge and to improve the teaching process. A variety of methods have been tried including (i) regular lecturing (ii) ICT enabled teaching (iii) Peer teaching (iv) Cross teaching etc. The college offers Certificate courses, so as to improve subject knowledge, practical skills and job competency in students. Remedial classes are effectively conducted for the slow learners. These students are given special coaching, revision and test papers to improve their performance. Their semester results were well monitored and department ensures unwavering support to these students Annual reports are collected from each department for analysis and further developments. The college level monitoring committee hold meetings following each result announcement and takes appropriate action to increase students' pass rates. Integrating the activities and programmes relevant to gender, human values, environment sustainability and

human values and provides at most interest in developing such values in students. IQAC collects feedbacks from its stakeholders to keep track of the progress in curricular and other aspects of this college. The feedback from the stakeholders are analysed using different parameters and the performance of the students and faculties are well assessed and then proper suggestions are consolidated to communicate to the Principal and the College Council to ensure the proper execution of the suggestions. Thus through a number of processes like monitoring, analysing planning and executing the Internal Quality Assurance Cell and College Level Monitoring Committee plays significant role in student progress through quality education.

Teaching-learning and Evaluation

The admission process of the Institution is based on the centralized allotment process of University of Kerala. The average enrolment percentage against sanctioned seats for the last five years is 95%. College adopts the reservation policy prescribed by the Government and University authorities and has filled 82% of seats earmarked for reservation categories during the last five years. The management takes extra care in fast filling of the vacant teaching positions to maintain a decent student-teacher ratio of 18.76. The institution owns professionally qualified, experienced teachers who constantly update themselves with the new and advanced educational practices. The faculty extensively use Moodle, Google Classroom, Google Studio, YouTube, etc to deliver the course content and for the evaluation purpose. Classrooms are equipped with ICT facilities. All the faculty members make use of ICT facilities and facilitate e-resources to ensure effective teaching-learning process. Effective Tutorials and Mentoring address the academic and personal needs of the students. Special programmes like Walk With a Scholar (WWS), Scholar Support Programme (SSP), Bridge Courses, and Remedial Coaching are well functioning. The average percentage of full-time teachers against sanctioned posts is 97%. 83% of full-time teachers having Ph.D. degree or NET qualification. The College is keen in following a transparent internal assessment process and a three tier grievance redressal mechanism with two levels at the college and the final level at the university. Internal and external evaluation processes are done in a systematic manner and student's grievances are promptly addressed. The programme and course outcomes are communicated to the students and other stakeholders through college website, and the attainment of the learning outcomes are assessed through results, progression to higher education, placements and student participations in academic activities. Result Analysis is done every year both at department level and college level by IQAC and CLMC. Average pass percentage calculated during the assessment period stands at 70%. The college has secured university rank during the assessment period, which clearly vindicates the college level academic excellence. A good number of students proceed to higher studies and placements.

Research, Innovations and Extension

Sincere efforts are made in promoting research and extension activities among students. The Research Committee of the college assists the faculties to submit research proposals to accomplish research projects funded by UGC and other Government & Non-Government agencies. Each year, the departments took the initiative in organizing and conducting seminars, webinars as well as workshops for assisting both UG & PG students to complete their projects. Some of the faculties of the college are recognized as research supervisors of the University of Kerala in various discipline and has also produced Ph.Ds under the guideship. Teachers of the institution deliver lectures as resource persons, participate as Delegates, and present papers at international, State, and regional level conferences. Most teachers have published their research papers in the UGC Care listed National and International Journal with good impact factors and also published the articles in peer reviewed journals. The college has more than 200 collaborative activities under internship. The college has 4 functional MOUs with external agencies. The students of the college regularly perform many social activities

through various clubs. Students under various clubs organized several activities such as awareness campaigns on different issues including cleanliness drive, rallies and campaigns, self-defence training and community interactions. They also conducted numerous activities like workshops, orphanage visits, distributions of food, plantations, eye check-up and blood donation camp, AIDS day etc. benefiting the community. Students at the college participated in University, State and National level sports meets, NSS and NCC camps. These activities encourage and sensitize students to become more responsible, dutiful, service oriented and make them more aware about current environmental and social issues of the society. The college had also taken steps to sensitize the students on the importance of protection of nature and energy conservation. The college has conducted 301 extension/outreach activities during the assessment period and received 19 awards/recognitions for its extension activities.

Infrastructure and Learning Resources

The infrastructure and learning resources of the College are equipped to meet the requirements necessary for holistic development of the students. The layout of the college gives direction to the spatial/infrastructural planning and development in sync with the academic growth. The infrastructure and learning resources of the College are equipped to meet the requirements necessary for holistic development of the students. The institution enjoys technology-enabled learning spaces and includes classrooms, laboratories, computer labs, science labs, seminar hall, conference hall, auditoriums, play grounds, canteen, women's hostel, library and a host of other facilities. The sports facilities include a spacious multipurpose sports ground, a volleyball court with infrastructural facilities and equipment for volleyball, athletics, football, cricket, shuttle badminton, power lifting, bodybuilding etc. and a gymnasium. Facilities for indoor games and yoga are also available. The Shooting range of NCC is an added feature of the college. The college offers a well-furnished Guest Room, ICT enabled classroom, ramps, water purifier system, toilets etc. Student support facilities include exclusive rooms for counselling centre, NSS, NCC, Medical Assistance as well as Ladies Waiting Room. Hostel facilities for women is also provided. The college offers browsing facility to staff and students through 1000 Mbps internet connectivity and WIFI access points throughout the main buildings of the campus. There is also a fully computerized library automated using EMBACE version and library holds more than 20000 books, journals, newspapers, e-books and e-journals through N-LIST consortium. A well-stocked, spacious library with browsing facilities and numerous other services are available to students and faculty. Enough computers and several licensed software are available in various labs of the College for students' use. Student-Computer ratio for the latest academic year is 7.74 Bandwidth of internet connection is 1000 MBPS. The college also has a canteen block with necessary facilities with peculiar features for the students. The campus is self-reliant in power supply with solar power plant wheeled to the KSEB grid and a generator. Separate Parking space is arranged for staffs and students.

Student Support and Progression

In student support and progression activities, the institution has to its credit numerous initiatives to support the needy by offering various scholarships like Suvarna Jubilee Scholarship, Central Sector Scholarship, Post matric Scholarship and so on. More than **75%** of the college students get this assistance enabling them to complete the course with little effort.

- Apart from the variety of capacity enhancement and skill development programs such as SSP, WWS,

Remedial classes for slow learners and ASAP, the institution offers certificate course in Yoga, Data Analysis, Introduction to R Programming, Spoken English and UGC-NSQF Skill courses to enhance multiple skills in students.

- More than **60%** of our students actively involved in these kinds of programs during the last 5 years.
- Our college also provided special training to students and prepare them for various competitive exams like NET, GATE and Civil service. The institution also promote the students to attend many orientation and career counseling classes. The institution has a well-functioning Grievance Redressal Cell, Anti-ragging cell and Internal Complaint Committee also ensuring student representation for timely redressing the grievance of the students with effective mechanisms. It has also organized seminar/webinar on the topic related to the awareness of ragging among the students.
- During the last five years, **61.64 %** of outgoing students from this college secured placements in various firms and admissions for higher studies. Around **20%** of them qualified in exams like NET, SET, IELTS, KTET, CTET etc.
- Our institution provides maximum opportunities for the students to participate in cultural and sports events at University, State and National level. Students bagged prizes in **6 National, 14 University & 2 State** events during the assessment period.
- The institution conducts several sports and cultural activities. The college conducts student elections every year and different colourful events are organized under the leadership of the elected student union. **31%** of the students from this institution participated in different intra/inter-collegiate sports tournaments and cultural competitions and bagged prizes.
- The institution has an active alumni group named "**Chathannur Sree Narayana College Poorva Vidyarthi Sangadana**" which organizes annual meeting on second Saturday on the month of January. Alumni of the college support the institution with financial, intellectual, social and academic contributions.

Governance, Leadership and Management

Sree Narayana College, Chathannur is affiliated to the University of Kerala and is managed by Sree Narayana Trust Kollam. Bearing in letter and spirit the lofty ideals of the Guru, this institution of higher learning established on 31 August 1981 under the Sree Narayana Trusts, Kollam, has been imparting knowledge to the entire society, with the vision of "Liberation through Education". The legacy of the institution flourished along the years with the increase in demand for higher education facilities for children in the rural suburbs of Chathannur. The college follows a decentralized approach in the planning and execution of activities, with a structured organogram defining its functioning. The Managing Governing Body and Principal supervise all activities of the college, IQAC, and Staff Council ensures equitable implementation of quality improvement measures. The PTA also has a very strong involvement in the overall functioning of the college. The feedback mechanism ensures a transparent depiction of the activities implemented annually. The institution has a clear perspective for curriculum development, teaching and assessment, research, mentoring, fund mobilization and the Best Practices of the college. Feedback from students, teachers and alumni are taken into consideration for implementing all the plans. E-governance has been implemented in Administration, Finance, Admission, Attendance and Examination etc. Welfare measures for staff include medical insurance, Medical Leave, Maternity and Paternity leave, GIS, SLI, NPS, PF etc. Under the leadership of IQAC, there is an effective performance-based appraisal mechanism based on career advancement scheme, feedback from students and academic audit which motivates the staff for self-improvement, green audit, financial audit etc. The institution periodically reviews the quality and effectiveness of its performance through Performance Appraisal System,

student's feedback, Teacher's Performance Record, teacher's diary and non-teaching evaluation report. In addition to the annual audit conducted by the government, the institution conducts internal and external audits on regular basis.

Institutional Values and Best Practices

The institutional values and best practices of the college are closely related to the national priorities. According to national missions like **Swatchata movement**, social responsibility and numerous environmental efforts, the college has codified its community participation activities, environmental and cleanliness initiatives and technology-based learning practices. The concept of green campus is initiated to promote sustainable and eco-friendly practices and inculcate the values of going green among the students & staffs. The award received from Mahatma Gandhi National Council of Rural Education [MHRD] '**THE ONE DISTRICT ONE GREEN CHAMPION AWARD**' clearly demonstrates how well the institution performed in the swatchata movement domain and Green initiatives. Green Audit and Energy audit were completed to assess the performance of the college in green initiatives and to spread the message of environmental consciousness among students and people in our adopted village. Our various initiatives like **AGROPARK** and **WE CARE** include social care, hygiene, knowledge sharing, environmental consciousness, and moral support. The initiative of **AGROPARK** was set up initially to utilise the vast amount of land that was available in the institution. Thus, the area around campus was divided and transformed into mini-projects like the **Pocket Gardens, Weedless farming, Miyawaki Forest, and Blue Serene**. Other initiatives like Elixir and a cow were also adopted later. In the post-covid scenario, the college ramped up the **AGROPARK** initiative to provide a helping hand for the people who were struggling to overcome the ravages of the pandemic. The **GURU ARUL** initiative of the college introduces students to a variety of avenues in life so that they can support themselves in an emergency and come out of the darkness in flying colors. The college installed **1.5 KW x 3 KV solar off grid power system, biogas plant, water conservation, rainwater harvesting, and proper waste collection facility**. The College prepares an action plan for gender sensitization and organizes programs on gender Inclusivity. The institution provides safety and security measures, ladies facilities, counselling, ramp facilities for disables students etc. Celebrations are organized to foster national integration, to generate awareness on the environment, health, and education.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SREE NARAYANA COLLEGE
Address	Sree Narayana College, Karamcode PO Chathannur Kerala 691579
City	Kollam
State	Kerala
Pin	691579
Website	snccthannur.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Amjith S	0474-2593312		0474-2593312	
IQAC / CIQA coordinator	Divya V	0474-8281390258	8281390258	0-	iqacsn2023@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Kerala	University of Kerala	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	01-01-1991	View Document
12B of UGC	01-01-1991	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Sree Narayana College, Karamcode PO Chathannur Kerala 691579	Rural	29.65	6000

