



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

SRI VYASA NSS COLLEGE

SRI VYASA NSS COLLEGE VYASAGIRI P.O., WADAKKANCHERY THRISSUR,

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Submitted To

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sri Vyasa N.S.S. College, Wadakkanchery is one of the premier colleges of the state of Kerala. The college was established in 1967 by the Jnana Asharam, a Hindu spiritual congregation renowned for philanthropic and social welfare activities. Nair Service Society, one of the earliest and most venerated social organizations of Kerala, founded by the great social reformer Bharatha Kesari Mannath Padmanabhan took over the administration of the college in the year 1971-72. The college was established with a clear vision and mission. The main objective of the college is to contribute to the transformation of prevailing social conditions, so that values enshrined in the constitution of India- social justice, equality of opportunity, democratic freedom to all, tolerance and respect to all religions- may be brought closer to realization, opening up to the people of our country with special emphasis on Kerala for greater possibilities of the existence of real human beings.

The institution is very much aware that the dimensions and quality of education keeps on changing with time, and its quality cannot be assessed by a single yard stick; rather it can be monitored through the change in national and global trends in teaching and research. It is important for any centre of higher education to know that true service lies in imparting education, inculcating moral values and motivating young minds towards research for the future not only of our country but of the entire world. The NAAC has developed certain measures for continuous improvement of the quality of higher education. In the present report we tried our level best to meet the demands as laid down by NAAC. The college is committed to the core values of NAAC. Currently, the institution offers one research programme in Chemistry, 3 PG programmes in Science and 8 UG programmes in arts, science and commerce. With a faculty strength of 46, nearly 95% of whom are UGC-NET or Ph.D holders, the college aims at maintaining high standards of academic excellence. This is reflected in the large number of our students progressing to higher education, many with university ranks.

Vision

To empower society through knowledge and develop the skills of society, so as to equip it to face the challenges and needs of emerging world to offer equal opportunities to female students, so that they will be empowered to be effective leaders of society to create a generation endowed with a mindset for imbibing the winds of change for social transformation and finally make the products of this college conscious of their duty towards the country and fellow human beings.

Mission

- To appreciate and respect all faiths , foster self and community development and promote religious harmony leading to national integration
- To create a teaching - learning environment conducive to the pursuit of higher knowledge, relevant skills and experience
- To include new developments in education into the curriculum so as to promote academic advancement leading to national development
- To promote awareness on ecological and environmental issues

- To effect changes in the curriculum with information and communication technology
- To develop skilled personnel through vocational and entrepreneurial education
- To create research environment which can lead to consultancy and extension
- To sensitize the students on socio-economic issues (emphasizing on gender and human rights) by including related topics into the curriculum, and through co-curricular activities
- To insist on care and concern for each individual
- To focus on total formation of the individual to promote community development.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength

- The institution is controlled by the Nair Service Society, a social organization with a **rich tradition and legacy**.
- The visionary, supportive, and proactive **Leadership** committed to the holistic development of youths coming from various walks of life
- The college is **strategically located** in the fringe area of Thrissur district– the Cultural Capital of Kerala – extending as a learning platform for the last 50 years
- **Competent and well-qualified Faculty Members** with a good number of publications in indexed journals having proven track record
- State-of-the-art infrastructure with a modern **library, smart room, laboratories, sophisticated research equipment, sports, and other amenities**
- The college has **excellent progression records** with a good rate of **placements** with a large number of students opting for **higher studies**.
- The curriculum and syllabus are implemented as per the norms of the affiliating University that encompasses the **Outcome outcome-based education** which is incorporated in tandem with the implementation of a new four-year undergraduate program (FYUGP)..
- Different fora and initiatives such as **Radio Vyasa and the Inter-Faculty Council of Vyasa** make strides in managing student activities and dissemination of knowledge
- The **Parent Teacher Association** acts as a crucial backbone, addressing major financial needs on a day-to-day basis.
- A fully **digitized library** provides a good learning platform for students to enrich their knowledge of various spheres of academic output
- Consistent **high performance with top positions** secured by students in various programs
- Successful securing of research funding for major projects and student initiatives, notably supported by **DST-FIST, and KSCSTE**.
- Strong linkage with the local community, the **self-government group**, municipality wing of the place in various extension activities under **NSS, NCC**, and other community-centric initiatives
- The faculties of the institute take active involvement in key **official bodies** of the affiliating **university** and other **Quality Assurance Cell** of other colleges
- Implementation of **e-governance** in administrative and other processes
- A transparent and **hassle-free grievance redressal mechanism** for students and staff could ensure a smooth placement learning experience for the students

- Well-placed **alumni, in Government, Judiciary, Industry, NGOs, Universities, and Research Institutes** of 50 years old institution form a strong network

Institutional Weakness

1. The institute lacks big funding for research projects and academia-industry collaboration,
2. Resource mobilisation
3. The institution lacks postgraduate programs in the Arts and Commerce discipline, limiting academic offerings.
4. More departments to be elevated to research departments within the institution.
5. The institute faces a challenge in fostering meaningful interaction with industries that could ensure more placement for students.

Institutional Opportunity

Young and dynamic faculty: The average age of faculty is 38, providing greater opportunity for exercising technology expertise and having innovative ideas in the teaching-learning process. Good ambiance for R & D with **21** faculty with Ph. D., **11** Research Guides, and 1 Research Department to give rise to more patents and more research consultancies to hatch more start-ups and business incubations. Exploiting the prospects in the New Education Policy, uplifts the institution into University Status Enhancing resource mobilization through networking of Alumni and other funds. The availability of highly qualified faculty members makes way for starting more PG and research programs. With an amalgamation of research projects with other institutes, it is possible to establish more research centers and to produce more Ph.D.s. There is provision for Infrastructural expansion with vast land space and connectivity. Academic as well as community-oriented best practices open the vistas for individuals and society to hone their skills and become entrepreneurs for startup projects. Faculty with Ph.D. and guideship can promote research activities by acquiring research projects Scope for a greater number of publications by faculty in UGC-listed journals and books.

Institutional Challenge

- Obtaining funding required for the implementation of NEP, research projects, and seminars.
- Introducing more academic programs and increasing infrastructure facilities to accommodate these courses
- Disparity in digital access and socio-economic profile among students

- Resource mobilization through projects/ grants.

- Industry collaborations with high-profile companies.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution follows the Choice Based Credit and Semester System (CBCSS) implemented by the University of Calicut to which it is affiliated, and also adopts the curriculum and syllabus designed and prescribed by it for all the academic programmes. The college offers eight undergraduate programmes, and three postgraduate programmes and is a recognised research centre for the Department of Chemistry affiliated to the University of Calicut. Further, there are also several add-on courses (Certificate, Diploma and Advanced Diploma) conducted during each academic year.

These programmes are scheduled as per the academic calendar to complete the same within the stipulated time. Each department makes a meticulous effort to prepare timetables, action plans, and student databases, facilitating structured curriculum delivery. These programmes and evaluations are steered through coordination with the Internal Quality Assurance Cell (IQAC) and College Council.

Based on the university syllabus, the institution conducts curricular and co-curricular programmes that integrate various cross-cutting issues such as gender, environment and sustainability, human values and professional ethics. Further, UG and PG students are encouraged to do projects during their final semester on these aspects through which they are involved in societal issues and suggest mitigative measures for the benefit of society.

The faculty members of our college are engaged in curriculum designing and development programmes of the University in various faculties, participating in syllabus revision workshops and playing a decisive role as Chairman, Member and invitee of the Board of Studies and the Academic Council of the University of Calicut.

The college provides an environment fostering research. In the last five years, the college has spent a sum of Rs. 50 lakhs on procuring new equipment. It has also set up a Central Instrumentation Lab at a cost of about 30 lakhs. . To help the slow and disadvantaged learners, remedial classes are conducted during the wee hours and leisure times of the day.

Orientation workshops / Induction programmes offered to first-year UG students help them familiarize themselves with the college environment, academic pursuits, and other amenities. Structured feedback received from various stakeholders makes the curriculum delivery and implementation more robust and productive.

Teaching-learning and Evaluation

The admission process to the various UG and PG programmes is conducted by the affiliating University (University of Calicut) through the Centralised Allotment Process (CAP). The norms stipulate 50% of seats for the general category, 20% each for SC/ST and management quota, and 10% for community merit. Additionally, seats are reserved for physically disabled, mentally challenged and sports categories as per university directives and government rules. The college has an Internal Quality Assurance Cell (IQAC) that meets periodically to discuss various issues regarding teaching-learning, evaluation.

The curriculum delivery process takes place in a student-centric manner, by adopting various mechanisms through which maximum student involvement is orchestrated. Participatory learning is carried out through methods such as peer teaching, in which students who are categorised as advanced learners, share their expertise with slow learners within their class and peers. Certain flagship programmes such as Scholar Support Programme (SSP), Walk with Scholar (WWS) and Additional Skill Acquisition Programme (ASAP), empower students to hone their abilities in diverse fields.

A tutorial system is introduced to give individual attention to the academic requirements of students. Great

emphasis is laid on assignments and continuous internal evaluation. The weightage of attendance is credited in calculating the internal mark of a student. The various e-learning platforms provide students to gather additional information on topics of interest and the smart classroom in departments facilitates in the new modes of teaching- learning process.

The college offers a proper blend of academics and sports for the all-round development of students. The college is sensitive to the needs of disadvantaged students for whom remedial classes, counselling and special classes are arranged as per leisure timings and evenings.

The college has a total of 46 faculty members, of which 14 are male and 32 are female. There are 24 faculty members with Ph.D. and 8 with M. Phil. Degree. All the faculty members have participated in workshops/seminars/ conferences and 80% of the teaching staff have presented their papers. 10 non-teaching staff and one librarian are also working in the college. The evaluation follows university-prescribed patterns, including internal and external components.

Research, Innovations and Extension

Several members of the faculty are Research Supervisors. During the last five years, the college has conducted UGC and NAAC sponsored national seminars. Kerala State Council for Science Technology and Environment (KSCSTE) assisted in one-day seminar/ workshop. The college conducts an open day to showcase the research work and various models and exhibits by various departments to the public and students in the nearby schools.

To encourage research, the college has spent Rs. 5250000/ on the purchase of books, equipment and other infrastructural facilities for the last five years. With the assistance of DST-FIST (2016-2021), different sophisticated instruments were purchased to form the crux of the research scenario. The Central Instrumentation Facility promotes higher-level research in the institution. Wi-Fi connectivity is available for students and teachers in the campus. The college has also taken the initiative to collaborate with other organizations to foster research activities. In the last five years, our faculty members have published around 60 research papers and articles in national and international journals and have also written several books on topics of interest.

Students of the NSS have organized tree-plantation programmes, blood donation camps, AIDS awareness programmes, street plays to highlight social evils and many other programmes of social relevance. The college promotes an institution-neighbourhood network through NCC, NSS, Nature Club, Enviro Club, ELC club, Financial Literacy Cell, etc. The college takes steps to aware the students about the preservation of nature and energy conservation. Various programs and co-memorable days are observed by various departments like Ozone Day, Environment Day, Wetland Day, Science Day, etc. During the Covid-19 pandemic time, large volumes of sanitizer were prepared and distributed to the local community and municipality.

For their final year projects and internship, students of this college have done their projects in IISER, IIST-ISRO, TIFR, NIIST-CSIR, CECRI-CSIR, NIT, NCESS, Central and State Universities, C-Met, etc. Also, from neighbouring colleges and institutes came to science departments to do their M.Sc. projects. To encourage research activity, Cash incentive was given to faculty members for participating in seminars/conferences of national and international categories.