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	BSc,Mathematics	36	Plus two science	English	40	12
UG	BSc,Industrial Chemistry	36	Plus two science	English	24	0
UG	BA,History	36	Plus two	English	40	40
UG	BCom,Commerce	36	Plus two	English	40	40
PG	MSc,Mathematics	24	B.sc Mathematics	English	12	12
PG	MSc,Industrial Chemistry	24	B.sc Chemistry	English	12	12
PG	MCom,Commerce	24	B.com	English	12	12

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				2				17			
Recruited	0	1	0	1	1	1	0	2	5	12	0	17
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				14
Recruited	4	3	0	7
Yet to Recruit				7
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	0	4	0	4
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				2
Recruited	0	0	0	0
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	1	1	0	3	6	0	12
M.Phil.	0	0	0	1	1	0	2	5	0	9
PG	0	1	0	1	1	0	5	12	0	20
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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	162	0	0	0	162
	Female	290	0	0	0	290
	Others	0	0	0	0	0
PG	Male	20	0	0	0	20
	Female	93	0	0	0	93
	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	27	29	25	21
	Female	50	59	71	78
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	123	118	105	103
	Female	265	270	263	254
	Others	0	0	0	0
General	Male	48	48	48	50
	Female	106	123	124	141
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		619	647	636	647

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The Vision of National Education Policy, to provide high quality education to develop human resources in our nation as global citizens, is well taken by our Institution. Also, it envisages a multidisciplinary and holistic approach beyond the boundaries of traditional individual disciplines to attain integration of knowledge. The Institute is affiliated to University of Kerala, offering regular programmes under Choice Based Credit Semester System. In addition, the college extending various certificate courses in interdisciplinary aspects. The faculty members discussed the need for a change in the present fixed curriculum enabling multiple entries without losing the quality and minimum parameters of different</p>
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courses. The matter had already been discussed in the various forum of BOS and the academic council of the university. Workshops, conference, seminar series, holding discussions and debates during club activities, peer teaching sessions in class rooms, attending field exploration trips and presenting papers on their field work in seminars inside and outside the college. Skills of critical thinking, problem solving and effective communication are imparted when they engage in fruitful discussions and heated debates over different curricular, co-curricular and socially relevant topics under the auspices of different actively functioning clubs and committees of the College. College has engaged in a range of community service undertakings associated with organic farming, flood relief activities, COVID prevention activities and blood donation camps. All these come under holistic education which we cater to the students in our college. The institution has taken prompt steps and has conducted talks by eminent academicians on the implementation of NEP which gave the teachers, primary insights into the new features incorporated in it. Teachers of the institution has undertaken plenty of orientation and refresher courses conducted by Human Resource Development Centers of UGC in which they have been invariably introduced to the New National Education Policy. The college has taken the responsibility of creating an enabling ecosystem for offering multidisciplinary and interdisciplinary education to our students who in turn will make a positive impact on the promising future of our country.

2. Academic bank of credits (ABC):

Sree Narayana College, Chathannur is affiliated to the University of Kerala and hence the implementation of Academic bank of Credit will be conducive to the recommendations of NEP and the guidelines set forth by the University. The college also encourages students to pursue courses on NPTEL, and other approved portals. Departments enter into MoU and collaborative initiatives with Institutions and colleges offering applications of their relevant disciplines. Steps shall be initiated by the institution to create a centralized data base so as to digitally store the credits earned by the student which will get transferred even if the student desires to discontinue a course and join another one. For the

	<p>implementation of Academic bank of credits, better technical support shall be provided. The e-governance software of the institution shall be further customized to incorporate the new digital requirements regarding academic bank of credits. In pace with the NEP, our college will take steps to launch new skill-based courses and vocational courses with credits affiliated to the University of Kerala. Deliberations on developing a system for the execution and maintenance of academic bank of credits has already been initiated in the institution</p>
<p>3. Skill development:</p>	<p>The National Education Policy 2020 focuses on skill development as a tool for restructuring the education system in order to improve the employability of the future generations. The vocational educational program and soft skill development of students has been promoted by the institution through various promising aids like Institution Innovation Council (IIC) and Entrepreneurship Club etc. The College has an active ED Club to promote entrepreneurships among students. Undoubtedly, the activities propounded by the IIC and ED Club helps in polishing, promoting and fine tuning the skills of students to cope up with the needs of emerging social and industrial opportunities. To develop work place related skills and attitude and to adjust with the changing and demanding environment, the students are opened to the realm of Internship initiatives. Majority of the students got enrolled for the internship program via Internshala for a fairly long period. The institution aims at facilitating academic learning by developing industry-based skill development courses. To ensure skill development and increased scope for employability of civilians irrespective of their age, the institution offers UGC approved skill development programs under National Skill Qualification Framework (NSQF) in Commerce and Chemistry namely, Certified Course in Certified Corporate Accounting, Diploma Course in GST and Income Tax Practitioner and Diploma Course in Molecular Docking and had successfully completed three years and are continuing the course in a well progressive manner. The institution joins hands by signing MOU with professional institutes for conducting well planned syllabus of skill course as well. The institution adopts and introduces new learning methods with ICT tools and digital tools like</p>

	<p>Massive Open Online Course (MOOC) for better teaching and skill development initiatives. The 'Earn while learn' program propounded by institution develops the skill avenues and provides enormous employment opportunities among student. The College gives fair and varied opportunities to develop the skills of the students through the programmes like SSP, ASAP and WWS. NSS and NCC units conduct skill-based training workshops to help students excel in their areas of expertise that will help initiate them as entrepreneurs into new area. In addition, the students are also undergoing projects works and internship program as part of syllabus for both UG and PG Degree courses which gives an opportunity to express skills and talents as part of presentation proceedings and viva voce examination. The institution intends to increase the number of industry-based skill development courses offered so that it may in turn help in vocational training and increased employability of the students / citizens thereby contributing towards nation building.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>From time immemorial, ancient INDIA has made all kinds of attempts to become and excel as a knowledge society. As part of the concerted efforts in achieving more dignified human lives, INDIA has always been trying to inquire into an ultimate objective of having an inquisitive society. As a result of these concerted efforts, different school of thought were developed in a variety of areas like Veda, Vedanta, Darshan, Ayurveda, Aesthetic, Astronomy, Astrology, Yoga, Vastu, Mathematics and Linguistics and many other subjects written in different ancient scripts and in different Indian languages.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Sree Narayana College, Chathannur, offers 4 undergraduate, 3 post-graduate programmes following the scheme and syllabus prescribed by the University of Kerala to which the college is affiliated. The affiliating University has developed a good strategy to transform its curriculum towards OBE and the institution is adopting it in totality. The institution has developed some good practices towards achieving the outcome by having well defined Educational Objectives. The IQAC and CLMC organize a college-level orientation programme for first year students at the beginning of each academic year, in which a general awareness is rendered about the expected</p>

	<p>outcomes of each programme. Department level induction programmes are also conducted for newcomers with a view to acquaint them with the expected outcomes of each course designed for specific programmes. The students, faculty and other stakeholders of the college can access the outcomes of all the programmes and courses offered by the college through college website. CO PO mapping is being implemented. Most of the teachers have undergone training in OBE and CO PO mapping by attending FDPs conducted at UGC Human Resource Development Centres to update themselves and this helps the Institution to achieve maximum possible outcomes from teachers and students.</p>
6. Distance education/online education:	<p>Distance education or online education unveils ample opportunities before the learner. Though it lacks face to face interaction with peers and instructors, it brings the comfort of learning a course at one's own pace, acquiring knowledge in a field of one's own taste and interaction with experts beyond geographical barriers. Online education plays a crucial role for past three years in our student's life due to pandemic situations. Digital platforms were immensely used for academic works like engaging classes for conducting meetings, webinars, workshops, fests and faculty enrichment programs. The various tools used by the faculty now include Google Meet, Google Classroom, Zoom, Moodle etc. using videos and presentations as teaching and learning aids. Assignments, quizzes, surveys and assessments are now effortlessly done online. The making of short videos, interactive presentations, posters and brochures for academic and non-academic purposes helped to expose the creative talents in students. Blended learning was one of the new normal envisaged in New Education Policy as well. Though Covid-19 kept people indoors, educational scenario has tremendously transformed adapting the educators as well as students to switch between online and offline teaching and learning. The UGC Skill courses offered by the institutions during lockdown period, coaching for competitive exams through the flagship project "GURUKULAM" has benefited the students a lot during lockdown period.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. To create electoral awareness and to strengthen the culture of electoral participation among young and future voters
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 fully functional ELC of Sree Narayana College, Chathannur has a faculty coordinator and two student coordinators. Active functioning of the club is ensured by conducting periodical programmes, awareness classes, games, quizzes, and discussions
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.	<ul style="list-style-type: none"> • The club conducts electoral awareness campaign among the newly admitted students and identifies those students who were not registered in the electoral roll. • A list of programmes including awareness classes by Revenue officials, class wise electoral campaigns by student -coordinators, camps to enrol students in electoral roll and linking of Aadhar and Voters' ID • Organized awareness programme to familiarize the future voters with EVM and VVPAT and to educate them about robustness of EVM and integrity of the electoral process using EVMs. • Conducted college Elections to make students aware of the process casting votes in elections. This was designed to mimic real elections to teach student votes about the whole election process.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	<p>ELC has.</p> <ul style="list-style-type: none"> • Organized electoral literacy campaigns for creating awareness in the community. • Experiential training imparted to strengthen the culture of electoral participation among youth and future voters. • Organised programmes to educate the targeted populations about voter registration, the electoral process, and related matters through Voter Helpline App.
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.	Majority students of our college have been enrolled as voters through Voter Helpline App.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
619	647	636	647	637

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: 89

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

2021-22	2020-21	2019-20	2018-19	2017-18
33	30	30	31	30

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
74.11	67.31	56.41	60.05	35.85

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:

Sree Narayana College Chathannur is an affiliated college under the University of Kerala. Hence a major part of its curricular planning is done at the university level and the college's role is to supplement and complement the university curriculum and ensure its effective implementation. However, through the faculty members involved in course restructuring and revision committees constituted by Kerala University, the college contributes to the curriculum development, even within the affiliation system. Upon demand, our institution also makes requests to the university for sanctioning new courses. For instance, in 2020 we obtained the M.Sc Chemistry course.

The college encourages its faculty members to participate in orientation/refresher courses, workshops and seminars organized by Govt and other agencies to update their knowledge and enhance teaching practices. The college adds to the University's academic calendar(<https://sncchathannur.ac.in/academic-calender/>) with **college-level events** and academic schedules. **Department-level timetables** for all classes are prepared and circulated to the students at the beginning of each academic year and all faculty members maintain a work diary throughout the year. The IQAC ensures the execution of timetables and monitors all academic affairs.

The principal conducts meetings with the various departments to develop strategies for effective implementation of the curriculum. A **detailed description of various courses, programme outcomes, syllabus, e-content prepared by faculties, and question banks consisting of previous year model papers and university question papers** are made available on the college website. Every year the assessment instruments (tests, quizzes and assignments) are modified according to the experience of the past year. **ICT-enabled teaching methods** are adopted by teachers for curriculum delivery and external experts are regularly invited to this college to provide value-added lectures. Teachers make use of e-resources like PDF notes, PPTs, images, audio and video clips. During the pandemic period, the **online platform** has been successfully adopted.