Infrastructure and Learning Resources

The college is sufficiently well-endowed in terms of physical infrastructure. College is located on a sprawling sylvan campus rich in flora and fauna, Vyasagiri, a beautiful village, 15km away from Thrissur and 5 km from Wadakkanchery the nearest town. The College is situated in a 35-acre plot with 6143 sq. mts. of built-in area spread over 6 buildings. The classrooms with facilities to use ICT tools and the 8 well-equipped laboratories including one computer lab and language lab/skill development centre also function in the college. The Department of Physical Education provides expert training in various sports events, such as football, volleyball, boxing, and Kho-Kho. The library is situated in the central library building and offers an extensive collection of textbooks, reference books, fiction, and journals. The library is fully computerized, with a barcode-based issue-and-return process and an Online Public Access Catalogue (OPAC) facility.

The library is a member of INFLIBNET, providing books and other journals. The library has a collection of **29,962** books, Journals, magazines and Online Resources. UGC- INFLIBNET, NLIST: The college is a member of INFLIBNET- NLIST for accessing e-resources. NLIST offers a comprehensive collection of **6790 e-journals** and **325016 e-books**. Remote access through individual login ID and password to all staff members, PG students and research scholars; common login ID and password to all UG students. The college has a fair and transparent IT policy that caters to academic needs. IT facilities are available for office staff to facilitate the smooth conduction of admission processes and other administrative services. The college has a well-equipped computer lab with PCs, licensed system software, and application software. The entire campus is connected with wired LAN and Wi-Fi, and lab assistants are available to support students and faculty in their queries. Research lab with sophisticated instruments purchased with **DST-FIST assistance** facilitates for doing potential research application

In addition to these a biogas plant, compost pits, a well-recharging facility, water recharging methods, a herbarium and a thick forest canopy are some of the attractions towards green initiatives on campus. Provision has been made for safe drinking water and uninterrupted electricity supply.

Student Support and Progression

As mentioned earlier, the college has a well-equipped campus. Our results show that on an average 85% of our students are successful in the examinations. The different Cells/Committees, comprising teachers and student representatives monitored by the principal, are effectively functioning to ensure the **academic, psychological, physical, economic, social and spiritual welfare and development** of students.

Vyasa college has evolved mechanisms for supporting students in **curricular, co-curricular and extracurricular activities**. Students who belong to various socially and economically backward categories are supported financially with various central and state government scholarships. A large number of capacity and skill development activities in diverse areas are conducted in the college for the benefit of students.

Career guidance programmes and coaching for competitive exams are also arranged for students with support from IQAC and various other agencies including vyasa alumni groups. Every year a reasonably good number of our students gain admission to pursue higher studies in reknowned institutes and some of them get placed in government and private sectors. Students were given support for preparing various qualifying exams such as NET, CSIR-JRF ,JAM and GATE examinations.

Different types of **community services** are conducted to make the students aware of practices to be nurtured to

gain perspective, and develop a sense of civic responsibility. Different events in sports and culture are being organised in the college every academic year to showcase their talents and to inculcate good relation within students as a mode of participative learning. **Academic, cultural, and other clubs offer** students a chance to pursue their passions and connect with like-minded peers. The students of Vyasa college proved their mightly as reflected from the medals/ honours /awards bagged in the natioanl and other regional contests.

Governance, Leadership and Management

The Principal, the various Heads of the Departments provide effective leadership enabling the college to fulfil its twin missions of excellence in education and empowerment of the weaker sections of society. Besides the Internal Quality Assurance Cell (IQAC) there are a number of committees to perform the various functions related to the college. The college also has a staff council with the Principal as its ex-officio President.

Every initiative taken by the institute aims not only on imparting knowledge through pure academic curriulam but also facilitating character-building of the future generation on whose shoulders the development of the country abreast. **The status now enjoyed by the Vyasa college within the peer group, is the result of constructive feedback from stakeholders and the distinguished alumni, the students output** which all stand testimony to the fact that the college has indeed been successful in attaining the goals.

Institutional Values and Best Practices

"Equal Horizons: Bridging Economic and Gender Equality" project by Sri Vyasa NSS College demonstrates a strong commitment to fostering diversity. In order to establish a fair learning environment, this project tackles the gender and economic gaps that exist among students. The college aims to improve institutional performance and give targeted support to its varied student body by mapping out economic and gender equity. Over the years, the college has adopted a number of innovative practices, the particulars of which are given in the detailed report. The popularity of the college is indicated by the number of applicants for different courses that is going up every year.

There are two best practices identified and practised which highlight institutional distinctiveness.

1. Best Practice- I : V-TEACH Motto- Empower Each Other, Learn Together

The primary objectives of V-TEACH are:

1. To develop a comprehensive skill set among students that extends beyond traditional academic learning.
2. To foster a sense of community and collaborative learning among students.
3. To enhance the employability and societal contribution of students through practical and applied learning experiences.
4. To implement innovative human resource management strategies that cater to the evolving educational needs of students.
5. To ensure the holistic development of students by integrating various dimensions of learning, including

technical skills, soft skills, and ethical values.

The Method

V-TEACH leverages the unique human resource management strategies of Sri Vyasa NSS College to create an inclusive and dynamic learning environment. The program involves the following key components:

1. Collaborative Learning Sessions :
2. Skill Development Workshops:
3. Community Engagement Projects:

Best Practice II: Title of the Practice: V-Creative

Objectives of the Practice

V-Creative aims to enhance the inherent talents and potential of students in a way that benefits the entire student community. The initiative seeks to:

- Foster creativity and artistic expression among students.
- Provide platforms for students to showcase their talents.
- Encourage collaboration and teamwork.
- Enhance communication skills and confidence.
- Create a vibrant campus culture through various creative outlets

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SRI VYASA NSS COLLEGE
Address	Sri Vyasa NSS College Vyasagiri P.O., Wadakkanchery Thrissur, Kerala 680623
City	Thrissur
State	Kerala
Pin	680623
Website	www.srivyasanss.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Jyothirmony Vatakkayil	04884-237249	6238139722	-	mail@srivyasanss.ac.in
IQAC / CIQA coordinator	R. Manu	04884-237718	9496981492	-	manupanikker@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 Calicut	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	04-08-1982	View Document
12B of UGC	04-08-1982	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	Sri Vyasa NSS College Vyasagiri P.O., Wadakkanchery Thrissur, Kerala 680623	Semi-urban	35	6143

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,Chemistry,Chemistry	36	Plus two	English	29	24
UG	BSc,Physics, Physics	36	Plus two	English	36	26
UG	BSc,Mathematics,Mathematics	36	Plus two	English	29	21
UG	BSc,Botany, Botany	36	Plus two	English	39	31
UG	BCom,Commerce,Commerce	36	Plus two	English	61	61
UG	BA,Economics,Economics	36	Plus two	English	51	51
UG	BA,History, History	36	Plus two	English	50	50
UG	BA,English, English	36	Plus two	English	33	33
PG	MSc,Chemistry,Chemistry	24	Degree	English	12	9
PG	MSc,Physics, Physics	24	Degree	English	14	10
PG	MSc,Mathematics,Mathematics	24	Degree	English	14	11
Doctoral (Ph.D)	PhD or DPhil ,Chemistry,Chemistry	60	Post Graduate	English	12	4

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				1				45			
Recruited	0	0	0	0	0	1	0	1	15	30	0	45
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	7		4		0	11
Yet to Recruit						3
Sanctioned by the Management/Society or Other Authorized Bodies						0
Recruited	0		0		0	0
Yet to Recruit						0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			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	1	0	7	8	0	16
M.Phil.	0	0	0	0	0	0	1	2	0	3
PG	0	0	0	0	0	0	2	6	0	8
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	7	0	7
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	7	4	0	11
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	140	0	0	0	140
	Female	157	0	0	0	157
	Others	0	0	0	0	0
PG	Male	3	0	0	0	3
	Female	27	0	0	0	27
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	14	21	10	15
	Female	46	35	41	36
	Others	0	0	0	0
ST	Male	1	2	3	2
	Female	0	2	0	2
	Others	0	0	0	0
OBC	Male	25	52	22	30
	Female	81	69	87	92
	Others	0	0	0	0
General	Male	57	52	52	52
	Female	108	94	100	76
	Others	0	0	0	0
Others	Male	19	18	20	16
	Female	2	0	2	3
	Others	0	0	0	0
Total		353	345	337	324

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>As inscribed in the vision and mission of Sri Vyasa NSS College, the Focus of the institution is on holistic development of students coming from various walks of life, imparting them with a novel approach in academic and other activities. From the time of its establishment, the college has promoted interdisciplinary and multidisciplinary approach in the academic activities through integrating various streams which can make beneficial aspect as far as student profile is concerned. As per the curriculum designed by the affiliating university (University of Calicut) it is mandatory for the students in 5th semester to opt a course (open course) other than their major or minor courses. These types of courses</p>
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could give an outlay about that topic which are all designed to address the future jobs that come into existence. Rather than studying each academic topic separately, a multidisciplinary approach focuses on connecting them. This method is necessary for effective teaching and learning. Add on courses conducted during each academic year also focuses on courses of multidisciplinary nature. Apart from this, all UG programmes offer interdisciplinary courses on Human Rights, Gender equality, Environment sustainability, Professional ethics etc.. All the departments provide certificate courses which is conducted by respective department as such having a course module and evaluation and completion certificate. As per approved syllabus of the affiliating university each student at PG and UG levels should have one project report than can be in-house or external at the end of the final semester which gives students a glimpse of knowledge in writing the project report and on various process for its successful completion. Seminars, workshops and webinars were periodically organized by IQAC and other teaching departments that are of interdisciplinary in nature. The institution's administration is actively supporting the implementation of the National Education Policy (NEP), fostering discussions and encouraging faculty participation in workshops to prepare for the multidisciplinary and online education aspects outlined in the NEP. Curriculum development workshops specific to NEP implementation in Kerala state are being attended by faculty members, where ideas are shared collaboratively. The current curriculum for the institution's undergraduate programs in Arts, Science, and Commerce, designed by the affiliating university in a multidisciplinary manner, includes mandatory courses also.

2. Academic bank of credits (ABC):

The institution's administration is actively supporting the implementation of the National Education Policy (NEP), fostering discussions and encouraging faculty participation in workshops to prepare for the multidisciplinary and online education aspects outlined in the NEP. Curriculum development workshops specific to NEP implementation in Kerala state are being attended by faculty members, where ideas are shared collaboratively. The current curriculum for the institution's undergraduate

	<p>programs in Arts, Science, and Commerce, designed by the affiliating university in a multidisciplinary manner, includes mandatory courses also. The institution is proactively preparing to meet the requirements of the Academic Bank of Credits (ABC) framework as outlined in the National Education Policy (NEP). Plans are in place to ensure that credit transfer becomes accessible to students once the NEP is adopted. As part of this preparation, faculty members from various departments have undergone training to facilitate online education and deliver various programmes through on-line platform. The institution's commitment to ABC is evident, and it aims to establish practical methods for implementing the concept. Key steps that has been taken towards implementing ABC at the institution includes viz. Awareness Classes, Diversified course selection, Collaboration with other institutes, technology enhanced teaching learning and evaluation and student centric teaching methods etc.</p>
<p>3. Skill development:</p>	<p>Sri Vyasa NSS College, Wadakkanchery, Thrissur focusses on various types of skill development programmes that enables students to acquire desired competency levels in various disciplines. The college has implemented a curriculum and syllabus in the paradigm of outcome- based education, which emphasis on skill based training and additional skill acquisition programmes that makes higher learning centers as skill hub. The institution has implemented a range of activities to enhance capacity and skill development among the students, for their mental, professional, and academic growth. The primary initiatives include: development of soft skills, language, and vocabulary; The institution offers value-added courses and training programs for cultivating soft skills, bolstering language proficiency, and fostering effective communication for the students doing their UG programmes. The College has been always a part of various types of government initiatives such as skill development courses like additional skill acquisition programme (ASAP) and other such programmes, supported by the government of Kerala and from central ministry which offers skill training to the selected students. In addition, the institution convenes various programmes and workshops for capacity building and nurturing soft skill among students studying in</p>

	<p>various disciplines. Undergraduate and Postgraduate students under the guidance of placement and career guidance cell has given seminars at the end of each academic year which is supported by IQAC. The placement cell and IQAC conduct seminars and workshops related to career guidance and soft skill development which help in the holistic development of the students. In order to provide value-based education, the institution provides courses and events on professional ethics, research ethics, gender equality, life-skills and code of conduct. Implementing a regular academic curriculum based on skill training as per student interest towards employability, higher education, social service and entrepreneurship.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The College upholds the value of tradition, heritage and culture of our motherland. The institute commemorates Hindi Divas, Reading day, rituals of all religion Mother tongue day, Tourism Day, Yoga Day and Kerala Piravi day as an act of reverence towards Indian languages and culture. Large number of students are being participated in these programmes cutting across all casts and creed. Faculty members are free to provide the classroom delivery in bilingual mode (English and vernacular language i.e. Malayalam) as students tend to understand better if taught in their mother tongue. In the college other than Malayalam, classes are taken for Hindi and Sanskrit as their second language during their first two years of degree programme. Different contests were held during each of day (Hindi, Sanskrit and Malayalam day) for the students to showcase their talent in the use of these languages. The promotion of Indian languages, arts and traditions is also facilitated through competitions organized during the annual fine arts festival and other contests organised by different groups and cells. Competitions such as essay writing, poetry, speech competition, folk song, folk dance and skit writing encourage students to stay connected with their rich Indian culture and heritage. The institute also offers some add on courses related to culture, tradition and Indian language. The college organises a variety of programmes to make students aware of the richness of Indian languages. A variety of co-curricular programmes are organized by NCC and NSS platoon for to promote ancient Indian traditional knowledge,</p>

	<p>among which the seminars and conferences organized by various department imbibe the values and culture of India to the young generation. The department of English introduces students to translated works from regional Indian languages, Indian writing in English and Indian aesthetics. This multilingual approach enables students to comprehend and appreciate India's richly diverse heritage and culture. The Department of Botany offers a certificate course on Ethnobotany, providing insight into the properties and uses of indigenous medicinal plants. This knowledge safeguards India's ancient medicinal practices, which are at risk of fading into obscurity. During each year an open day is conducted that displays various items that were used during ancient period and the script written in palm leaf's. different utensils, collection of books on lipi that gives an outlook of the Indian culture, The day is open to public as well. The language lab managed by English department offers various programmes for nurturing English vocabulary to students and for familiarising various software apps viz. basha sangam app, developed for people to give a sense of familiarity with wide range of Indian languages and to use various Indian languages to understand the richness of Indian culture.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The aim of Outcome-Based Education (OBE) is to nurture the curriculum with more working models, reformation in assessment practices and on improving the thinking ability of students. The OBE system which is a pedagogical model that necessitates the restructuring of curriculum, pedagogy and assessment practices to reflect the achievement of high-order learning, as opposed to a mere accumulation of course credits through conventional system of evaluation and assessment. While the traditional education system focuses on what is taught, OBE places emphasis on what is learned, which is a more of student-centric rather than teacher centric. The teaching and learning processes, as well as assessment strategies, are purposefully aligned to achieve these outcomes. The institution's examination results resonate well with the present curriculum and has consistently showed good figures that exceeded the university average. The students could achieve high ranks within the university, while many students pursue higher studies</p>

	<p>through qualifying entrance tests and other competitive exams. These achievements serve as indicators of the successful realization of the intended outcomes. The adopted pedagogical approach prioritizes active learner engagement through participatory and experiential learning methods. This approach facilitates the effective attainment of desired outcomes. It includes defining specific outcomes, programme outcomes, blending theory and practice, and incorporating seminars, assignments, field trips, community outreach programmes and projects into the present curriculum process. At the outset of outcome-based learning, the institution implements remedial classes and employs student centric teaching and learning strategies. This inclusive approach ensures that students are provided with the necessary support and resources not just to achieve their academic objectives but to develop a deep understanding of the subject matter. The faculties of the institute participate in faculty development programmes on Outcome based Education (OBE) organised by UGC and Kerala State Higher Education Council. Based on the training, all courses were designed under OBE paradigm should have Program Outcomes (PO), Program Specific Outcomes (PSO) and Course Outcomes (CO) specified for each courses. The integration of OBE in curriculum has been introduced in 2019. During the student induction program, the students are given an orientation on Outcome Based Education paradigm; and the Program Outcomes are explained to the students. The curriculum clearly states Program Outcomes (PO), Program Specific Outcomes (PSO) and Course Outcomes (CO). The teaching-learning pedagogy adapted at the institute ensures effective delivery of these goals for each courses. The attainment of these goals were analysed at the end of each academic year through circulating questionnaire based on these aspects and were statistically analysed for preparing a consolidated report.</p>
6. Distance education/online education:	<p>The institute has already initiated steps to reach out to those aspirants whom are devoid of having a regular academic schedule and are eager to do their higher studies in certain areas of interest through online mode. College has devised a method to expand the scope of online education and to equip faculties from different streams with the skills necessary to develop</p>

courses for open and distance learning. A workshop focused on creating MOOC (Massive Open Online Course) was conducted couple of years back for all faculty members. The faculties were encouraged to go for workshops conducted by Universities /institutes on familiarising with new on line tools that gives them an upper hand in developing various course modules for online / distance education programmes in their disciplines. These could enable faculty members to enhance their proficiency in utilizing digital learning platforms effectively.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>In pursuance of this, the college council has decided to establish Electoral Literacy Club (ELC) in our institute for strengthening the culture of electoral participation and awareness of the election process among young and future voters. The idea behind establishing such clubs is that they shall be the ambassadors for communicating with the community and learning through hands on experience and envisaged to serve as a vibrant hub of Electoral Literacy Club. This could make direct interaction in education and other institutions in the country. The college has formed a Electoral Literacy Club (ELC) with the coordination of Programme Officers from the National Service Scheme and students representing as members. As democratic country the election process in India is prudent and robust taking the election process more viable and widely accepted by the people through creative interaction of these types of clubs.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The members of the committee was selected through a unanimous process with the help of college council and principal. ELC formed within the college stands as a guiding path for students to gain insights into the working of different norms and rules in democracy and to actively engage the students in the electioneering process. The coordinators of the committee whom are senior faculty members takes a pivotal role for its smooth operation and successful outcomes. In our institute, this responsibility rest with the coordinators (NSS program officers), a cell which is more closely interacting with students' needs and</p>

	<p>perspectives. These coordinators assume the task of planning and executing a diverse array of events and activities geared towards enhancing electoral awareness. The committee convenes meetings as and when required and take study classes and tutorials and student gathering for giving awareness on election process. The committee makes strident efforts to make the ELC cell more active and useful for the student and community.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The different activities of the ELC includes adding the people to the voters list once attaining the age of 18 and helping them through filling proper forms and assisting them with local self government officials in completing the process. Students also assist district election administration in the seamless conduct of polls, engage in voter awareness campaigns, promote ethical voting practices, and strive to enhance the participation of marginalized sections of society, including transgender individuals, commercial sex workers, disabled persons, and senior citizens. The election process within the institute /university level serves as learning platform to know the various stages in the college election process. The NCC and NSS cadets are being deputed in the state and local body election by the government in assisting them to complete the election process in a hassle free and robust way. Awareness classes conducted by ELC for the local community also is one flag ship programme of ELC. To strengthen this effort, informative sessions on voter awareness were conducted for NSS volunteers, who will subsequently propagate this awareness within the campus and the local community. This collective endeavor enhances students' understanding of the democratic process and underscores the importance of active participation.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The institute makes strident efforts in bringing more out of the various club and cells which can transform the society through its noble work. In this direction ELC, in association with the local government system, conducted socially relevant initiatives such as electoral awareness drives for students, special drive for linking voter ID with Aadhaar. In addition programme and activities are convened for the teachers and student to convey the importance of election process . The activities such as a flash mob, surveys , projects are arranged with support from NCC to make students and communities to aware</p>

	<p>about the electoral process.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>In the academic year 2021-2022 the ELC organized a one-week special drive for students to link voter ID with Aadhaar Card. The ELC plans to conduct a drive among students to motivate them to register for voter's ID, so that all students above the age of 18 are able to vote in the forthcoming local body election in 2025. As an integral part of its mission, the ELC operating within our college has been consistently and energetically engaged in spreading awareness among students regarding the intricacies of the election process and its profound significance. These activities have been thoughtfully designed to shed light on various aspects of the voting process, emphasizing not only its procedural dimensions but also the intrinsic value of each individual's vote.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
949	970	1000	1012	1023

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: 46

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
38	37	32	47	45

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
20.49	13.27	10.80	17.36	16.41

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Being an institution affiliated to the University of Calicut, all academic programmes at the degree and postgraduate levels are steered as per the curriculum prescribed by the University from time to time. In the beginning of each year **an academic calendar is formulated** through discussion at various levels which suits with the academic and action plan set by the University. **College staff council collaborates closely with IQAC to formulate an annual academic action plan integrating both curricular and co-curricular activities.** IQAC and College Council maintain a strict vigil for the implementation of academic planning for the year that could ensure the quality on curriculum delivery, employing academic audits and regular interactions with the student for the planning and implementation of various activities. This could ensure optimum working days to convene various curricular, co-curricular and extra-curricular activities for the whole year. In agreement with the academic calendar prepared for the institute, **department level time tables, programmes, internal examination** etc. are carried out in a smooth way that could benefit teachers and students in planning the schedules. These planning could benefit in meeting the goals and to achieve the deliverables as observed in the **Course and Programme based Outcomes** as prescribed by the syllabi. During the start of each academic year **induction programme** was given to students by experts. The HoDs ensure the effective and successful completion of the course plan. The college believes in Outcome Based Education and the students are made aware of the **POs, PSOs, and COs; curricular and co-curricular activities all which are published in the website www.srivyasanss.ac.in**

The head of the institution and the heads of various departments works in tandem to stream line the various activities involved in curricular and teaching learning process. As the present curriculum emphasises on **tutorial system** and class tutors are entrusted with the responsibility of mentoring and guiding students towards achieving their academic credentials. Tutorial meetings convene during the end of semester ensure that a healthy communication channel is open between students and teachers and that their grievances regarding curriculum delivery/teaching learning process etc. are addressed properly. The **department level monitoring committee** examine the report of tutorial committee and takes appropriate decisions as and when required. The **staff meeting and the PTA meeting** which are held during periodical intervals could ensure effective curriculum delivery and do the need-based help for the same. **Feedback on curriculum and teaching** learning processes is collected during the end of each academic year and were scrutinised, analysed and the action to be taken is affected wherever it is deemed to be necessary for improving the teaching and learning process. As briefed earlier the assessment of curriculum delivery is analysed through various measures that includes, **internal examination, student seminar, assignment and projects.** The internal marks awarded for the students could give an impression about their performance and we could asses the areas which needs more thrust for achieving the bench mark.

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: 20

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

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: 20.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
213	142	216	302	129

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:

The courses prescribed by the affiliating University integrates crosscutting issues relevant to professional ethics, gender, environment sustainability and human values into the curriculum. The syllabus of various programmes contains topics relevant to the above titles and this could make the students aware of certain interdisciplinary areas. The projects undertaken by them in the final year UG or PG programmes are based on these aspects.