The college also conducts an **internal model examination** at the end of each semester and the CA marks uploading is done through the university examination portal. **CA mark assessment** is done by considering the marks obtained for internal examination, assignments, seminars and attendance of 75%.

The college conducts **entry-level tests** for first-year undergraduates and based on the scores, the department-level monitoring committee categorizes the students who need more academic support. These students are given **remedial classes and test papers** and the department ensures continuous support to these students. The principal addresses the new students in the induction programme, to inform them about welfare schemes, add-on courses, and the code of conduct. The college also collects **annual reports** which are analyzed using different parameters to assess the performance of the students, faculties, and the institution. A **Mentor-Mentee** system is implemented to identify the academic, social, and financial issues

of students.

The college also provides **special training** to students to equip them for attending competitive exams like **UPSC, GATE, NET, etc.** Additionally, programmes like **SSP, WWS and ASAP** (<https://snccchathannur.ac.in/our-activities/>) are conducted in accordance with the guidelines issued by the Government of Kerala.

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: 13

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: 36.13

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

2021-22	2020-21	2019-20	2018-19	2017-18
431	227	156	171	166

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:

Sree Narayana College, Chathannur has been constantly working to ensure both the academic and personal progress of students. Our college believes in integrating conventional education with activities and programmes relevant to gender, human values, environment sustainability and human values.

Gender issues & Women empowerment:

The college has been providing a **Women Empowerment course** to undergraduate students. The syllabus of this course covers relevant topics such as gender studies, famous women personalities, empowerment, feminism, and legislation of women in India. Additionally, the **Women's Grievance Cell** and **Women's Study Unit** provide counselling to students, promote gender equity among students and also deal with issues like the safety and security of female students, staff and faculties.

Environment and Sustainability:

Environmental Studies are included in the curriculum of PG and UG courses and topics covered under this domain include nature, type of environment, atmosphere, environmental issues, pollution, and its control measures. Our institution observes all environment-related days like **Environment Day** and **Ozone Day** in order to create awareness among the students regarding environmental issues. Quiz programs, poster presentations and invited talks are frequently organized on these days based on the theme and importance of the observed days. The **Bhoomithrasena Club** and the **Nature Club** of our college also organize various environmental awareness programmes for the students. Additionally, the college encourages student participation in farming activities in order to instil agricultural values among our students. The college has hitherto cultivated many crops such as tapioca, pea, maize, rice, ginger, and vegetables. In association with the project of the Government of Kerala, the Nature Club has plans to create a mini forest on the college campus as well as a verdant oasis inside the campus space where tranquillity surrounds us at every corner.

Human Values:

Topics on **value education and human rights** are included in the curriculum of the II semester B.Sc Chemistry and Industrial Chemistry course. The college also conducted various extension activities like organizing awareness programs about the pandemic situation for the locals during the pandemic period. The Chemistry department students were actively involved in the production of sanitizers and their distribution to local areas including bus stations and auto-taxi stands, and nearby public offices.

Professional Ethics:

All first-semester B.Sc Chemistry and Industrial Chemistry students are provided exposure to topics like **Professional Ethics** including cyber ethics, business ethics, and ethical issues through the Foundation Course: Methodology and Informatics_IC1121 included in their curriculum. Similarly, a paper on INFORMATICS AND CYBER LAWS_ Foundation Course II: CO 1221 is included in the syllabus of B.Com and M.Com students are offered a paper on E-Business and Cyber law CO 221 during their second semester.

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: 37.32

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

Response: 231

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

1.4 Feedback System

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 95.25

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

2021-22	2020-21	2019-20	2018-19	2017-18
154	166	167	168	168

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
180	180	168	168	168

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: 82.49

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

2021-22	2020-21	2019-20	2018-19	2017-18
81	85	82	90	86

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

2021-22	2020-21	2019-20	2018-19	2017-18
107	107	100	100	100

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:** 18.76**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:**

Sree Narayana College, Chathannur strives to integrate student centric methods such as experiential and participative learning and problem-solving methodologies that bring a profound learning experience for the divergent students in the DIGITAL ERA. This methodology enables to transform students from being passive recipients to active and helps to boost their confidence and encourages independence. Teachers make classes as interactive as possible and encourage innovative ideas, thoughts and novel interpretations.

They also enhance learning experiences where the learner plays the pivotal role and the teacher facilitates proper guidance in learning process. There has been a paradigm shift in teaching from purely chalk and talk methods to adopting a judicious mix of lecture method and modern methods of pedagogy.

Experiential Learning: The faculty members foster learning environment by engaging in rich experiential content of teaching through experimentation, demonstration, visual aids, industrial visits, organizing exhibitions etc.

The College conducts **UGC skill courses and certificate courses** both on online and offline modes to support students in their experiential learning.

Laboratory Sessions, Projects etc are experiential learning practices adopted to improve creativity and cognitive levels of the students.

Internships and Industrial Visits are conducted to engage them in experiential learning

Interactions with successful eminent personalities from academic and social fields helped the students gain first-hand experience from these personalities. Students are inspired to lead a goal-oriented life, both academically and personally.

College provides well-equipped **laboratory facilities, ICT-enabled classrooms, fully-automated library, multi-gym**, etc, which facilitate practical application of the theoretical concepts

Student projects – final year projects help the students to gain experiential learning

Field exploration trips /Educational trips allow students to mobilize their learnings while socializing with peers and strangers in a completely different way which *open their minds to different cultures and strengthen their knowledge of the world around them.*

Participatory Learning ensures students participation in various activities such as seminars, group discussions, projects, and community works.

Students are encouraged to participate in activities where they can use their specialized **technical or management skills.**

Quizzes are organized for student participation at intra or inter-department levels.

Student Paper Presentation are encouraged to present their papers in order to help them overcome stage fear and develop oratory skills.

Ability, generic and Skill Enhancement programmes like ASAP, WWS,SSP add the innovative and additional knowledge acquisition beyond classrooms

Group discussions, peer learning, debates are conducted on a regular mode under the supervision of faculty members

Career guidance programmes help students to acquire the knowledge, skills, and experience necessary to identify,update and explore job opportunities and succeed in society.

Student magazines provide a wonderful platform for the young potential ones to showcase their talent as writers and enhances their power of thinking as well.

Problem-solving methods : Departments encourage students to create inquisitiveness and acquire and develop problem-solving skills among the students.

Information and Communication Technology (ICT) tools are utilized for effective teaching-learning in the classroom both during and after Covid pandemic. Educational and interactive online platforms were utilized by faculties for providing quality education to the students.

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: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
33	30	30	31	30

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document

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

Response: 84.42

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

2021-22	2020-21	2019-20	2018-19	2017-18
29	27	26	25	23

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

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

Response:

The college is keen on following a transparent internal assessment process and grievance redressal mechanism. Department heads monitor the conduct of internal examinations and Internal invigilation is strictly observed.

- Internal examination for every semester is conducted prior to the university examination.
- Time table is prepared and approved by College Level Monitoring Committee.
- Proper seating arrangement for each class is made at the department level.
- To avoid malpractice cameras are installed in all exam halls.
- Results are published within 5 days after the last exam.
- Once the results are ready, they are displayed on the notice board.
- 5 days are given for students to raise any complaints or request for revaluation/retest.
- Re-tests are conducted for genuine defaulters.
- The evaluated answer scripts are discussed with the students and the internal mark lists are countersigned by each student.
- The internal marks are entered into the University Exam Portal. After 3-level verification, it will be forwarded to the University level.

For ensuring transparency in the examination system, the following measures are strictly observed;

- Preparation of Question papers as per the model of university examinations.
- Semester-wise class tests.
- Practical examinations for the Chemistry and Mathematics departments.
- Proper seating arrangement for each class.
- CCTV Cameras in examination halls to prevent malpractice.
- Attendance record is maintained by each department.

Grievance Redressal Mechanism (Internal assessment):

The college has a well-structured and dynamic internal examination grievance cell.

Objectives

- Monitor the internal examination process.
- To solve the students' grievances.
- To solve the teachers' grievances.
- Timely conduction of re-test.

Procedure for grievance redressal

- Students can submit an application duly stating the grievance to their tutor, who will then forward it to the HoD.
- The Department Level Monitoring Committee in consultation with the concerned faculty will examine it in detail and make a remark on the application. If it remains unsolved at this level, the matter may be brought forth to the CLMC.
- The student will be informed of steps taken.

External Assessment:

For External assessment of Under Graduate programmes, regulations relating to the First Degree Programmes, University of Kerala, 2013 are followed. Similarly, for Post Graduate programmes, the regulations relating to the Post Graduate programme under semester pattern in the affiliated colleges, University of Kerala, 2001 are followed.

Grievance Redressal Mechanism (External assessment):

To address grievances related to University examinations, a University Examination Grievance Cell functions in the college which consists of the Principal (Chairman), the University examination coordinator

(Convener) and one faculty.

OBJECTIVES

- To create a platform where students, faculties and staff can raise grievances regarding the university examinations in the College.
- To uphold the dignity of the conduct of University examinations.

Lodging of complaint

- The students, faculties and staff can report any grievance in writing to the Principal.
- Once a case is received, the cell will try to resolve its at the College level.
- Any grievance beyond the College's jurisdiction will be intimated to the University officially.

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:

Sree Narayana College, Chathannur, offers 4 undergraduate and 3 postgraduate programmes. For these courses, the college follows the scheme and syllabus prescribed by the affiliated University. Similarly, the Program Outcomes (PO) and Course Outcomes (CO) are also in accordance with the guidelines of the **University of Kerala**. The University of Kerala has a process in place for vetting the POs and COs. Firstly, the POs and COs are approved by the concerned Board of Studies and the Academic Council of the University of Kerala. Then they are communicated to the colleges. Our institution adopts the COs and POs as soon as they are communicated to us. Additionally, we ensure that the programme outcomes (POs), programme specific outcomes (PSOs) and course outcomes (COs) are seamlessly incorporated into the syllabi of all Choice-based Credit and Semester (CBCS) System programmes.

Through the faculty members involved in various academic bodies of the University like the Syndicate,

Senate, Academic Council and Board of Studies, the college is given a chance to contribute to the framing and evaluation of various programme outcomes. These faculty members participate in syllabus revision workshops organized by the Board of Studies of concerned subjects, where the POs and COs are planned and incorporated into the curriculum. Our faculties are also active participants in Faculty Development Programmes which helps them update their subject knowledge and familiarises them with the advances in their area of expertise. The Faculty Development Programmes such as Orientation, Refresher and short-term courses are conducted at UGC Human Resource Development Centres. The IQAC and the College Level Monitoring Committee (CLMC) of the institution also ensure that both the students and the faculty members are well-informed about the ongoing courses and their outcomes. The POs, PSOs and COs are communicated to the students and teachers through:

College website: The students, faculty and other stakeholders of the college can access the outcomes of all the programmes and courses through the college website.

College handbook: Every academic year, a college handbook that contains all the details regarding various programmes and courses offered by the college is distributed to the students.

Induction/orientation programmes: Every year the IQAC and CLMC organize a college-level orientation programme, for newly admitted students. The programme gives the students clarity regarding the CBCS structure, the pattern of examinations, and the expected outcomes of each programme. Department-level induction programmes are also conducted for freshers to acquaint them with the expected outcomes of each course.

Alumni interaction: Departments arrange alumni interactions for the students, particularly first-year students so that they can interact with the alumni members and share their experience regarding the attainment of POs and COs.

Department staff meetings are convened at the start of each semester and portions for each course are divided based on the weightage given to each topic in the course outcome/syllabus. Accordingly, suitable lesson plans are formulated by individual faculty members. Sree Narayana College, Chathannur, takes all possible efforts to plan and execute our courses and curriculum to the best positive outcome.

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

2.6.2 Attainment of POs and COs are evaluated. Explain with evidence in a maximum of 500 words

Response:

The College has adopted the Choice Based Credit System since 2009. As per the UGC guidelines to adopt Learning Outcomes Framework, the Institution has adopted an Outcome Based Education pattern to inculcate student-centric learning and enable students to be proficient enough to compete with global standards. The Institution regularly evaluates the performance of students through various methods for measuring the attainment of each of the Program Outcomes, Program Specific Outcomes and Course Outcomes. The attainment of learning outcomes is also qualitatively verified during student participation in various co-curricular activities initiated by the various clubs and committees of the college. The faculty members of science subjects assess the attainment of programme specific outcomes and course outcomes during the practical sessions, and through student projects and field works, where the students are expected to practically apply their theoretical knowledge of the subject. The students are also encouraged to participate and present papers in seminars and workshops on interdisciplinary topics, organized by the concerned Departments. The enthusiastic student participation in these activities contributes immensely to the attainment of their programme and course objectives.

The overall Methods of attainment of POs and COs are;

- **CO-PO Mapping-** Outcomes are generally aimed at enhancing student capabilities in terms of the various courses they are studying under the respective UG and PG programs.
- **Seminars/Assignments-** Assignments and seminars are one of the main assessment tools to gauge students' academic performance. Submitting assignments on time not only elevates their academic knowledge but also instils the quality of punctuality in students.
- **Internships/projects-** Students are encouraged to take up internships, projects, fieldwork, etc. This helps them to obtain the necessary skills and practical experience in their chosen discipline.
- **Continuous Internal Evaluation-:** Students are assessed and evaluated throughout the year at the institutional level through unit tests, surprise tests, and terminal examinations. The performance of the student is analysed for assessing the attainment level of programme outcomes and programme specific outcomes.
- **University Result analysis-** The University conducts examinations and our institution makes it a point to analyse the results when they are announced.

- **College Toppers-** Results were analysed every year, toppers were identified, and they were rewarded.
- **Higher studies-** Another parameter to measure attainment of POs, PSOs and COs is through the progression of students towards higher studies in educational institutions in India and Foreign Universities.
- **Placement details-** One of the most important Programme Outcomes is the employability of students upon successful completion of their programme. The college has a vibrant Placement Cell, which caters to the demands of companies from different sectors.
- **Evaluation of certificate courses-** Certificate courses were offered by the various departments in addition to the curricula of the university.
- **Feedback analysis-** Another important method of measuring attainment is feedback analysis. The Institution collects feedback from students, Alumni, and teachers with the objectives of identifying the attainment level of students in terms of the programme, subject, course and syllabus outcomes and understanding the impact of the teaching-learning process.

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: 73.33

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

2021-22	2020-21	2019-20	2018-19	2017-18
133	169	170	176	155

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

2021-22	2020-21	2019-20	2018-19	2017-18
229	234	207	222	203

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
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:** 3.5

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: 1.16

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)

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	1.16

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:

S.N. College, Chathannur was established in the year 1981 with the vision to realize Sree Narayana Guru's thought "Become liberated through education, be enlightened". Since then, we have made it our mission to impart quality education to students as well as to equip them according to the latest requirements. To accomplish this we have incorporated into our curriculum innovative activities that help mould our students into intellectually accomplished adults. Innovation in the field of educational service is a contemporary requirement and the institution has responded its best to this transformation. The college promotes innovative practices despite financial and infrastructural constraints. These activities have been efficiently conducted under the aegis of clubs and cells like the **ED Cell, Investment awareness club, Nature Club, Bhoomitra Sena, Ethics Committee and NSS**. In addition to these clubs, different departments in the college have also taken the initiative to organise innovative programs for the students. The following is a list of activities we will later give more information on;

- 1. Entrepreneurship Development Cell** - The ED cell conducts various seminars, workshops and skill development classes among students to provide insight into becoming successful entrepreneurs

and possible avenues for self-employment.

1. **Investment Awareness Club** - Formed with the objective of making students aware of the need to start financial planning at a very young age itself.

1. **Nature Club and the Bhoomitra Sena - AGROPARK** an initiative under these clubs. Under this initiative, unused land was utilised to cultivate and eventually harvest various crops like wheat, banana, paddy, peas, sugarcane, sweet corn, vegetables, etc. The objective of the programme is **to promote a farming tradition** among the students which in turn has enriched the greenery of the campus.

1. **Ethics Committee** - Organized many activities including Gurukulam & Guruvandanam. **Gurukulam** was formed with the objective of ensuring physical and mental development and career opportunities in children. An online programme was organised in 2021 as well. Under the initiative, students interested in Music, PSC, Violin, Dance, Communicative English, Korean, and Arabic are given training under expert teachers every Saturday and Sunday. **Guruvandanam** is organized to felicitate the teachers who provide such training, and the artistic performance and competition of the students who have been trained for a year.

1. **The NSS wing of the college** - This cell is very active, attracting a lot of students every year and organizing activities and awareness programmes on topics related to **anti-drugs campaigns, illicit trafficking, population da, pain and palliative care, cleaning public places, spreading environment concern, blood donation camps, medical camps**, etc apart from its regular programmes. Thus the college moulds the citizens of tomorrow who gain exposure and experience to be social leaders, efficient administrators, and disciplined, empathetic human beings.

1. **Other activities** -

- **LA REVEUSE: "The Nobel Talks 2021"**- A one-day Seminar on was organized by the Department of Chemistry on 05-01-2022.
- **Preparation of Hand Sanitizers** - Organised by the Chemistry Department
- **5G Smarrt Life**
- Webinar on 'Banking Opportunities and Challenges for Student Start-Ups'
- Webinar on 'Digital Marketing for Student Start-Ups'

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: 47

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	12	9	8	7

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: 0.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	2	2	0	5

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

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

Response: 0.09

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	4	2	1	0

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:

A wide range of extension activities with social commitment are carried out in the Sree Narayana College Chathannur every year. The well-functioning NSS unit, NCC unit and the other clubs organise programmes which provide the students with an opportunity to grow into environmentally conscious and socially responsible citizens. With an objective to improve the social index of the poor, and for the betterment of the nearby marginalized community the following activities were carried out by the students during the past five years:

- A village named '**Thembra**', near S.N College Chathannur, was adopted and different social and economic surveys were conducted every year through which many major issues and challenges were identified. Many of these major issues were discussed with the Health Department, Excise, Panchayath and other local bodies for their attention and immediate actions.
- Our students also participated in post-flood activities as per the instructions from the university during the time of the flood in Kerala. A collection unit was opened in our college and volunteers collected food items, medicines and other essentials which were then distributed to flood-affected people. The volunteers extended their hands in helping the flood victims in Thiruvananthapuram, Kollam, and Pathanamthitta as part of the **NAVYAM** project of Kerala University.
- A new programme called "**Namma Maram**" was conceived in order to provide **mid-day meals** once a month to RCC patients and their bystanders. The scope of this programme was later expanded to include additional hospitals in Kollam District.
- During the pandemic, the NSS volunteers and NCC cadets were involved in many activities like **distributing masks and sanitisers, conducting awareness classes**, etc. Our volunteers made 2000 cotton masks from our stitching unit and handed them over to the Chathannur police. The masks were also distributed to our adopted village. Another initiative was the **sanitiser preparation** by the students & teachers of the chemistry department and its subsequent distribution.
- To ensure post-covid food security, the Nature Club of the college in association with the **Subhiksha Keralam Project** of the Kerala Government, Agriculture Department and NSS unit, started a **farming venture** of cultivating Black Gram and Tapioca on 15 acres of barren land in the campus. The Nature Club motivates, educates and spreads awareness among the students about the importance of preserving nature.

- To sensitize the students about the need to preserve the environment, the **Nature Club** and the NSS unit have also conducted several programs such as Agro Park, Pachathuruth and Vanamahostsavam.
- As part of **Swachh Bharat Abhiyan** the NCC unit of the college organised a number of activities such as railway station cleaning, KSRTC bus station cleaning, hospital cleaning, etc.
- As part of the '**Pothichoru**' programme, which comes under the NSS, the students brought packets of food that have been prepared at home and distributed them to the needy
- Besides these activities, a blood donation camp, eye and cataract camp and anti-drugs camp that drove students to a path of holistic growth and learning were organised.

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:

Extension activities are carried out with the aim of sensitising the students towards their responsibilities and duties within society. Sree Narayana College, Chathannur has conducted several extension activities for nearby schools, villages and communities. These activities were successfully organised through the effort of several clubs and departments of the college like the **NSS and NCC**.

One of the primary goals of our NSS unit is the orientation of the youth to community service. The institution has relentlessly worked toward achieving this goal and has always been at the forefront of social service. Consequently, the NSS unit, led by the Programme Officers Nisha T.V and Rasmi K (2021-22) bagged many certificates and honours for its exceptional service. For instance, the unit received a Certificate of Appreciation from Kerala University for the large number of national and state activities and camps it organized. The unit also received a **Certificate of Appreciation** from the **Guru Gobind Singh Indraprastha University** for a successful paper presentation. Other accolades the unit received include Certificates of Appreciation from the **Young Ebulient Students India, Nehru Yuva Kendra Kollam, Health and Family Welfare Department (Govt of Kerala) and the IMA Blood Bank Society**. The NSS volunteers of the institution have worked extensively with the people in villages and slums and have always exhibited a high degree of social conscience. The institution has in fact risen to be a flagship of the

personality development of youth.

Similarly, this year the college planned and successfully organized many activities. This includes agricultural activities during the covid pandemic, an anti-drug campaign, cleanliness drives and palliative care for bedridden patients. The college was also awarded the **One District One Green Champion Award 2021-22**, sponsored by the Ministry of Higher Education and the **Raksha Rajya Mantri Commendation**. Our NSS Programme Officer Nisha T.V bagged the felicitation certificate for the best **NSS Programme Officer Award** and Akhil S Raj, an NSS volunteer bagged the Certificate of Appreciation for the best NSS Volunteer Award. The NSS unit also received a Certificate of Appreciation from the Chirakkara Grama Panchayath for the promotion of agricultural activities and palliative care activities. Our student Reshma Anilkumar participated in International Debate on “**young climate warriors**” recognised by **United Nations**. One of our students, Athul Murali was presented with a Certificate of Appreciation for the **Covid Warriors of NSS**, which was given by the **District Disaster Management Authority**, Kollam. Another student Akhil .S. Raj (3rd-year B.Com) got the chance to represent Kerala in the Republic Day parade at Delhi, adding another golden feather to the achievements of the college. Moreover, an NSS volunteer, Jerin K Jobin, received a certificate of appreciation during the year 2017-18.