During the orientation /induction programme all first-year UG students are given classes on universal values like human rights, constitutional rights, gender equity, dangers of drug and alcohol abuse, and so on. In addition, all degree students in their final year have to do an open course which is conducted by other departments and students has to choose the courses as per allotment.

- In the sixth semester degree programme, botany programme has got a course dedicated to **environment science**.
- Courses on **Profession ethics, Gender issues** are included in the syllabus of B.A. English
- In the B.A. History programme, courses were offered on **Human rights** and add on course on this title was also conducted during each year.
- In B.Sc. Chemistry stream, courses on Chemistry in every day life and **Environmental chemistry** are included

The **Open Courses** offered by various departments like **Environmental Chemistry, Historical Tourism, and Appreciating literature** provide students from other disciplines an opportunity to understand more about the need for environmental conservation, management of resources, professional ethics etc.

Various clubs such as Enviro Club, Science Club, and Energy Club take necessary steps to further sensitise students to environmental concerns and climate change by arranging talks, workshop and celebrating various days of importance like Ozone day, Environment day, Wet land day and Science day. Collaborative activities with NSS and NCC took initiative to evoke environmental consciousness among the students and to inculcate certain values and practices that should be followed for the restoration of eco-friendly campus, which include:

Cross cutting issues	Committees and Clubs	Activities and Programmes
Gender Sensitivity	Anti-Ragging Committee Women Cell	Human Rights and Gender Seminar on gender issues and women empowerment
Environment and Sustainability	Nature Club NSS Bio-diversity Club	Energy, Green and Environment Audit Environmental Sensitization talks Waste collection and disposal system Plastic waste collection and recycling with support of Panchayat Tree Planting Drives Campus Bird Count LED lamps installation Biogas system Rainwater Harvesting system Carbon Neutral Campus Initiatives and awareness Programmes Educating locals on energy management through NSS and NCC Cadets
Human Values	Grievance and Redressal Cell Discipline Committee	Waste Management Cleaning Drive Awareness days

	Anti-Ragging Cell	Anti-Drug Awareness campaign
	Red Ribbon and Blood	Social Ventures –
	Donors Forum	Rebuilding House in local areas
	Human Rights Awareness	Health survey
	Forum	Safe water drinking measures
	NSS	Sanitary Preparation and practical session for self-help groups
		COVID Awareness
		Programmes
		Blood Donation Camps
Professional Ethics	Career Guidance and	Career Guidance
	Placement Cell	Programmes
	Research ethics / committee	Value-added courses
		ASAP-Soft Skill
		Development Trainings
		Programmes
		Walk with scholar programme

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: 32.67

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

Response: 310

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: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

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: 94.82

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

2022-23	2021-22	2020-21	2019-20	2018-19
327	324	336	345	353

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
368	346	351	354	358

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: 66.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
45	34	51	52	49

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

2022-23	2021-22	2020-21	2019-20	2018-19
72	69	72	67	67

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 24.97

2.3 Teaching- Learning Process

2.3.1

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

Response:

The curriculum of the various programmes is designed in such a way so as to encourage the student's involvement through incorporating various strategies viz. student mentoring, problem solving tasks and self-learning modules that are meant to develop the skills for independent learning and critical thinking on the topics of their interest. These kind new teaching practices could help them to nurture their understanding of the topic and on holistic development of the student. The focus is on fostering a learning environment for skill exploration, practical implication and critical thinking. The idea is enriched through training, research project, seminars, outdoor activities and practical sessions. Field trips, research institution visits, and interactions with expert's could nurture research aptitude and knowledge. Presentations, debates, and digital learning boost confidence. College celebrates events like Reading Day, Radio Vyasa programme etc. activities to enhance the engagement of student community.

English department has a language lab which functions as a skill development centre with internet connectivity and audio-visual facility. The college library which is fully digitised facilitate student access to online resources.

Experiential Learning

- Fostering analytical skills through hands-on training of various techniques to students.
- Arranging **industrial/lab visits and talk by industrialist**
- Utilizing **virtual labs** /familiarising on different software's
- Integrating projects, **internships, study tours**, and field visits.
- Students gained learning experiences through drama, and other art forms performance
- Offering skill enhancement courses such as **ASAP**
- Engaging with local community and practicing their traditional skills
- Organizing different **inter-collegiate events** fosters learning beyond syllabus

ICT Enabled teaching learning

- Science departments are equipped with **smart board with ICT tools**
- The English department has a **language lab** catering to skill addition programmes
- The campus is **Wi-Fi-enabled**

Participative Learning – Learners actively participate in teaching – learning process through intentional sequence of learning events that will make up to the realization of desired objectives. Peer Group/Buddy Learning promotes collaboration among learners of varying abilities. Seminars, conferences, and workshops in respective disciplines.

1. **Interdisciplinary projects** by students of science stream
2. **Open day and Exhibitions** organized by **the various departments**
3. Hands on **Workshops and laboratory Experiments** by **Science students**
4. **Departmental association** activities foster leadership and teamwork.
5. **NSS & NCC activities** instil civic responsibilities and leadership qualities.
6. Publication of **student magazine** and **wall magazine (Telicham = Light)** created by students
7. **Survey, Debate** etc. makes the students to have collective responsibility in learning
8. **Radio Vyasa** programme by students.

Problem solving methodologies-

This is a teaching strategy where students acquire the learning outcomes by facing problems to be solved. By observing, understanding, analysing and interpreting the problem posed to find a solution, the learners achieve a more holistic understanding of the basic concepts..Different methods of problem-solving methods used to develop the students skill include:

- **Group Research Projects** by Students
- Students participating **Quizzes** and **other Group activities**
- Mandatory Submission of **Assignments** by 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: 86.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
46	45	44	47	48

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

2.4.2

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

Response: 48.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	20	16	20	17

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

External Assessment

The grievances related to the University exams include lack of study holidays, out-of-syllabus questions, discrepancies in choices and on the mark assigned to certain question. In these cases, the matter is brought to the attention of the Controller of Examination of the affiliating University and follow up activity was also done. In certain other cases, students are encouraged to apply for revaluation and scrutiny of answer books, and to reappear for the examination subsequently to improve the scores, as per situation demands.

Internal Assessment

Internal examination is conducted twice / once in each semester. The tentative dates announced as per academic calendar is followed for conducting the examination. Internal exam committee notifies the schedule well in advance and the time table is circulated with all departments for students. The internal

exam committee makes arrangements for printing question paper, assigning duty to faculties and procuring answer sheet. After each examination the scripts for valuation is distributed after getting counter signed by concerned teacher. Once answer sheet are distributed, students can meet concerned faculty regarding any irregularity in the valuation. The student list of internal mark after entry is circulated and were uploaded in the college web site for students to view. Students' progress report and academic activities are discussed with parents and during department staff meetings.

- **Grievance Redressal System**

Students can raise their grievance after filling the form which can be availed from grievance committee / Convener to register exam related grievances, OR can be written in plain paper

- **Types of Grievances:**

1. Regarding topics assigned for the internal exam
2. Time allotted for exam preparation
3. Unable to attend exam
4. Not satisfied by the mark scored

- **Redressal Mechanism:**

- As the topics for internal examination are already fixed and were communicated to student well in advance still some students make comments without valid reasons. These issues although very less is resolved without delay and were addressed by the committee and students were advised to abide by the norms followed.
- Although the time schedule for the exam is circulated well advance some students has complained on lack of time for preparation. These grievances were taken due care and were solved by the grievance redressal committee
- Sometimes student was unable to attend the internal exam due to some genuine reasons. In that case the student is allowed to take examination fixing a new date and question paper by the committee.
- If the student is not satisfied with the mark, he/she earned, he/she is encouraged by the class tutor to discuss it with the faculty concerned to get it rectified. Due importance is given to resolve such doubts and anxieties on the part of the student and the intervention of the committee and the Head of the Department is called upon for the proper and transparent resolution of the issue.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The college follows the syllabus designed by the University of Calicut, in which Programme Outcomes and Course Outcomes are clearly outlined. The specific learning outcomes to be attained in each course is strictly followed by the instructor. Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) for all Programmes offered by the institution as defined in the syllabus of the affiliating University are stated and displayed on the website of the College.

With the introduction of NEP (**National Educational Policy**) the importance **Outcome-Based Education (OBE)** paradigm has to be incorporated in the syllabus and steps were taken to include the points during 2019 curricula revision onwards, which ensures that the curricular endeavours focus on learning, based on **attainable and quantifiable outcomes**. OBE paradigm **gives path direction, purpose and emphasis** to the students as well as to the faculty. Faculty members of the college (Members in Board of Studies) are involved in the preparation of curriculum of respective programmes in alignment with OBE paradigm and methods of evaluation. The outcome defines how students will be oriented to do at the end of the respective course or programme. Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) are defined by considering feedback and suggestions from all stake holders viz. **employers, alumni and academic experts** designed by the University.

Communication to the Students

- POs, PSOs and COs of all the programmes are **displayed on the College website**
- The syllabus of each course clearly defines various **points of POs**
- POs, PSOs and **Semester-wise COs** are displayed properly in certain courses
- Faculties who handle various courses explain the relationship of each course outcome with POs and PSOs **during each semester**

Communication to the Faculty

- **Hardcopy of the syllabus** with description of **POs, PSOs and COs** is maintained in every department for ready reference
- As mentioned, **faculty members in BoS** took meticulous effort in drafting content for **POs, PSOs and COs** that takes place during the revision/drafting of the syllabus
- **The POs, PSOs and COs** are communicated to **the faculty** through orientation programmes and departmental council meetings

Communication to other stake holders

- **The alumni and employers** are communicated with the POs, PSOs and COs through the college website.
- **The parents** are given awareness on **the Programme Outcomes** during **orientation program** convened during beginning of semester **and in PTA meetings**.

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 attainment of POs and COs are evaluated based on the evaluation analysis and through convening programmes such as Assignment and Project work. These methods could give a glimpse on level of attainment of POs and COs defined for each course. Programme outcomes and programme specific outcomes are attained through the fulfilment of course outcomes. The course outcomes are measured with respect to syllabus, completion of syllabus, continuous evaluation (internal evaluation), and setting up of question paper, evaluation, and result. The 75 percent of compulsory attendance to qualify for writing the examination of the courses is adhered to ensure students participation in the class. The attendance is also an ingredient to assess the internal marks. The programme outcome/programme specific outcomes are measured by taking the aggregate result of all courses in a given programme of an individual student, and then the average performance of all the students in a given programme. The progression of students to higher education and the percentage of those students who qualify competitive examination can be taken for consolidation with regard to the attainment of POs and COs. In addition, there exist several ways to obtain the attainment of outcomes; however, both quantitative and qualitative measures are to be considered for the precise computation. The rank list published by the University regarding top scored students also reflective of the attainment of POs and COs by the individual departments.

Attainment of Outcomes

- The Program Outcomes (POs) and Program Specific Outcomes (PSOs) are accomplished through curricula
- Course Outcomes (COs) are defined for each course and they are mapped to POs and PSOs

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:** 88.45**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
289	297	277	292	300

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

2022-23	2021-22	2020-21	2019-20	2018-19
319	333	325	329	339

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

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.56

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0.25	0	0	0

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Our institution employs a variety of innovative practices and creative methods in the teaching-learning process to enhance student skills. These activities include nature awareness campaigns, documentary film screenings, energy awareness rallies, quiz competitions, seminar series, tree planting, and the eco-friendly practice of gifting saplings to students. Such initiatives raise awareness about environmental hazards and emphasize the importance of environmental protection.

To hone students' organizational skills, we host exhibitions and encourage the release of manuscripts, magazines, and books, thereby fostering their writing abilities. Field studies, industrial visits, and research laboratory tours offer practical exposure, enriching their educational experience.