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: 301

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

2021-22	2020-21	2019-20	2018-19	2017-18
60	48	84	62	47

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

<p>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.</p> <p>Response: 216</p>	
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

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:

The Sree Narayana College Chathannur has constantly endeavoured to provide quality education and ensure the all-round development of our students. The institution has a well-maintained, user-friendly and resilient infrastructure conducive to teaching, learning and comprehensive development of students. Major facilities and features include the following;

- The main block of the college consists of the Principal's Office, IQAC and the General Office which are fully ICT enabled. The IT-supported functionalities of the college result in its efficient and seamless operation.
- The college has a total of 9 buildings with 41 classrooms, 10 laboratories, and 2 computer labs. Amongst the 41 classrooms, 7 are ICT enabled with a projector and access to the internet. The computer labs are equipped with adequate pieces of equipment, internet connectivity and projectors for practical sessions. The campus is also Wi-Fi enabled.
- The Auditorium hosts various academic events.
- The well-stocked automated Library, which uses the EMBASE software, has a property counter, librarian's room, circulation (Issue/Return) counter, Online Public Access Catalogue, Processing etc. A computer-based system called ILMS is used for classification using the DDC scheme, data imputing, subject analysis, selection of class numbers, assigning book numbers, preparing call numbers, data book creation, and spine label preparation. Bar code technology is used for identifying the book and the subscriber. The library has both online and offline book search facilities. The library provides access to 31 Lakh e-books and 6000 e-journals through the INFLIBNET and N-LIST consortium. The main collection of the library includes more than 10000 books and subscriptions to journals, magazines, and newspapers in English and Malayalam.
- The well-equipped Sports Room enables the students to play indoor games like chess, caroms, etc. The college also has a seminar hall where students practice meditation and yoga and the ground allow the students to engage in outdoor games like badminton, volleyball etc.
- Separate rooms are allocated for NSS, NCC, yoga, medical aid, counselling cell, canteen, etc.
- As part of the institution's green initiative Solar Plant, Biogas plant and a vermicomposting pit have been constructed.
- The campus area has many trees as well as specialized gardens like "Nagaravanam" (manmade Forest), Organic farming, Fruit Garden, Apiculture, Fish farming etc.
- Adequate parking slots are provided, and surveillance cameras are installed around campus to ensure safety.
- The college also offers hostel facilities for female students.
- The institution's infrastructure also accommodates a Photocopy unit, First Aid Facility and ramps

for Divyangjan.

- Basic facilities like separate washrooms for the staff, female students and male students, and an adequate number of fire extinguishers are also provided. Other available facilities include clean drinking water facilities, Suggestion Box/Complaint Box, Inverter/UPS facility, quarters for Peon-cum-watchman, an efficient waste management system, Office Automation Software for administration and library and a separate hostel for girls which includes Mess, Generator Backup, Water Cooler with purifier, Wi-fi, Solar System, Reading room and guest room.

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: 22.34

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

2021-22	2020-21	2019-20	2018-19	2017-18
15.35	14.68	13.13	12.36	10.11

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 College Library is a key learning resource integral to the teaching-learning process. **General Library** is located in the prime area of the campus that is accessible to all sorts of students. The college has a partially automated library that uses the software EMBASE. Before the automation, separate issue registers of books were available for teachers and students.

A computer-based system called ILMS is used for classification using the DDC scheme, data imputing, subject analysis, selection of class numbers, assigning book numbers, preparing call numbers, data book creation, and spine label preparation. Bar code technology is used for identifying the book and the subscriber. The library has both online and offline book search facilities. Offline book searching is available in the library whereas online book search facility is available on the software.

The college library is a major source of information for both the students and the teachers. Its primary function is to deliver information services and resources to its user community. To this end, the library offers access to the INFLIBNET and the N-LIST programme, which is a vast repository of online journals and e-books. The library provides access to 31 Lakh e-books and 6000 e-journals through the INFLIBNET and N-LIST consortium. Sree Narayana College Chathannur is also a member of the National Digital Library of India, a project under the Ministry of Human Resource Development (MHRD), India. It holds more than 60 types of learning resources and 10 Million items authored by 3 Lakh authors.

Over the years, the library has acquired an updated collection of books which are carefully chosen for the use of the staff and the students. The main collection of the library includes more than 10000 books and subscriptions to journals, magazines, and newspapers in English and Malayalam. The library has a circulation section, reference section, reading area, periodicals area, competitive exam preparation corner, Sree Narayana Study section and stack room. The library is open from 9.30 am to 4.30 pm on all working days. The library provides a reading area that accommodates 25 users at a time.

The college library functions under the guidance of the library advisory committee. The committee consists of the Principal as chairman, the librarian as secretary and selected faculty members and student representatives as members. The college library also provides orientation programmes for the new students for giving an awareness about the usage and availability of resources in the library.

The library also permits internship programmes for library science students. The library membership is open to all staff and students. A library card is issued to each student which is compulsory for all library transactions. The issued books should be returned in 14 days but these books can be renewed multiple times. Additionally, the general library provides a collection of previous question papers, publications of faculty members, etc. Students can utilize the library facilities and access these resources throughout the year.

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection *Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

Response:

Our College has incorporated IT facilities including a high-speed Wi-Fi network to ensure anytime anywhere access to knowledge and learning resources. The Wi-Fi network is accessible in all the significant areas of the college including the various departments, the library, the computer lab, the office and the Principal's chamber. The students can also access the network all over the campus. The internet network is provided through two modems which are placed in the office and the lab. One network has a speed of 200 Mbps and the other has a speed of 100 Mbps. The college avails the service of the internet service provider BSNL Communication for both networks. These facilities are well-managed and regularly updated to enhance the quality of the teaching, learning and evaluation process. The IT facilities also render the administrative processes more user-friendly, efficient and transparent.

For the seamless integration of technology into the teaching-learning process, experienced IT faculties guide the students on how to use the latest educational technology available to them effectively. These efforts aim to create digital literacy among the students so they are equipped to navigate the digital world. The students are encouraged to embrace the online mode of education to supplement their offline classes. In this regard, the faculties make use of platforms such as Google Meet, Teams, Zoom and Google Classroom to conduct online classes. The online medium is convenient, accessible and flexible. Other e-resources used by the faculty to conduct and coordinate online classes include WhatsApp, Telegram, YouTube, LaTeX and PowerPoint Presentations. Additionally, the institution also has ICT-enabled classrooms with smart boards and LCD Projectors.

The campus library has replaced the traditional, paper-based system with an automation software called the EMBASE Software. For the benefit of the students, the library has also subscribed to INFLIBNET and N-List which can be accessed through the library. Hence the library gives the students access to thousands of e-books and journals 24x7. The students can also log in to the library portal through the college website using their respective student IDs. The official website of the college also provides the students with all the materials that are necessary for a well-rounded teaching, learning experience.

Moreover, every department of the college is equipped with printers and computer systems. The smooth functioning of the office and library is ensured through technology-assistive gadgets including leading-edge computer systems, colour printers, scanners, photocopiers, specialized card printing machines and external hard disks.

In addition to the official website, the college also manages a blog that showcases the creations of our talented students. Other IT facilities like CCTV, laptops and Wi-Fi modems are also available on the

campus.	
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: 7.74	
4.3.2.1 Number of computers available for students usage during the latest completed academic year:	
Response: 80	
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: 10.76				
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)				
2021-22	2020-21	2019-20	2018-19	2017-18
9.93	3.06	5.55	7.04	6.02

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: 79.22

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

2021-22	2020-21	2019-20	2018-19	2017-18
539	416	450	544	575

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: 44.66

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

2021-22	2020-21	2019-20	2018-19	2017-18
333	36	380	365	309

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: 20.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
39	35	20	25	44

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

2021-22	2020-21	2019-20	2018-19	2017-18
133	169	170	176	155

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

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

Response: 12.81

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.)

2021-22	2020-21	2019-20	2018-19	2017-18
37	17	11	11	6

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

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: 16

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	2	3	3	2

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

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

Response: 5.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	6	3	5	6

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

5.4 Alumni Engagement

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

Response:

The registered Alumni Association of Sree Narayana College Chathannur namely “Chathannur Sree Narayana College Poorva Vidhyarthi Sankhadana” plays a commendable role in upholding the mission and vision of the college by supporting the institution in all its endeavors. The Alumni Association has received official registration under KLM /TC/453/2021. The Association liaises with the Principal, HODs, and PTA representatives and organises several programs for Student Support and Progress. The former students of

the institution along with the retired and current members meet on the second Saturday of January every year. The alumni in their various capacities as academicians, researchers, corporate managers, and political and administrative leaders offer their expertise in their respective areas as resource persons for seminars and other enrichment programmes. Meetings of the Executive Committee are held periodically. Alumni Members excelling as notable academicians, doctors, artists, sports persons, entrepreneurs, politicians, and activists take the institution to greater heights. In all matters of the institution, the alumni play a vital role often offering financial and intellectual support for all the programmes, events, and even humanitarian deeds.

Financial Contributions:

- Sri Fransis S donated Rs. 5000 to Kum. Hari Mol (Sister of Hari B.Sc Maths)
- Membership amount collected for the development of the college.
- Smruthikalil Chathannur (Alumni 1986-88 Batch) donated a sum of Rs. 10000 to Ajith & Rejila treating their 2 years old daughter Sreya (Cancer patient)
- Smruthikalil Chathannur donated Rs.17000 to Smt. Shyma (Alumna) for cancer treatment.

Assistance to students:

- Smruthikalil Chathannur sponsored books and stationaries for all PG & UG students who are economically backward.
- Alumna Sri. Jayaram GS contributed Smartphone worth Rs. 9000 to one of our BA History students, ATHIRA V (2018 Admn) for supporting her online class during the Covid-19 period.
- Alumna of Pre-degree Batch donated a smartphone worth Rs. 12000 to our B.Sc. Industrial Chemistry student Kum. AISWARYA for attending the online class during the pandemic period.

Non-financial Contributions:

- Seminars and webinars on relevant and advanced topics are offered to the students by the college alumni and all the Resource persons are from our Alumni.
- Food packets were distributed to 15 families through the “Helping Hands Program”
- In the wake of the Covid-19 pandemic, Smruthikalil Chathannur distributed masks and sanitizers to local panchayat staff, Health department staff, police officials & other volunteers as part of prevention against the disease.
- During covid pandemic period food grains were distributed to Community Kitchen.
- Grocery & other necessary items were donated to the quarantine camp run by local panchayat authorities.

- The Alumni of the B.Com batch (2011-2014) have unanimously contributed ornamental and flowering plants as part of hostel beautification.
- The IC Batch had planted medicinal, fruit-bearing trees named “EDAN THOTAM” on the college premises.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The governance of the institution is reflective of and in tune with the vision and mission of the institution Response. Bearing in letter and spirit the lofty ideals of the Guru, this institution of higher learning established on 31 August 1981 under the Sree Narayana Trusts, Kollam, has been imparting knowledge to the entire society, with the vision of “Liberation through Education”. This great temple of education endeavours to mould a humane, intellectually accomplished, morally awakened and socially committed fraternity of young men and women through education. Conscious of its inceptual obligation, it takes education to the doorsteps of the poor and marginalized sections of the society and endeavours to mould a humane, intellectually progressive, morally awakened and socially committed group of young men and women.

- To mould intellectually well-trained young men and women by providing conducive academic environment.
- To keep in tune with the vision of the institution-liberation through education and constantly strive to achieve this objective.
- To deliver quality education aiming at personality development.
- To support the economically weaker students in all possible way
- To maintain community, connect and undertake community related studies and extension programmes.

The management system of the college is well defined and participative. The college is managed by Sree Narayana Trusts, Kollam. The management has taken steps to facelift the college with a new building in the campus. The manager, who is the supreme authority, has delegated all authority to the Principal. Principal is the academic and the administrative head of the institution and facilitates the overall development of students and the faculties. The strategic plan for the academic year are formulated by the Principal after consulting the same with the college council.