Celebrating Special Days

Departments celebrate commemorative, national, and international days, highlighting their significance. Hands-on training programs further improve students' knowledge and skills. Additionally, students participate in energy conservation awareness programs organized by the Energy Club. Through campus cleaning and waste management activities, students develop planning, execution, and continuous monitoring skills.

Extension and Leadership Activities

Extension activities conducted by the NSS, NCC, student clubs, and various departments foster leadership qualities, interpersonal relationships, managerial capacities, and teamwork, all of which are beneficial for their future careers.

Mentoring and Support Programs

The "Walk-With-a-Scholar" program provides specialized mentoring and motivational sessions from external mentors for meritorious students. Well-equipped science laboratories support practical experiments, and students are encouraged to utilize both the Department and College Libraries for reference.

Promoting Scientific Dissemination

The institute promotes scientific dissemination through workshops, seminars, and collaborations with other colleges via a student support program. The Department of Chemistry, recognized as a research center affiliated with the University of Calicut, offers a PhD in Chemistry. Since becoming a research department in 2007, six candidates have earned their PhDs. Financial support from the Kerala State Council for Science and Technology and DST-FIST funding has enhanced research capabilities, enabling the purchase of various instruments.

Research and Innovation

At the management and college levels, initiatives promote research and innovation among students and staff. These efforts are supported by mechanisms that encourage participation in events, programs, and seminars. A college-level research committee formulates research and innovation policies. The central library supports research with reference books, journals, e-journals, and digital resources like INFLIBNET and DELNET. Plagiarism detection software fosters a research-friendly atmosphere for faculty and students, encouraging participation in seminars, conferences, and the publication of research articles.

Central Instrument Facility

The college's central instrument facility center, managed by a research guide, provides access to instruments for students and nearby institutions, facilitating MSc projects for students from neighboring colleges.

Enhancing the Educational System

Our institution's innovative, creative, and participatory educational system is further enhanced by the

IQAC, which organizes national and international seminars, webinars, and workshops in collaboration with various departments and clubs. These events allow students to expand their knowledge beyond the curriculum and gain insights into global advancements in multiple fields. ICT-enabled creative and innovative teaching methods enrich the teaching and learning process, making education more dynamic and engaging.

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: 16

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	3	7	2

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: 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	13	11	10	14

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: 0.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	4	5	0	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:

OUTCOME OF EXTENSION ACTIVITIES

TO EXTEND THE MANPOWER OF VYASA FOR THE GOODWILL OF SOCIETY, WE COLLABORATE WITH GOVERNMENTAL INITIATIVES TO PROVIDE SUPPORT THROUGH VOLUNTEERS AND EXPERTS, WORKING WHOLEHEARTEDLY FOR SOCIETAL PROSPERITY.

COLLEGE JOINING HANDS WITH GOVERNMENT INITIATIVES:

- **OBSERVATION OF DAYS:** CLEANLINESS AND SANITATION DRIVES
- **PROGRAMS:** SASTHRA SAMETHAM-OPEN DAY FOR SCIENCE, HARITHARAVAM-SHUCHITHWA MISSION KERALA, SWACHH BHARAT ABHIYAN, AZADI KA AMRUT MAHOTSAV.
- **CAMPAIGNS AND ACTIVITIES:** SESRE, SWACHHTA PAKHWADA, DIGITAL INDIA CAMPAIGN, KHADI PROMOTION EXHIBITION (NITI AAYOG), TEMPORARY SBI HELP DESK FOR FINANCIAL AWARENESS, ANTI-DRUG CAMPAIGNS, TRAFFIC AWARENESS PROGRAMS, VIMUKTHI.

1. COLLEGE & DEPARTMENT INITIATED ACTIVITIES:

- **SPORTS AND FACILITIES:** FOOTBALL CAMPS, OPEN COLLEGE GROUNDS - LOCALITY, SCHOOLS, AND CLUBS.
- **PROGRAMS AND SERVICES:** WATER TESTING LAB, COLLEGE RADIO, GENDER SENSITIZATION PROGRAMS, INTERACTIONS WITH EMINENT PERSONALITIES, ENTREPRENEURSHIP PROGRAMS, CERTIFICATE COURSES, PROGRAMS BY WOMEN CELL, NSS, NCC.

- **PROMOTIONAL ACTIVITIES:** SANSKRIT PRADARSHINI-SANSKRIT.
 - **SURVEYS AND AWARENESS:** ADDRESSING SOCIAL PROBLEMS SUCH AS ANTI-DRUG ABUSE AND DOMESTIC ABUSE RESISTANCE.
- 2. KNOWLEDGE EMPOWERMENT:**
- **COLLABORATIONS:** OBSERVATION - SOLAR ECLIPSE WITH SCHOOLS, LIBRARIES, AND NGOS.
 - **SCIENTIFIC AND CULTURAL INITIATIVES:** STAR WATCH CAMP, EXPLORATION OF KERALA'S ARCHAEOLOGICAL HERITAGE, FREEDOM FIGHTERS-INTERVIEWS.
- 3. CLUB ACTIVITIES:**
- **TRAINING AND EDUCATION:** MARTIAL ARTS & YOGA TRAINING, FLASH MOBS, SELF-DEFENCE TRAINING, FIRE AND SAFETY CLASSES.
 - **EMPOWERMENT AND AWARENESS:** WOMEN'S EMPOWERMENT, GENDER SENSITIZATION, EXHIBITIONS, AWARENESS RALLIES, AND THE SUPPLY OF FOOD AND BLANKETS TO THE NEEDY.
- 4. RESPONSE TO SOCIAL AND ENVIRONMENTAL ISSUES:**
- **COMMUNITY SERVICES:** VOTER ID-AADHAR CARD LINKING SERVICES, KANIVU, KAITHANGU (SUPPLYING STUDY MATERIALS TO STUDENTS-GOVT. TRIBAL SCHOOL).
 - **HEALTH AND ENVIRONMENT:** WATER QUALITY SURVEYS, WATER TESTING LAB FACILITY, DATA ENTRY WORK - KUMBALANGAD VAYANASHALA, BLOOD DONATION CAMPS, LEPROSY ERADICATION SURVEY.
 - **TECHNOLOGY AND ECOLOGY:** SAHAPADIKKU ORU KAITHANGU (SUPPLY OF ICT TO ECONOMICALLY BACKWARD STUDENTS), ECOLOGY RESTORATION BY ACACIA ERADICATION.
- 5. EMERGENCY RESPONSE ACTIVITIES:**
- **DISASTER RELIEF:** FLOOD RELIEF WORKS, DATA ENTRY SERVICES DURING COVID-19, SANITIZER PREPARATION. TRAINING.
 - **DISASTER PREPAREDNESS:** KSDMA- DISASTER SURVIVAL AND RISK REDUCTION TRAINING, WATER QUALITY SURVEYS POST-FLOOD.

OUTCOME

THESE PROGRAMS HELP US ACHIEVE THE VISION FORESEEN BY OUR COLLEGE. SOME NOTABLE ACCOLADES INCLUDE:

- **AWARDS:** TOBACCO-FREE EDUCATIONAL INSTITUTION AWARD BY NTCP, GOVERNMENT OF INDIA.
- **RESEARCH:** RESEARCH TEAM OF BOTANY -REPORTED A NEW SPECIES FROM THE WESTERN GHATS -PUBLISHED IN 'PHYTOTAXA', AN INTERNATIONAL SCI JOURNAL ON BOTANICAL TAXONOMY.
- **ACADEMIC ACHIEVEMENTS:** FACULTY PH.DS AWARDED - DR. JYOTHI G. NAIR, DR. ASHA MOL S. & DR. KEERTHI.
- **VOLUNTEER RECOGNITION:** SANDRA PRAKASH- DDMA VOLUNTEER CERTIFICATE. REGISTERED AS A VOLUNTEER IN SAMOOHIKA SANNADHASENA - CERTIFICATE OF APPRECIATION FROM THE DISASTER MANAGEMENT AUTHORITY IN 2022?.

- **STUDENT ACHIEVEMENTS:**HARIKRISHNAN K. R. & SREEBHADRA S. - PRE-RDC SOUTH ZONE. RANJITHA DAS WON IN PROF. ARAVINDAKSHAN FOUNDATION ESSAY COMPETITION, ANUSREE P. NAIR - BRMEDALL-THE QUEEN'S COMMONWEALTH ESSAY COMPETITION.
- **NCC CADET SUCCESS:** SREENATH K.S. -PM RALLY, 2019??. SHIJIL C. - PM RALLY, 2020??. JAYENDRAN I.J. RDC 2022??. ASWATHY P. NAIR - RDC 2023??. MOUNIKA - RDC, 2023??.
- **SPORTS ACHIEVEMENTS:** VYASA FOOTBALL TEAM -KANDAMKULATHY TROPHY, SUPERDIVISION LEAGUE. WRESTLING CHAMPION- REJI P. J. 2ND- FREE STYLE<92KG, CALICUT UNIVERSITY INTERZONE. AKSHAY G NATH 1ST - BOXING <49KG, CALICUT UNIVERSITY INTERZONAL COMPETITION.

“These achievements confidently exemplify the esteemed Vyasa legacy that our students proudly carry with them wherever they go.”

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:

AWARDS AND RECOGNITIONS

Tobacco-Free Educational Institution: Sri Vyasa NSS College has been declared a Tobacco-Free Educational Institution by the **National Tobacco Control Programme, Government of India**, on May 31, 2022??.

Department of Botany: The research team from the Department of Botany at Sri Vyasa NSS College has reported a new species from the Western Ghats. This finding has been published in 'Phytotaxa', an **international SCI journal on botanical taxonomy** with an impact factor of 1.71??.

Student Achievements: HARIKRISHNAN K. R. & SREEBHADRA S. - PRE-RDC SOUTH ZONE, **Govt of India**. RANJITHA DAS WON IN **PROF. ARAVINDAKSHAN FOUNDATION** ESSAY COMPETITION, ANUSREE P. NAIR - **BRONZE MEDAL - THE QUEEN'S COMMONWEALTH ESSAY COMPETITION.**

NCC Achievements (2018-2023):

- **2018-2019:** Sreenath K.S. participated in the PM Rally from January 1, 2019, to January 29,

2019??.**Govt of India.**

- **2019-2020:** Shijil C. participated in the PM Rally from January 18, 2020, to January 29, 2020??.**Govt of India.**
- **2021-2022:** Jayendran I.J. participated in the Republic Day Camp (RDC) from January 18, 2022, to January 29, 2022??.**Govt of India**
- **2022-2023:**
 - Aswathy P. Nair participated in the RDC from January 1, 2023, to January 29, 2023??.**Govt of India**
 - Mounika participated in the RDC from January 1, 2023, to January 29, 2023??.**Govt of India**
- Mounika M. from 23 (K) BN, NCC, Thrissur, participated in the Annual NCC Republic Day Camp 2023??.**Govt of India**
- Sreenath K.S. from 23 (K) BN, NCC, Thrissur, participated in the Annual NCC Republic Day Camp 2019??.**Govt of India**
- Aswathy P. Nair from 23 (K) BN, NCC, Thrissur, participated in the Annual NCC Republic Day Camp 2023??.**Govt of India**
- Aswathy P. Nair also participated in the Ek Bharat Shrestha Bharat Camp-II in 2020??.**Govt of India**
- Jayendran I.J. from 23 (K) BN, NCC, Thrissur, participated in the Republic Day Camp 2022??.**Govt of India**

Sandra Prakash: Sandra Prakash from the Department of Chemistry registered as a volunteer in Samoochika Sannadhasena and received a Certificate of Appreciation from the Disaster Management Authority in 2022?. **Govt of Kerala**

- **NCC OFFICER:** Unnikrishnan M.S., from the Physics Department, has successfully completed his NCC Programme Officer training and has been proudly awarded the rank of Lieutenant. **Govt of India**

These achievements reflect the proud fulfillment of the Vyasa label that our students carry wherever they go.

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: 42

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	8	3	9	6

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

3.5 Collaboration

3.5.1

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

Response: 0

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:

Advancement in the technology takes its turn in reviving the teaching, learning and evaluation process. Our institution keeps updated to imbibe the changing trends in teaching- learning process through incorporating new ideas and facilities such as Smart class room, interactive board, LCD projector etc. to give the students better learning experience in the modern scenario. The academic community as a whole has been radically evolving ever since the advent of ICT. During pandemic time the application of ICT related facility was optimum that could take the teaching process to higher levels.

Laboratories:

- Department of Chemistry: Sophisticated Instruemnt Laboratory, (Research Laboratory) M.Sc Main Lab -2, B.Sc. Chemistry Main Lab-1 Complementary Lab-1
- Department of Physics: M.Sc. Physics Lab-2 B.Sc. Physics Lab-1, Electronics Lab, Research Lab
- Department of Botany: Botany Student's Lab, Herbarium
- Department of Zoology: Complementary Lab-1
- Dept. of English :Language Lab with WI-FI Facility
- Research lab with sophisticated instruments purchased with **DST-FIST assistance** facilitates for doing potential research application
- Foot ball and Volley ball ground are well maintained and are situated in serene piece of land covered with lush green background
- Gym Club with instruemnts

ICT Facility

- The PG departments are equipped with modern ICT facilities, classrooms in which interactive boards and LCD projectors are available.
- UG Departments are equipped with Audio-visual facility.
- Every department has spacious classes attached to them and most of the classes are facilitated to be ICT enabled with LCD projector to integrate technology in teaching with class room practices.
- The computer lab with all time wi-fi facility enable the student to surf through their topics of interest
- All department provided with LCD projector

- Science departments equipped with Smart board
- Web Browsing Center in Library with 15 computers
- Audio-Visual Room with internet facility
- **Other ICT facilities include:**
- Broadband Connection (BSNL & Jio)
- Campus with 100% wi-fi connectivity

Facilities for Cultural/Co-curricular/Extra curricular Activities:

- Auditorium
- Mini Auditorium
- Central Library with Reading Room
- National Service Scheme (NSS) room
- Student Counselling room
- Zoology museum
- Herbarium
- Health/Sports facilities
- Full fledged Multi-Gymnasium/fitness centre
- Facility for yoga practice.

Play Ground

Football court

Basketball court

Kho-Kho court

Shuttle Badminton court

Other facilities

- 1.Principal's room
- 2.Post-Office within campus
- 3.College Office
- 4.IQAC Hall
- 5.Mini Auditorium
- 6.Examination room
- 7.Sick room with attached toilet
- 8.Ramps and special toilet for Divyangjan
- 9.Toilets & Wash area
- 10.Car /Bike parking area
- 11.Canteen
- 12.Alternative Energy Source – Biogas Plant
- 13.Power Backup
- 14.CCTV coverage
- 15.Rain water Harvesting
- 16.Public address system
- 17.Wheel Chair facility
- 18.Display board and Notice boards
- 19.Green Boards, White Boards
- 20.Water purifiers/coolers

21. Sanitary napkin vending

- **Other Facilities**

- Under the aegis of the Department of Physical Education, the college offers expert training across various sports disciplines, including Basketball, Volleyball, Wrestling, Taekwondo, Judo, and Aerobics. Ensuring active engagement, the college facilitates student participation in both inter and intrainstitutional sports competitions. Remarkably, students have consistently showcased their excellence in

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: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

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 mission of the College Library is to provide students a place where they can come together and learn the power of information through a variety of print and electronic resources, as well as to encourage everyone to participate in Society. The College library is a strong hold of academic resources. The College library is fully automated with KOHA library management software

KOHA supports

? **Accessioning**

? **Cataloguing**

? **Circulation**

? **OPAC**

? **Computerized Gate entry**

? **Barcode facility**

? **Report Generation**

Services of the Library

Collection : The library has a collection of **29,962** books, Journals, magazines and Online Resources. UGC- INFLIBNET, NLIST: The college is a member of INFLIBNET- NLIST for accessing e-resources. NLIST offering a comprehensive collection of **6790 e-journals** and **325016 e-books**. Remote access through individual login ID and password to all staff members, PG students and research scholars; common login ID and password to all UG students

Newspapers - (English - 2, Malayalam - 3)

Question paper bank (2019 onwards)

Question papers e-copy - 400

Rare Books - 10

OPAC : Ensure to search catalogue of library resources.

Automated book issue and return: All books and member identity cards are barcoded and is used for the issue and return of books.

Library orientation programme: For effectively using the online and offline library facilities .

Internet and Wi-Fi: The Library has an independent internet connection with a bandwidth of 200 Mbps

Reference section : Collection of several high valued reference texts.

NDLI Club : The College is a member of NDLI club, to engage its users in activities that enhance their experience with the NDLI Platform.

Extension Activities

? **Plagiarism checker:Plagiarism checking services for Students/Researchers/Faculty through 'Ouriginal' Software .**

? **Reprographic Service**

Reading Promotion Activities:

Literary Club: The club foster creative and analytical skills of students . It ensure students to express their opinions and exhibit their ideas through variety of activities.

The Club organizes, book fairs, book exhibitions and competitions in association with important days. Best Library User Award: The library encourages a culture of reading within the student community by annually presenting 'the Best Library User Award'.

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:

Vyasa college has always provided optimal IT facilities to its staff and students and these facilities are periodically augmented/maintained to adopt present day learning strategies and on familiarising with new age learning practices and demands. The institution has enhanced its IT facilities by strengthening Wi-Fi connectivity, through adding the number of ICT tools and providing staff and students with free access to internet and other facilities. The 200 Mbps speed internet facility has played a significant role in enhancing the quality of academic and other activities within the college. Computer literacy of students is ensured by facilitating IT related certification courses and other programmes viz. training of Moodle courses which are, offered. The IT facility also caters to the administrative e-governance system for finance and accounting as well as for admission and examination related processes. INFLIBNET accounts are created for all students to facilitate research related activities. The IT facilities and other related modern tool augmented could overcome the hurdles phased during pandemic related lockdown issues. All faculties are having e-mail with college web portal and the institution signed up for a GSuite.

- The college currently possess three internet connections; all of them are optic fibre connections provided by **BSNL, Railnet & Jio** with a speed up to 200 Mbps.
- Every department is equipped with a local Wi-Fi router which offers wireless connectivity in the entire department.
- The college provides free Wi-Fi facility to the stakeholders.
- Departments are provided with LCD projectors to be used for teaching and presentation purposes by staff, students and invited speakers.
- Smart Boards for interactive teaching
- Dept. of English having language lab
- The college library offers free browsing facilities to the students.
- INFLIBNET access is provided to all faculty and students.

- Five PG Departments are facilitated with smart classrooms in which interactive boards and LCD
- Students are allowed to use the computer labs and internet facilities for doing their projects, assignments and presentations apart from routine practical work.
- Projectors are available. Two UG Departments are equipped with audio-visual rooms.
- The departments are provided with desktops / laptops, internet facility, printers and scanners.
- Sufficient IT facilities are ensured with college office
- Reprographic centre and other student amenities are also provided

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: 37.96

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

Response: 25

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: 11.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
3.56	1.07	0.58	1.56	1.92

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: 66.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
711	612	639	646	662

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: 13.34

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

2022-23	2021-22	2020-21	2019-20	2018-19
130	140	107	229	55

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: C. 2 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: 52.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
298	204	131	138	91

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

2022-23	2021-22	2020-21	2019-20	2018-19
327	333	325	329	339

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

5.2.2

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

Response: 1.14

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

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

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

5.3 Student Participation and Activities

5.3.1

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

Response: 20

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

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

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.3.2

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

Response: 4.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	6	2	7	3

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 alumni association of the Vyasa college, named Vyasa Students Association makes valid contributions towards the progress of the college and help the college through various activities viz. academic involvement, financial assistance, endowments, motivational talks, placement guidance and support. Alumni Lectures organised by departments periodically provide opportunities for the alumni to share their expertise with our budding scholars.

Vyasa students Association is an active organisation which aims at the inculcation of intimate fellowship and promotion of frequent interaction among the former students of the college. The Association support the college in all its activities. The alumni of the college have been contributing significantly to various developmental efforts by the college. These include both financial and nonfinancial contributions. The college maintains the contact information of its alumni seperately through inviting registration by distributing forms to the past students, strictly following confidentiality requirements. The college has been very keen to engage with its alumni. There is a strong bonding created through various collaborative efforts. The Association promotes and fosters mutually beneficial interaction between the Alumni and the present students of the college. Even though the college does not have a registered

Alumni associations of various departments conducts batch wise and annual meeting of their batch mates. They have instituted number of endowments for the meritorious students. The association takes initiative in funding some of the activities of the college such as conducting seminar and for minor works on renovation for improving student's facilities. Each department has individual association of its alumni members. The college as a whole has old student assocaition as Vyasa Alumni, in which various members from different batches are members. Alumni feed back form is distributed for getting the suggestions from members and the suggestions from alumni members were taken for discussion and the committe will look into its merits and for implementation of the suggestions.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

VISION OF THE COLLEGE To empower society through knowledge and develop the skills of society, so as to equip it to face the challenges and needs of emerging world. To offer equal opportunities to female students, so that they will be empowered to be effective leaders of society to create a generation endowed with a mind set for imbibing the winds of change for social transformation that could make them responsible citizens and remind them the duty towards the country and fellow human beings.

MISSION OF THE COLLEGE: We strive to empower our students , especially from rural areas to men and women possessing sound knowledge, skill and good character to play active role in making our nation pioneer in all fields of life. To include new developments in education into the curriculum so as to promote academic advancement leading to national development To promote awareness on ecological and environmental issues To effect changes in the curriculum with information and communication technology To develop skilled personnel through vocational and entrepreneurial education To create research environment which can lead to consultancy and extension To sensitize the students on socioeconomic issues (emphasizing ongender and human rights) by including related topics into the curriculum, and through cocurricular activities.

Nature of Governance:

Management Level: The NSS Colleges' Central Committee oversees staff appointments in accordancewith UGC norms and Kerala State Government regulations. It allocates financial resources for infrastructural enhancement and educational activities, also it forward recommendations for college advancement to the government.

University Level: Academic activities, examinations, Valuation, Students Union election and admissions processes adhere to the guidelines set by the affiliating University

Government Level: As a grant-in-aid institution, NSS College follows the Kerala Service rules and adheres to the SPARK policy for financial transactions. Financial procedures are sanctioned by the Directorate of Collegiate Education. Thiruvananthapuram. The UGC norms and regulation are also adhered in academic and other matters as needed.

College Level: Governance at the college level involves the Principal, IQAC, College Council, statutory committees/cells and PTA. The Principal and Management supervises over all affairs including financial and academic matters.

Major decisions regarding infrastructure augmentation and maintenance of academic facilities and administration are taken in consensus with the Management. Active involvement of the IQAC, PTA,

DLMC,(department level monitorinh committe) the College Union with elected student office bearers, cells and committees, etc ensure participatory decision-making in co-curricular, extra curricular and student related matters. Student inclusiveness is a priority of the institution and is ensured through the tutorial system of mentoring as well as the active involvement of the Internal Complaints Committee (ICC), Minority Cell, Anti-ragging Cell, Grievance Redressal Cell, Committees for OBC/SC-ST etc. Heads of Departments are empowered to run regular functioning of the college working in tandem with the faculty of the department. Students participate in governance of college through Students Union and Students Council.