The institution has decentralized governance system. The College Council comprising of the Principal, Heads of all departments and elected representatives of teachers and students discuss all programmes and issues and take major administrative decisions. The leadership of the institution interacts with and involves all major stakeholders through meetings with the Student Council, Staff Association, PTA, Alumnae Association and Advisory Committee. A Regional Development Committee (RDC) is the apex supervisory body that plans and execute college development activity. The Heads of departments examines the completion of syllabus; correction of answer scripts and discharge of duties allotted along with progressive discussions and also assists the principal in admission and examination matters. The IQAC prepares the detailed plan for all the activities with the approval of staff council and each department is asked to execute

them. The College has a well-functioning Monitory Committee at the college level and at department level. (CLMC, DLMC). The office administration of the institution is vested in the hands of head accountant who consult the matters with the principal and coordinates the administrative function of the college. The elected college union co-ordinates and executes the activities of college union. PTA and Alumni plays a vital role to support and facilitate the activities of 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 **Organizational Structure** of the College consists of the Management, Governing body, the Principal, the teaching staff, the non-teaching staff and the students.

- **The Sree Narayana Trust** manages and regulates the functioning of the institution.
- **The College Council**, comprising the Principal, Heads of various departments, elected representatives of the teaching staff, Office Superintendent, PTA Secretary and IQAC Coordinator, meets frequently to discuss issues relating to the overall development of the College.
- The **Internal Quality Assurance Cell (IQAC)** works toward the realisation of the goals of quality enhancement.
- **College Union** meetings are held regularly to address student-related issues and organise extracurricular activities through various Cultural Societies.
- **Club/Cell/Committee** - The important disciplinary bodies are Internal Complaint Committee, Grievances Redressal Cell, Discipline Committee, Anti-Ragging Cell, De-Addiction Club etc. Bodies such as Hostel Committee, Library Advisory Committee, Health Club and Student Advisory Committee are instrumental in maintaining the physical and intellectual health of the students.
- **RTI** - The Public Information Cell includes the Website Committee and RTI Office which acts as a link to the public.
- **The Staff Association** and **Students Union** are constituted for strengthening the values of democracy and cooperation. The **Planning Board**, **Parent Teacher Association** and **Alumni Association** contribute to academic planning and the infrastructural improvement of the College.

Recruitment Procedure: Vacancies may arise from retirement, transfer or under circumstances of availing leave by existing staff.

Procedure for Promotion/Career Advancement: The University has established a Performance Based Appraisal System (PBAS) for the promotion purposes of the teaching staff.

Adherence to Service Rules: All the staff in the college are bound to abide by the Kerala Service Rules (KSR), formulated by the Finance Department, Government of Kerala.

Institutional Strategic Plan: The college has a well-defined **Strategic Plan 2017-2023** for sustainable development of the prime areas namely;

Curriculum Development- Since the Institution is affiliated with Kerala University, the curriculum and syllabi of the affiliated University have been adopted. Faculty members are involved in course restructuring and revision committees constituted by Kerala University, thereby enabling the faculty to contribute towards the curriculum development, even within the affiliation system.

Teaching and Learning- The implementation of bridge courses and ICT-enabled teaching has opened up many opportunities for students. Online teaching platforms such as Google Meet, Zoom, YouTube, MOOC, etc were extensively used during the lockdown period. Faculty members are encouraged to attend refresher courses and faculty development programmes.

Examination and Evaluation- Every department conducts continuous evaluation through weekly tests, assignments, quizzes and pre-final exams.

Library, ICT and Physical Infrastructure / Instrumentation- The college is spread across 28 acres of land and to encourage the use of the Internet for the learning process, the Wi-Fi facility is made accessible throughout the campus. The college has a well-equipped automated library which uses the EMBASE software. Recently, the management also constructed a fully furnished new building block. On-grid 5KWH solar system and biogas plant were also installed with the help of PTA. Moreover, the computer lab has been upgraded with new computers.

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
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:

Statutory welfare benefits**1. Retirement Benefits (As per the University Rules)**

GPF (General Provident Fund), **CPF**, **Gratuity** **NPS** (National Pension Scheme for employees who joined services after 01.01.2004) and **Encashment of Earned Leave** is also implemented. **State life insurance**, **Group insurance scheme** - GIS are other welfare schemes provided to the staff.

1. Leave Benefits (As per University rules)

15 days of casual leave and 20 half-pay leaves are provided every year for the teaching staff. While 20 days of casual leave and 20 half-pay leaves are provided for non-teaching staff. Commuted leave is also granted on medical grounds. Duty leaves to a maximum of 30 days are granted to teaching staff to attend various programs as per the Government rules. The non-teaching staff are also granted duty leave. **Maternity and paternity leave** - all women staff are allowed fully paid maternity leave for up to 180 days. Paternity leave is permissible for 10 days to all male staff with full pay.

1. Medical Benefits

Health Check-up Camps are regularly organized by the College in collaboration with hospitals. Medical

insurance is implemented for all the permanent staff by the Government of Kerala from 01.01.2022 onwards.

1. Loan Benefits

Both the teaching and non-teaching staff can avail of loan facilities as per Government rules. Quick Provident Fund Loan Facility – 100% of those who applied have availed of the benefit.

Non-statutory welfare benefits

Faculty Development Programmes

Faculty Development Programmes for skill upgradation and training are organized for both teaching and non-teaching staff. Permission is readily granted to the teaching staff to participate in programmes for professional development. Computer Training Courses are provided for the non-teaching staff to help them hone their e-skills. Additionally, an orientation on the revised NAAC accreditation process and ICT were organised for the teaching and non-teaching faculties.

ICT Facilities

A full-fledged Computer lab is available for the use of both students and faculty. Laptop/Desktop facilities are provided in the library and in each department.

Recreational Activities for Physical and Emotional Well-being

Every year a one-day excursion is organised for both teaching and non-teaching staff. Separate department rooms are provided for the teaching staff. Gym facilities, yoga and counselling programmes are also organised.

Institutional amenities

Drinking Water and Security - Several water purifiers are installed on the campus that provide clean water. The institution ensures 24-hour security for the campus and hostel. Students are permitted inside only if they carry their ID cards.

Canteen or refreshment area- The college canteen provides hygienically prepared food during working hours.

The Grievance Redressal Cell and Internal Complaints Committee are constituted for the staff.

Women amenity centre and incinerators are available for the female staff.

Staff association- The activities of the staff association are also promoted in the college.

Our institution has an efficient **performance appraisal mechanism**. The teachers record their academic activities in the work diary which is monitored by the HoD and the Principal. Additionally, at the end of each semester, the HoDs collect the portion completion statements from the faculties. The non-teaching staff are also assessed periodically.

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: 43.51

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	15	14	13	12

File Description	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:** 25**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**

2021-22	2020-21	2019-20	2018-19	2017-18
10	14	13	9	6

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	12	13	10	11

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 is recognized under the 2(F) and 12(B) sections of the UGC Act 1956. Being a government-aided institution, a substantial part of the financial needs is met through the finances received from the

Higher Education Department of Kerala. Financial needs include the salary component, funds for the purchase of library books, laboratory purchases and scientific instruments needed for the conduct of practical sessions in science departments. Daily maintenance costs are managed with funds collected under the **Parent Teacher Association Fund** and **College Development Funds**. A Planning and Purchasing Committee is set up to assist the principal in dealing with fresh purchases and allotting work to various external agencies. This committee also ensures proper compliance with procedures with respect to these expenditures.

Financial Management and Resource Mobilization: The Planning and Purchase Committee oversees the purchase of tenders and disbursement of funds for approved projects. The college regularly conducts internal and external financial audits as part of ensuring financial compliance. The **Deputy Director appointed by the Government** for the Kollam region is primarily in charge of conducting an audit of the amount collected and received by the College related to the general revenue of the Government and the utilization details of such amount, its registers/accounts etc. The Office of the **Auditor General** also carries out periodic visits to check whether the financial statements are prepared in accordance with acceptable accounting standards/rules and whether various elements are properly evaluated and presented. The evaluation of the internal control assists in safeguarding assets and resources and assures accuracy and completeness.

The **expenses concerning various departmental activities** including outreach and extension activities are reported by the **Heads of the Department**. Consequently, a need-based financial estimate and its allocation are prepared by the Principal after the College governing council meets which are held at regular intervals. If necessary, the proceedings are also reported to the management. The management generously contributes to the college development activities. The ongoing **construction of a new building spending 5 crores** is a recent instance that demonstrates this positive involvement of the management. The requirements for all maintenance work, spares and other replacements are also reported and timely action is taken. The requirements from the support staff are taken up in a separate meeting convened by the principal.

The mechanism of the internal audit includes.

1. Verification of the student's fee register.
2. Verification of fee concessions.
3. Verification of the statutory payments to different bodies like EPF, GIS, income tax, etc.
4. Examining the bank passbooks.
5. Examining grants, sponsorships, payments, and deposits of the College.
6. Cross-checking all the financial procedures.
7. Conducting inter-departmental stock register verification.

The mechanism of the external audit includes.

1. Verifying the Salary Payment, TDS, Income Tax, EPF, GIS, SLI Professional Tax, Gratuity, Medical Reimbursement, etc.
2. Examining the fee payments to regulatory bodies.
3. Validating fee receipts.
4. Examining all the payments.

5. Certifying the audit reports.
6. Verifying PD Account which includes library fund, college union fund, athletic fund, laboratory fund, etc.

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:

In accordance with the directives of NAAC, Sree Narayana College, Chathannur had established an Internal Quality Assurance Cell (IQAC) in 2013. It works towards realisation of the goals of quality enhancement and sustenance. Internal Quality Assurance Cell (IQAC) is constituted in every institution for planning, guiding and monitoring all the teaching and learning activities. The IQAC of the college plays an important role in coordinating and monitoring all the activities and also initiates strategies for institutional quality improvement. Under the initiative of IQAC, Seminars, Webinars, Orientation Programmes, Career guidance classes, Feedback on curriculum and institution, training programme for teaching and non-teaching staffs etc are organised in the college. The IQAC actively intervenes to take up the issues relating to syllabus modification and the same are being debated and reported to the University.

PRACTICE 1: Practice of Feedback Collection and Analysis

Feedback plays an essential role in curriculum delivery. It is a regular practice of the IQAC committee to collect feedback on the curriculum from teachers, and students for the betterment and improvement of the institution. A systematic procedure is followed to maintain the standard that is the hallmark of the College. The vested authority took the initiative, collects, and analyses the feedback and gives suggestions to the appropriate bodies. The feedback on Institution is taken from the alumni for every academic session. The college views its alumni as a valuable source of information. Alumni feedback offer important perspectives for evaluating academic programs and student services. All of the feedbacks are available in our website <https://sncchathannur.ac.in/feedback/>. A sample analysis report is given below.

PRACTICE 2: Auditing

Audit means in-depth study of existing systems, procedures and controls for proper understanding. Suggestions for improvement and strengthening.. The college conducts

1. Academic audit

2. Administrative audit
3. Financial audit
4. Environment/Green audit

Academic and Administrative Audit is conducted at the end of every year by a committee constituted by the IQAC of this institution. Administrative Audit is conducted for assessing the policies, strategies and functions of various administrative bodies within the college and its outcome. Various parameters like Curriculum enrichment, Effective teaching, Remedial classes, Peer teaching etc. are considered in this. Semester wise Result Analysis is undertaken and consolidated, enabling an Annual Audit and Assessment of the academic process. Remedial teaching audit identified and helped slow learners or students with individual discrepancies and inhibitions and providing them instructional corrections and individual care. An institution's reputation grows with the number of Placements / Employments secured by its students both regular and pass outs. The IQAC has taken stock of the annual placements in various sectors by the students and directs the current batches on strategies and areas of employability. Green auditing and financial auditing were usually done by external agency and Chartered accountant respectively and the former two were done internally by the college itself. The main aim of the green audit is to promote the environment management and conservation in the college campus.