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 College has a strategic/ perspective plan which is clearly presented through the vision and mission of the institution. It is developed through rigorous discussion and consultations between the College Management, Principal, Faculty Members and Other Stake holders concerned. It is in tune with the policies and decisions of the State and Central Governments, University and UGC. The institution always tries to fulfill the requirements and needs of the region to which it belongs. The College Management, Principal, the Faculty, PTA and Students through their diverse channels and platforms contribute to the modification and refinement of the strategy of the institution.

All activities - administration, finance and regulation, purchase and development and quality assurance initiatives - are carried out in consensus with the NSS management.

The College Council, IQAC and various clubs and committees ensure decentralisation and inclusiveness in the day to day activities of the college. The five year strategic plan prepared by the IQAC lays the groundplan for activities envisaged for the overall development of the institution. The Academic Committee is in charge of preparing academic planner in accordance with the University calendar and the exam committee ensures the smooth conduct of end semester examinations and related processes.

The college being an aided institution affiliated to the University of Kerala adheres to the rules and regulations of the Government of Kerala, University of Kerala and UGC for appointment of teaching and non-teaching staff.

As detailed in the organogram of the institution, the College has a well-defined and decentralised

organizational set-up to implement its academic, administrative and financial policies. As the head of the institution, the Principal supervises the overall functioning of the institution, chairing the College Council, IQAC, PTA, RUSA committee, College development council and all the other clubs and committees of the institution.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-

teaching staff and avenues for career development/progression**Response:**

The institution has effective welfare measures for the teaching and non teaching staff, with reference to **Kerala Service Rules and GOI Rules**, which help them realise their full potential. Some of the measures :

- **Casual leave of 15 days** for teaching staff and 20 days for non-teaching staff for every year. **30 days of earned leave** per year for non teaching staff, **20 days of half pay leave** for teaching and nonteaching staff each year completed
- All permanent female employees of the college are eligible for **six months of maternity leave** and male staff for **paternity leave of 10 days** as per government service rules.
- **Duty leave of a maximum of 10 days** is granted to teachers to **participate and present papers in seminars and workshops** and other duties. Also for Staff members who attend various training programmes/orientation/refresher courses and centralised valuation camp for the evaluation of university answer scripts are treated as on duty status
- All permanent employees of the college are included in the **General Provident Fund**, wherein the staff can invest on a monthly basis which will earn annual interest given by the government. All permanent employees are included in the **State Life Insurance, Group Insurance Scheme**
- **Festival allowance/festival bonus** and festival advance are provided to all employees prior to Onam as per the eligibility, and festival advance which is to be repaid in five equal monthly instalments is granted for those who wish to avail it. **Statutory/ contributory Pension schemes** are implemented for permanent staff according to the date of joining in the service.

The college has various mechanisms to evaluate the performance of both the teaching and non-teaching staff to uplift the quality and other services rendered to its staff. The various initiatives are

1. Students' feedback mechanism: Feedback is collected from the students, analysed and assessed by the Principal with the help of IQAC. Proper guidance and follow-up are done.

2. Self-Appraisal of faculty: Every teacher has to furnish a self-appraisal (**Annual Performance appraisal Report**) form which includes academic performance indicators, co-curricular activities, contribution to research, and academic proficiency. Teacher performance is assessed by the IQAC using **Performance Based Appraisal System (PBAS)** which is collected annually and also used for the assessment of teachers in career advancement scheme (CAS) as per the guidelines of UGC.

3. Self-Appraisal of non-teaching staff: The IQAC collects self-appraisal form from non-teaching staff to assess their performance in administrative matters. The process also helps to identify the grey areas of the institution in general and of the individuals in particular. **Academic Committee:** Academic committee ensures the completion of syllabus by teachers in advance of internal examination.

4. Management review: The overall management of the services and other academic matters of the staff is governed by NSS Colleges' Central Committee, which reviews the academic activities of the college and takes decisions abiding the laws and regulations

In Addition, the college provides other facilities such as:

- The College canteen provides quality food at nominal prices.
- Guest faculty can receive advance salary payments.

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: 0

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

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

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

6.3.3

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

Response: 26.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	14	19	15	11

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	11	11	13

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 aided by Govt of Kerala and abides by the rules and regulations of the Govt of Kerala as well as the University of Calicut. The institution has a well-structured and seamless approach for the financial resource mobilization from government and nongovernment sources which is monitored by the Management and the Principal as head of institution with college council, and subjected to periodic audit

in accordance with existing governmental rules.

The main goals of our policies are

- To strengthen the financial resource base on which the growth and goals of the institute are governed To cater to the needs and to achieve its goals as per its strategic plans and ensure stable growth of the institution.
- To identify various sources of funding from central/state government/authorised agencies or different non-government sources, by analysing the eligibility criteria which are applicable to the institution
- To take necessary steps for the preparation and timely submission of proposals/projects for seeking grants from UGC, Government or other such agencies
- Support for faculties for availing research projects/fellowships/travel grants etc. thereby improving their research avenues and career growth
- Institute also encourage PTA and retired staffs/alumni and other philanthropists to contribute generously towards improving the academic and infrastructural facilities of the college
- Institute ensures optimal and proper utilization of the available resources and submission of audited reports wherever necessary in time which is peer headed by the committee formed for the purpose.

The main sources of income for the institute are

- Government distributing Salary and other allowances to Teaching and Non-teaching Staff
- DST, UGC, NAAC and other state agencies for funding in for purchase of equipments /Conduct of events
- State and Central Government scholarships for students
- PD fund for the purchase of laboratory equipment, chemicals and library books, conducting Union activities and other student amenities etc.
- Funds for National Service Scheme (NSS) activities
- Funds received for various schemes sponsored by higher education
- Non-Governmental Agencies: Scholarships/financial support for students and assistance from alumni
- PTA contribution: Contribution from PTA for College Development and maintenance of facilities

Apart from this, the college conducts internal and external audits by Chartered Accountants for funds received and government audit performed during every year ensure financial transparency. The NSS Colleges' Central Committee and the Accounts section, also verify financial transactions and is included in the annual report which is submitted every year.

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:

Following the second cycle of accreditation in 2016, the role of IQAC has evolved to transform the college to a knowledge hub through implementing reforms and taking views from stakeholders to deliver quality education for all. It could develop a robust strategic plan taking into consideration the various criteria outlined by NAAC. This strategic plan has formed the roadmap for all activities and initiatives by the IQAC during this assessment period. With regards to curricular aspects, the IQAC ensures curricular flexibility through add-on/value added courses that ensure capacity building and skill development for the students. Programmes are conducted addressing cross-cutting issues like gender and sustainability, and students are encouraged to take up projects on these topics. The IQAC conducts and analyses the feedback and recommends suitable action to be taken.

To enhance the teaching, learning and evaluation process, the IQAC, in association with the tutorial committee and DLMC, ensures smooth academic transactions and the time-bound redressal of examination-related grievances. Yearly reviews of the teaching learning process are carried out by the IQAC Cell. In the field of Research, Consultancy and Extension, the IQAC promotes the conduct of workshops/seminars/conferences at national and international levels. The Research Support Programme provides financial support to faculty members to attend workshops and conferences to keep abreast of the latest developments. Teachers are encouraged to take up research guidance and positions in various bodies like SLQAC, Planning Board, and other organisations working on quality initiatives etc. IQAC and the Internal Examination Committee of the college centrally organise two internal examinations in the model of end semester University examination for the better administration of continuous assessment and evaluation. Calendar for internal examinations is published as per academic calendar and the evaluation of answer paper were completed in a time-bound manner.

IQAC also organises Induction Programme for the newly admitted students at the beginning of the first semester, to help them integrate with the academic atmosphere of the college. The parents and the students are given guidance regarding the rules and regulations of the college, detailed instructions about structure and functions of various committees and cells, library, e-grants, various scholarships. IQAC conduct Academic and Administrative Audit (AAA) for correcting the lapses that can infringe in the system and suggesting corrective measures. The performance appraisal system for promotion of teachers were also scrutinised by IQAC.

IQAC has conducted various programmes of socially relevant and social concern on areas such as environmental sustainability, Health and well-being and promoting students for taking entrepreneurship etc. Other than this seminars and webinars were also conducted year-wise for the students and faculties. With the financial assistance of NAAC, IQAC conducted webinar series during pandemic time on related to NAAC accreditation process. Last year workshop ON NEP was conducted by IQAC. The feedback report, its consolidation and action on feedback were all initiated by IQAC. Also IQAC ensures participation of the college in NIRF and AISHE every year.

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
Link to Minute of IQAC meetings, hosted on HEI website	View Document
Provide Links for any other relevant document to support the claim (if any)	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:

Sri Vyasa NSS College organizes various programs and measures based on annual gender sensitization action plan to ultimately achieve Gender Equity as promulgated in the United Nations Sustainable Development Goals (UNSDG). By upholding our core values “Integrity, Diversity and Compassion”, we promote gender equity, gender sensitization and women empowerment.

Gender Club & Co-Curricular Activities: The college relies on its commitment to gender equity through collaborative efforts with the club constituted for the purpose and the various departments. Seminars, webinars, and workshops held on International Women's Day on topics such as women's empowerment, women's literacy and essential services for women. Also, the institution offers audit courses on gender studies, promoting awareness of gender equity.

INITIATIVES FOR PROMOTION OF GENDER EQUITY

CURRICULAM INCLUSIONS	CO-CURRICULAR ACTIVITIES	FACILITY FOR WOMEN IN CAMPUS	FOR OTHER PROGRAMMES
<ul style="list-style-type: none"> • 70 % Girl students • Gender based dissertation/ projects / seminars • Syllabus on cross cutting issues viz. Gender equality 	<ul style="list-style-type: none"> • Gender sensitization programmes • NSS and NCC Units • Women`s cell, Jeevani Club • Arranging Seminars and Talks • Gender equity policy of the institute 	<ul style="list-style-type: none"> • CCTV Camera and Security • Common rooms for female • Free distribution of napkin 	<ul style="list-style-type: none"> • Self-defence training classes • Women`s empowerment programme • Confidence building & skill assistance programmes

Other initiatives

- Celebration of important days such as National Girl Child Day, International Women`s Day

- Women Entrepreneurship Development Programmes to empower women
- Self Defence training programme has been initiated to make girl students self-reliant
- Confidence Building training and Skill Development programs are organized every academic year. Cycling practice organised By NCC
- Hair & Blood donation camps are organized to help the patients
- Celebration of national and international days and events are necessary for the preservation of our culture and heritage and to create awareness on contemporary issues relating to women empowerment, environment, sustainability and topics related to drug abuse, mental health, research aptitude etc. World Environment day, International Ozone Day, World Wetlands Day, Energy Conservation Day, World Mental Health Day, World AIDS Day, World Wildlife Week, International Day against Drug Abuse and Illicit Trafficking, Darwin Week, Space Week, National Science Day, International Labour Day, Dietetics Day, Yoga Day and Pi Day are commemorated every year. Independence Day and Republic day are also celebrated every year in the college in an official manner by hoisting the national flag. Students honour teachers with wishes on Teacher’s Day.

Celebrating festivals like Onam, Navaratri and Christmas add an atmosphere of festivity and colour to the campus and encourage communal harmony. The Arts Festival conducted under the auspices of the College Union encourage students to showcase their talent, and the winners participate in University level competitions as well. Programmes conducted by EBSB Club encourage students to embrace the cultures of various other states of the country.

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: C. Any 2 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 mission of Sri Vyasa NSS College is to provide a welcoming atmosphere that encourages harmony and tolerance among people from different social, linguistic, cultural, and geographic backgrounds. Students and staff are actively made aware of their constitutional responsibilities, rights, duties, and responsibilities as citizens by the institution. This dedication is shown by the numerous seminars and workshops that address these important issues and offer learning opportunities that stress the value of appreciating and comprehending different points of view. In addition, the college hosts artistic events that highlight cultural diversity and highlight the wide range of customs that are represented among its student body.