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:

As envisaged in the vision of the college, we have a policy to liberate the youth from all kinds of oppressions especially based on gender. The college management is very particular in giving every opportunity to women in its recruitments to faculty positions and admitting girl students under management quota. It is a notable achievement that more than 70 per cent of students and more than 75 per cent of faculty belong to the female gender. In the college union election, 50 per cent reservation is given to the girls. Due representation is given to female faculty members and students in all bodies of the college. By realising the importance of making the girl students aware about their rights, the Women Study Unit organises seminars and workshops frequently. The college has zero tolerance to ragging and disrespect of womanhood. An Internal Complaints Committee (ICC) was formed in pursuance of UGC Regulations, 2015. ICC maintains a separate complaint box within the campus and the students can send their complaints to ICC e-mail also. Anti-Ragging Committee as per the UGC guidelines is in charge of prevention of ragging and separate squads are always vigilant in the campus and hostel to prevent ragging. Female participation in all extracurricular activities are ensured and gender specific events in various sports and games are organised to dig out their hidden talents and make them fit mentally and physically. Sports events and yoga classes are organised for female faculty members. The college provides separate common rooms and wash rooms for girls. The girl's rest room is equipped with first aid box, sanitary napkin vending machine, reading room, water purifier, 25 toilets and a dining hall with wash area. There is a separate sick room with first-aid facility for girls. A girl's corner is provided in the central library and college canteen. The counselling cell of the college has a separate wing with women faculty members as councillors. The college hostel and campus is guarded by security men at 24x7.

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:

The College takes extra efforts in providing an inclusive environment for all students and employees. Tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities are achieved by hosting events like Yoga Day celebrations, harvest celebrations, Christmas celebrations, Onam celebrations, etc and visiting adopted villages to spread awareness and lending a helping hand. Various clubs at the campus level work together to support these activities. Social integration with rural people residing in and around the college campus is also encouraged respecting their cultural and communal diversities. For example, the students organised a program to extend palliative care to people from adopted villages. Similarly, awareness classes and blood donation camps were arranged to extend help to those in need and thus encourage philanthropy, volunteerism and charity.

Apart from preparing a sound academic infrastructure for the student community; the college constantly works to groom them into better citizens of the country. The faculties of the college have always been in the practice of organizing activities that promote the “Unity in Diversity” of our motherland. The college has strived to increase the level of awareness of the students in the following areas:

1. National Identities and Symbols:

The College has always taken various direct and indirect steps which promote awareness about various National Identities and Symbols. The College celebrates Independence Day and Republic Day with great pomp and vigour. Awareness programs, flash mobs and campus cleaning campaigns are conducted on these days annually to contribute to the spreading of Constitutional values and ideals. National Unity Day was also celebrated to commemorate the contributions of Sardar Vallabhai Patel.

2. Fundamental Duties and Rights of Indian Citizens:

The Faculty of the college has organized various academic and co-curricular activities for the propagation of the Fundamental Duties and Rights of the Indian citizens. The students of the college have enthusiastically participated in various programs like

- a. Academic programs like Seminars, Conferences, Expert talks, etc which have enriched their awareness about these aspects.
- b. Various activities like poster-making competitions, Quiz programmes, etc.

3. Constitutional Obligations:

Many activities were organized to promote awareness about various constitutional and legal obligations. These include awareness classes, counselling sessions and other student-centric activities. Apart from the above-mentioned activities, paper, poster and essay competition displays are organised at the annual day celebration of the college. These events draw in the greatest student participation every year and promote awareness about various aspects of Indian citizenship.

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:

1. AGROPARK

AGROPARK is a convergent scheme where the various club activities of the institution join together with the encapsulating motto "give love to the beautiful sacred carriers of life with the intention that they may flourish in infinite diversity and boundless beauty"

- **OBJECTIVES OF THE PRACTICE:** *AGROPARK* is an inexhaustible platter that consists of a number of initiatives like 'Elixir' (Bee Farming), 'Miyawaki forest', 'Pocket Garden' (Cultivation on Campus Area), 'Blue Serene' (Pisciculture). The main objectives of this initiative are:
 - To preserve the ecology of the campus through environment-friendly practices.
 - To promote organic farming practices and agroforestry within the campus.
 - To turn the barren unused land of the college into productive land.
 - To raise awareness about the significance of farming in mitigating the global food crisis.
 - To offer the students hands-on training on various agriculture options such as crop farming, pisciculture, bee farming, etc.

The initiative has provided the students with an opportunity to learn more about the environment they live in. They are also gifted with practical knowledge of how to care for and nurture the vegetation and other life forms.

- **THE CONTEXT:** The initiative of *AGROPARK* was set up initially to utilise the vast amount of land that was available in the institution. The diligence of the NSS, NCC, Nature Club, Bhoomitrasena and the other clubs successfully transformed the land into cultivable areas. Thus the area around campus was divided and transformed into mini-projects like the Pocket Gardens, Weedless farming, Miyawaki Forest, and Blue Serene. Other initiatives like Elixir and a cow were also adopted later. In the post-covid scenario, the college ramped up the *AGROPARK* initiative to provide a helping hand for the people who were struggling to overcome the ravages of the

pandemic. The state of Kerala has always been well-known for its agrarian society, pleasant climate and cleanliness. However, in the past few years due to global changes in climate and varied lifestyles of people, the pattern of food & agriculture has completely changed along with increased rates of diseases and deteriorated living conditions. The post-Covid food scarcity added to this issue. The NSS, NCC, Nature club and Bhoomitrasena along with the support of all the departments and the Local government thus organized diverse programmes such as Vanamaholsavam, Thanalorukkam Vilavedukkam, Green Energy, etc.

- **THE PRACTICE:** Under the AGROPARK initiative, the college grounds have been efficiently utilised for the cultivation of many crops. Upland paddy is the major crop cultivated along with corn and small-scale horticulture. Apart from land cultivation, one of the most popular initiatives under AGROPARK is Blue Serene. ‘Elixir’ was likewise initiated to familiarise students with the possibilities of bee-keeping and the profitable nature of the endeavour. One of the was an initiative to set up a mini forest under the “Vanamaholsavam” programme. Another activity conducted by the Nature club is the cultivation of Black Gram and Tapioca in association with the Subhiksha Keralam Project of the Kerala Government.
- **EVIDENCE OF SUCCESS:** Owing to the hardwork and diligence of the students and the various clubs engaged in the AGROPARK initiative, the initiative has slowly grown to envelop new projects and innovative cultivation practices. The good quality crops which were harvested from the land and the healthy fish and honeybees prove that the diligence of our students has paid off. Some of these final products are even sold in the nearby cooperative society markets. The resounding success of the AGROPARK initiative is thus evident.
- **PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:** With every innovative idea comes its own set of challenges. The most daunting challenge was the expense to convert the barren land of the institution into arable land. It was a challenge to find time amidst the busy university schedule to tend to the projects that came under AGROPARK.

2. WE-CARE - EMBRACING HUMANITY

- **OBJECTIVES OF THE PRACTICE:** We-Care cares for the oppressed and the suppressed among us. We-Care was formed to ‘give back to the society’. These activities were brought under the umbrella initiative of ‘We-Care’. The core objectives of the initiative are:
 - To inculcate humanitarian principles like sharing and caring among the students
 - To build a strong social conscience in the hearts of the students
 - To impart value-based education to the students
 - To instil a love for fellow beings
 - To encourage students from underprivileged classes and economically backward class students to pursue higher education.
 - Increasing the harmony among the students.
- **THE CONTEXT:** Since the location of the college is a rural area, a majority of the students are socio-economically backward. It was not that they were not talented or lacked understanding, the primary reason for their poor performance was their preoccupation with their financial and subsequent emotional struggles. As a result of their financial backwardness, the families of these students were seen to experience food shortages and other challenges. We-Care intervened and organised a programme whereby the socio-economically well-off students bring homely food for their classmates who are in need. Later, We-Care made it a point to extend such relief programmes for not only the students but also those outside the college.
- **THE PRACTICE:** One of the programmes conducted under this initiative was the distribution of menstrual cups and pads to the students and women from our adopted village. Another practice is

the 'Pothe Choru' (feeding the needy) which was overseen by the various departments and the Ethics Committee of the college. Other activities that were conducted under the initiative include awareness programmes for adopted villages and relief programmes like 'One Day One Rupee Project', 'Hand Sanitiser Production' and 'Palliative Care Programme'.

- **EVIDENCE OF SUCCESS:** The 'Pothe Choru' initiative has led to a rise in attendance among students and most of them continued their studies. The other activities like 'One Day One Rupee Project', 'Hand Sanitiser Production' and 'Palliative Care Programme' has also led to a strong sense of social responsibility in the students.
- **PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:** The biggest challenge of the scheme is the identification of deserving candidates. For instance, during the 'Pothe Choru' initiative some students don't come forward to receive the parcel out of embarrassment.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

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

Response:

Guru ARUL- instructing life science in ACADEMIC SCENARIO

The GURU ARUL initiative of Sree Narayana College Chathannur is meant to uphold Sree Narayana Guru's vision to ensure all round development of students through education. The GURUARUL is a convergent scheme where the departments and club activities are merging together with an encapsulating motto "nurture your inherent talents and get enlightened"

Guru Arul acknowledges that the student progress invariably depends upon the way each generation of learners are nurtured academically, morally and socially giving space to their literary and artistic creativities. The mission of the programme is to nurture the inherent talents of the students and prepare them for various competitive examination. It inspires students to develop their talents in different art expressions and provide training to develop their talents, whether the purpose is to learn it as an art form or to pursue it professionally. **Guru Arul** aims at empowering the students to live independently on their earnings with self-respect and dignity.

Since the college is located in a rural background, first generation graduates make up the majority of the students, who are the first to take higher education. Illiteracy, poverty, inadequate earnings and poor living conditions of parents force them to withdraw and also put them into various low paid jobs to contribute to the family income.

Based on the internal and external assessment system available the students are categorized using Ability Grouping Technique. The fast learners are trained separately and insisted to initiate peer teaching technique along with remedial classes to the slow learners to make them come forward to the main stream. Counselling sessions under the supervision of tutors will be scheduled to those found necessary. Low scores and pending papers due to problems related to economic and social spheres will be given proper support extended by the College Alumni or Parent Teachers Association. Those who are found non performing and slow even after providing proper psychological, mental and financial support are exposed to various intensive branches of agriculture to instill practical skills which in long run will eventually enable them to take a detour if life situation demands and will empower them to come out from their dark scenario in flying colors.

During the pandemic the initiative sprouted as another branch GURUKULAM which attracted the public through the media and the student's efforts have even frequently lured ministers to the campus. As we were locked indoors and the skills were delivered online, an online festival GURUKULAM FEST was conducted and was appreciated by the Vice Chancellor of Kerala university who himself inaugurated this virtual initiative .

Hands on training is given in a number of agricultural disciplines

The college has to its credit a very beautiful land of more than 28 acres which is sustainably well maintained for agricultural purposes. Students can learn about agricultural practices while training in this lush vegetated area. As the fish is a direct source of livelihood and is a major export earner, we keep a well-constructed and maintained fish pond as part of our pisciculture initiative to train students to breed fish commercially. As there are lucrative career options available in this branch, providing proper guidance with the help of Fisheries department will equip the students with various opportunities available in this field

Guru Arul maintains bee colonies on our campus which serve as an illustration of the value of teamwork and diligence as well as their contribution to the biodiversity, which is an income generating activity and a source of support for agricultural activities in Agro park, through cross pollination and increase in yield of crops.

SAKHI; A 'SHE CARE' INITIATIVE- In order to give girls practical training in sewing and designing as a source of employment, a sewing unit has been established on campus and an expert in sewing has been appointed as the matron of the ladies hostel to teach girls.

'FROM SUPRESSED TO DOUBLE STRONG'; WOMEN EMPOWERMENT- Guru Arul places a specific emphasis on women empowerment. Karate lessons have been set up to train their defense mechanisms and increase their internal strength. Yoga classes were set up under the supervision of physical education department to give mental strength, balance and flexibility.

BUILDING SOCIAL RESPONSIBILITY- Students are exposed to many stages of life through involvement in **palliative care** as volunteers and health and hygiene training was arranged in intervals from the health department giving them the confidence to handle them with courage.

EMERGENCY MANAGEMENT-Guru Arul organizes safety classes taught by the Fire and Safety department each year to better prepare the students to deal with emergency situations

SUPPORTING LIVES- Our Guru Arul Sena consistently donates blood in times of need and was acknowledged as having gathered the most data regarding blood donors and handed over it to the Kerala Blood Donors Society.

“TO FRESH WOODS AND PASTURES -TOWARDS SUSTAINABILITY- By preserving Nature in its crude form and taking the students to the idyllic Nature beyond the narrow confines of the four walls , GURUARUL could instill in our students a lyrical atmosphere that will inspire them to become good environmental stewards .By installing solar panels and a rainwater collection system, the importance of energy and water conservation is effectively communicated.

PLACEMENT SUPPORT- By establishing MOUs with several industries, Guru Arul guarantees students’ exposure to various industry to minimize the gap between learning and carrier opportunities since the industry academic interaction plays a vital role in the placement Support and carrier growth of the students.

LIFE SKILLS- In order to prepare students to live independently if a challenging scenario arises in life, classes in cake baking and cloth bag manufacturing were offered. Following the words of the great philosopher Sree Narayana Guru, Guru Arul initiatives transform our student into a whole person capable of subsisting on his own income with the belief that the highest education is that which not only imparts knowledge but also transforms our life to be in harmony with all existence

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

Sree Narayana College, Chathannur, has forever served as a beacon of knowledge and enlightenment for generations. Over the past 42 years of excellence, and in keeping pace with the need of the hour, the institution exhibits a transparent and accountable procedures. The institution had been accredited by NAAC in 2016 with CGPA of 2.18 at B grade., offered us with valuable suggestions, all of which stands completed. The institution's administrative system and management have made serious and conscientious efforts for addressing the recommendations for infrastructure and quality enhancement in the Peer Team Report on Assessment and Accreditation of the college. Furthermore, college had successfully moved with collaborative endeavours, resulting in documentation of MoU's. The institution has received the Government sanction to conduct the new course in M.Sc. Chemistry in 2020. Library is automated with Embase software and N-LIST facilities are provided to students and teachers. Biogas plant and Solar Panel have been implanted to conserve the energy sources of the institution. The institution strictly adheres to the Green Protocol conserving the ecological system and resources. NSS, NCC units and other clubs of the institution are duty bound towards its commitment to the society and has made exemplary contributions in grooming students. Under the **AGROPARK** initiative, the college grounds have been efficiently utilised for the cultivation of many crops. One of the most popular initiatives under **AGROPARK** is **Blue Serene**. 'Elixir' was likewise initiated to familiarise students with the possibilities of beekeeping and the profitable nature of the endeavour. Since the location of the college is a rural area, a majority of the students are socio-economically backward. Another practice, **We-Care** intervened and organised a programme whereby the socio-economically well-off students bring homely food for their classmates who are in need. Later, **Also** it a point to extend such relief programmes for not only the students but also those outside the college. The **GURU ARUL, an institutional distinctive**, is meant to uphold Sree Narayana Guru's vision to ensure all round development of students through education. It aims at empowering the students to live independently on their earnings with self-respect and dignity.

Concluding Remarks :

Sree Narayana College, Chathannur , an esteemed educational institution which spread across an area of 29.65-acre, 3kms away from the National highway and located in the; Chathannur belongs to the Cashew Capital of the World, 'Desinganadu, Kerala. This prestigious Aided College is affiliated to the University of Kerala and is managed by Sree Narayana Trust Kollam. Bearing in letter and spirit the lofty ideals of the Guru, this institution of higher learning established on 31 August 1981 under the Sree Narayana Trusts, Kollam, has been imparting knowledge to the entire society, with the vision of "Liberation through Education". The legacy of the institution flourished along the years with the increase in demand for higher education facilities for children in the rural suburbs of Chathannur. Sree Narayana College, Chathannur, is situated nearly 18 kilometres away from the Kollam city centre, has a beautiful calm and serene college campus. This college was established for providing educational opportunities to the young men and women of Kerala especially the members of the socially and educationally backward community. The college imparts education and training to students every academic year by offering degree courses in History, Commerce, Industrial Chemistry and Mathematics as well as PG courses in Commerce, Chemistry and Mathematics. The institution stands for 'Liberation through Education' and endeavours to mould a humane, intellectually accomplished, morally awakened, and socially committed fraternity of young men and women. It decides to give priority to the marginalized sections particularly to those who suffer social inequalities on the basis of caste, class, gender,

educational background of family and physical and mental disabilities. The institution is located in the outskirts of the city and due to regional peculiarities, it gives ample opportunity to students hailing from rural areas especially those from poor financial background, and those who are first generation learners. The institution lodges girl students and thus it holds the opportunity to bring positive changes in the academic, intellectual, moral and capability aspects of the new generation, through empowerment of these girl students. Besides equipping the students to meet the new challenges at the global scenario, the college envisages to introduce skill-based courses and give special attention to ICT enabled teaching and learning process. Under the AGROPARK initiative, the college grounds have been efficiently utilised for the cultivation of many crops. It is an inexhaustible platter that consists of a number of initiatives like 'Elixir'(Bee Farming), 'Miyawaki forest', 'Pocket Garden' (Cultivation on Campus Area), 'Blue Serene' (Pisciculture). The GURU ARUL *initiative* of Sree Narayana College Chathanoor is meant to uphold Sree Narayana Guru's vision to ensure all round development of students through education. It aims at empowering the students to live independently on their earnings with self-respect and dignity. Our efforts in the NAAC Accreditation (First Cycle) held in 2016, resulted in the award of a "B" grade. At this juncture of NAAC accreditation, in its second cycle towards accreditation and thus gain vested powers in the creation and emanation of course designs, so as to meet the needs of our student community. At a time when the world is open to creativity and innumerable opportunities, we aim to follow an out come based education, thus fulfilling the New National Education Policy.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>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)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :13</p> <p>Remark : As credit coursed should not be considered in this metric, and as per clarification received from HEI, DVV input is recommended.</p>																				
1.2.2	<p><i>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</i></p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>434</td> <td>224</td> <td>156</td> <td>171</td> <td>166</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>431</td> <td>227</td> <td>156</td> <td>171</td> <td>166</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	434	224	156	171	166	2021-22	2020-21	2019-20	2018-19	2017-18	431	227	156	171	166
2021-22	2020-21	2019-20	2018-19	2017-18																	
434	224	156	171	166																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
431	227	156	171	166																	
2.4.1	<p>Percentage of full-time teachers against sanctioned posts during the last five years</p> <p>2.4.1.1. Number of sanctioned posts year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>34</td> <td>31</td> <td>30</td> <td>32</td> <td>31</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>33</td> <td>30</td> <td>30</td> <td>31</td> <td>30</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	34	31	30	32	31	2021-22	2020-21	2019-20	2018-19	2017-18	33	30	30	31	30
2021-22	2020-21	2019-20	2018-19	2017-18																	
34	31	30	32	31																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
33	30	30	31	30																	

2.4.2	<p>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)</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>29</td> <td>27</td> <td>26</td> <td>23</td> <td>23</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>29</td> <td>27</td> <td>26</td> <td>25</td> <td>23</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	29	27	26	23	23	2021-22	2020-21	2019-20	2018-19	2017-18	29	27	26	25	23																				
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2021-22	2020-21	2019-20	2018-19	2017-18																																					
29	27	26	25	23																																					
2.6.3	<p>Pass percentage of Students during last five years (excluding backlog students)</p> <p>2.6.3.1. Number of final year students who passed the university examination year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1055 1046 1189"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>113</td> <td>161</td> <td>168</td> <td>174</td> <td>154</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1267 1046 1402"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>133</td> <td>169</td> <td>170</td> <td>176</td> <td>155</td> </tr> </tbody> </table> <p>2.6.3.2. Number of final year students who appeared for the university examination year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1525 1046 1659"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>229</td> <td>234</td> <td>207</td> <td>222</td> <td>203</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1738 1046 1872"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>229</td> <td>234</td> <td>207</td> <td>222</td> <td>203</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	113	161	168	174	154	2021-22	2020-21	2019-20	2018-19	2017-18	133	169	170	176	155	2021-22	2020-21	2019-20	2018-19	2017-18	229	234	207	222	203	2021-22	2020-21	2019-20	2018-19	2017-18	229	234	207	222	203
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229	234	207	222	203																																					
3.3.1	<p>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</p>																																								

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:

2021-22	2020-21	2019-20	2018-19	2017-18
6	7	4	0	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	2	2	0	5

Remark : As ONLY UGC care listed entries to be considered and as per clarification received from HEI, DVV input is recommended.

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:

2021-22	2020-21	2019-20	2018-19	2017-18
3	4	8	3	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	4	2	1	0

Remark : As Books with ISBN number only to be considered and as per clarification received from HEI, DVV input is recommended.

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:

2021-22	2020-21	2019-20	2018-19	2017-18
372	80	482	402	341

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

333	36	380	365	309
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Remark : As per clarification received from HEI, DVV input is recommended.

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:

2021-22	2020-21	2019-20	2018-19	2017-18
162	134	131	112	140

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
39	35	20	25	44

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
229	234	207	222	203

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
133	169	170	176	155

Remark : As values for the metric i.d. 5.2.1.2 should match with the values for the metric i.d. 2.6.3.1. And as per clarification received from HEI, DVV input is recommended.

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:

2021-22	2020-21	2019-20	2018-19	2017-18
40	16	4	8	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

37	17	11	11	6
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Remark : As per clarification received from HEI, DVV input is recommended.

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:

2021-22	2020-21	2019-20	2018-19	2017-18
5	2	7	4	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6	2	3	3	2

Remark : As per clarification received from HEI, DVV input is recommended.

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:

2021-22	2020-21	2019-20	2018-19	2017-18
55	15	34	35	31

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7	6	3	5	6

Remark : As per clarification received from HEI, DVV input is recommended.

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:

2021-22	2020-21	2019-20	2018-19	2017-18
15	18	15	15	15

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
13	15	14	13	12

Remark : As per clarification received from HEI, DVV input is recommended.

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:

2021-22	2020-21	2019-20	2018-19	2017-18
26	30	31	28	25

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	14	13	9	6

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
8	12	13	10	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
8	12	13	10	11

Remark : As per clarification received from HEI, DVV input is recommended.

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 : 66

Answer after DVV Verification : 89

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
35.42	25.60	19.78	27.05	17.09

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
74.11	67.31	56.41	60.05	35.85