Apart from these pedagogical and cultural events, the college organises discussions and panel discussions that foster candid conversation and analytical thinking concerning matters pertaining to diversity and civic engagement. These discussion forums give faculty and students a venue to have in-depth conversations that promote a greater awareness of civic engagement and social cohesion. The commemoration of many holidays enhances this welcoming atmosphere by giving pupils the chance to engage with and learn about a range of cultural customs and practices. With these all-encompassing initiatives, Sri Vyasa NSS College not only fosters a welcoming and peaceful campus community but also equips its students to be accountable, compassionate, and engaged members of a multicultural society.

Activities

1. APPRECIATION AND PROMOTION OF REGIONAL AND CULTURAL DIVERSITIES

- Display of Various Dance Forms
- Display of Various Ethnic Attires
- Food Fests showcasing Diverse Cuisines
- Onam - Annual Harvest Festival of Kerala
- Observance of Keralapiravi
- Ek Bharat Shreshtha Bharat Campaign
- Celebrating all regional and national days

2. PROMOTION OF LANGUAGES

- Webinar on promotion of various Languages
- National Hindi Day
- Observance of Malayalam Week
- Kavyanjali
- Observance of Mother Tongue Day
- Exhibition of Books on Different Languages

- Inauguration of Reading week

3. NURTURING COMMUNAL HARMONY

- Rashtriya Ekta Diwas
- Holi celebrations
- Christmas eve
- Onam Celebrations
- Reading of Holy Scriptures

SOCIOECONOMIC INCLUSIVITY

- Social Extension and Outreach Activities
- Swatchatha Pakwada
- International Day of Differently Abled
- Visit to homes of Socially Disadvantaged / aged people

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice I:

Title of the Practice: V-TEACH

Motto- Empower Each Other, Learn Together

Objectives of the Practice

The primary objectives of V-TEACH are:

1. To develop a comprehensive skill set among students that extends beyond traditional academic learning.
2. To foster a sense of community and collaborative learning among students.

3. To enhance the employability and societal contribution of students through practical and applied learning experiences.
4. To implement innovative human resource management strategies that cater to the evolving educational needs of students.
5. To ensure holistic development of students by integrating various dimensions of learning, including technical & soft skills, and ethical values.

The Method

V-TEACH leverages the unique human resource management strategies of Sri Vyasa NSS College to create an inclusive and dynamic learning environment. The program involves following key components:

1. Collaborative Learning Sessions : Final-year students lead group study sessions and workshops for their juniors, focusing on both academic subjects and practical skills.
2. Skill Development Workshops: Regular workshops on communication, leadership, teamwork, and other essential soft skills are conducted by experienced faculty and industry experts.
3. Community Engagement Projects: Students participate in community service and social responsibility projects, applying their learning to real-world scenarios.
4. Peer Mentorship: A structured mentorship program pairs senior students with juniors to provide guidance, support, and motivation.
5. Technology Integration: The use of digital tools and platforms to facilitate interactive and engaging learning experiences.

Challenges Faced and Strategies Adopted to Overcome Them

1. Initial Resistance: Some students were initially hesitant to take on leadership roles or participate actively in peer learning. To address this, motivational sessions and confidence-building exercises were incorporated into the program.
2. Resource Limitations: Limited access to technology and learning materials posed a challenge. The college collaborated with local organizations and utilized open educational resources to ensure all students had the necessary tools and materials.
3. Time Management: Balancing the V-TEACH activities with regular coursework was challenging for some students. Effective time management strategies and flexible scheduling were introduced.
4. Ensuring Consistency: Maintaining consistent quality and participation across different groups required careful monitoring and feedback mechanisms.

Resources Required

1. Qualified Faculty and Mentors: Experienced faculty members and industry experts to conduct

workshops, training sessions, and provide mentorship.

2. **Technological Tools:** Access to digital tools and platforms for interactive learning, communication, and collaboration.
3. **Learning Materials:** Availability of study materials, reference books, and online resources to support the academic and skill development components of the program.
4. **Funding and Support:** Financial support for organizing workshops, community projects, and acquiring necessary resources.
5. **Community Partnerships:** Collaboration with local organizations and institutions to facilitate community engagement projects and enhance learning opportunities.

Impact of the Practice

The V-TEACH initiative has had a significant positive impact on both the students and the broader community:

1. **Enhanced Learning Outcomes:** Students have shown improved academic performance and a deeper understanding of their subjects due to the collaborative and applied learning approach.
2. **Skill Development:** Participants have developed essential soft skills such as communication, leadership, and teamwork, making them more employable and better prepared for their future careers.
3. **Community Benefit:** The community engagement projects have addressed local issues and contributed to societal development
4. **Empowered Students:** Students have gained confidence and motivation through peer mentorship and leadership opportunities.
5. **Inclusive Environment:** The initiative has created a supportive and inclusive learning environment, promoting mutual respect and cooperation among students.

Best Practice II:

Title of the Practice: V-Creative

Objectives of the Practice

V-Creative aims to enhance the inherent talents and potential of students in a way that benefits the entire student community. The initiative seeks to:

- Foster creativity and artistic expression among students.
- Provide platforms for students to showcase their talents.
- Encourage collaboration and teamwork.

- Enhance communication skills and confidence.
- Create a vibrant campus culture through various creative outlets

The Method

V-Creative includes a variety of programs designed to nurture and showcase student talents:

Radio Vyasa: A campus radio initiative that allows students to engage in broadcasting, develop their communication skills, and share information and entertainment with the college community.

Vyasa Beats: A campus music band where students can express their musical talents, collaborate with peers, and perform at college events and beyond.

Vyasa Magazine : A publication managed and written by Students' Union, providing a platform for creative writing, journalism, and visual arts.

Vyasa Arts Fest: An annual festival that celebrates and showcases student talents in various art forms, including music, dance, theater, and visual arts.

Challenges Faced and Strategies Adopted to Overcome Them

Challenges:

Resource Limitations: Ensuring adequate resources for each program, such as equipment for the radio station and instruments for the music band.

Student Participation: Encouraging widespread participation from students across different departments.

Logistics and Coordination: Managing the logistics of organizing events and coordinating among various programs and participants.

Strategies:

Sponsorships and Fundraising: Securing sponsorships and conducting fundraising activities to gather the necessary resources- College PTA helped in providing funds

Promotion and Engagement: Using social media, college newsletters, and peer networks to promote the programs and encourage participation.

Collaborative Management: Forming committees for each program with clear roles and responsibilities to ensure smooth coordination and execution.

Impact of the Practice

Enhanced Talent Development: Students have multiple platforms to develop and showcase their talents, leading to increased confidence

Improved Campus Culture: The diverse range of programs has contributed to a vibrant and inclusive

campus culture.

Collaborative Skills: Students involved in V-Creative programs learn to work collaboratively, enhancing their teamwork and organizational skills.

Community Engagement: Programs like Radio Vyasa and Vyasa Beats engage the broader college community, fostering a sense of unity and shared identity.

Resources Required

Technical Equipment: Radio broadcasting equipment, musical instruments, and recording tools.

Funding: Financial support for organizing events, publishing the magazine, and maintaining equipment.

Human Resources: Faculty advisors, student volunteers, and technical support staff.

Venues: Spaces for rehearsals, recordings, and performances, such as studios, halls, and open areas on campus.

V-Creative has proven to be a dynamic and impactful initiative, significantly contributing to the personal and creative growth of students while enriching the campus community.

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:

Title of the Practice: SERVE (Social Engagement, Responsibility, and Value Education) - Empowering the Community through Dedicated Service Initiatives

Sri Vyasa NSS College stands as a beacon of holistic education, dedicated to building a powerful community by nurturing socially responsible citizens. The college’s mission is deeply rooted in imparting lessons of social commitment and fostering an empathetic attitude towards underprivileged people. This vision is actualized through a comprehensive educational approach that prepares students to become emancipated and accomplished individuals with a strong sense of identity, character, and

individuality. Equipped to face the challenges of an increasingly globalized world, the students of Sri Vyasa NSS College are groomed to meet the demands of the modern era while maintaining a deep sense of social and environmental responsibility.

SERVE (Social Engagement, Responsibility, and Value Education)

Sri Vyasa NSS College distinguishes itself in the area of social service. This unique initiative is titled S.E.R.V.E, which stands for Social Engagement, Responsibility, and Value Education. This initiative strives to inculcate in its students a deep sense of social and environmental responsibility, empathy, inclusiveness, and social commitment.

1.Heritage Exploration and Documentation

The Heritage Exploration and Documentation program aims to connect students and faculty with the rich historical and cultural heritage of their locality. By exploring local heritage sites and documenting the lives of freedom fighters and other historically significant individuals, the college seeks to instill a sense of pride and awareness among its students.

The Practice

Students and faculty of history department collaborate on this project through field trips, interviews, and data consolidation. These activities not only provide practical learning experiences but also help preserve and promote the region's heritage.

Impact

The program has fostered a deep appreciation for local history and culture among students. It has also strengthened community ties by engaging local residents in the documentation process. The initiative has become a model to promote heritage conservation and education.

2.Community Amenities

The Community Amenities program aims to support local residents by providing access to the college's facilities. This initiative reflects the college's commitment to community welfare and its role as a resource hub for the surrounding area.

The Practice

The college opens its playgrounds, swimming pools, and grazing areas to local residents, offering essential recreational and agricultural support. These amenities are maintained by the college, ensuring they are safe and accessible for community use.

Impact

The program has significantly improved the quality of life for local residents. By providing recreational and agricultural facilities, the college has fostered a stronger sense of community and well-being. This initiative has also enhanced the college's reputation as a socially responsible institution.

3.Data Entry Services

The Data Entry Services program aims to provide valuable community support through student participation in various data entry projects. This initiative helps students develop practical skills while contributing to essential community needs.

The Practice

Students participate in data entry projects for a range of community needs, including library management, COVID-19 tracking, and Aadhaar data entry. These projects are organized in collaboration with local authorities and organizations, ensuring they meet the community's most pressing needs.

Impact

The program has provided critical support to community projects, enhancing efficiency and accuracy in data management. It has also provided students with valuable work experience and transferable skills, while strengthening the college's ties with local authorities and organizations, fostering collaboration and mutual support.

4.Outreach and Crisis Management

The Outreach and Crisis Management program aims to prepare students to respond effectively to community crises and emergencies. This initiative emphasizes the importance of social responsibility and community service.

The Practice

The college organizes a variety of outreach activities, including blood donation camps, relief camp assistance during floods, and surveys and sanitization efforts during pandemics. These activities are supported by the college's NSS and NCC units, which play a crucial role in coordinating and executing the initiatives.

Impact

The program has had a profound impact on both the community and the students. During crises such as floods and pandemics, the college's initiatives have provided essential support to affected individuals and families. The program has also instilled a strong sense of social responsibility in students, preparing them to be active and engaged citizens.

5.Facility Centers

The Facility Centers program aims to support local research and provide essential services to the community. By making the college's research labs, herbarium collections, and water testing labs available to the public, the college seeks to promote scientific inquiry and environmental conservation.

The Practice

The college's research labs, herbarium collections, and water testing labs are made available to the

community. These facilities are used for a variety of purposes, including environmental testing, research projects, and educational tours.

Impact

The program has significantly contributed to local research and environmental conservation efforts. By providing access to advanced facilities and expertise, the college has supported a range of community projects and initiatives.

6. Health and Wellness Initiatives

The Health and Wellness Initiatives aim to promote a culture of sustainability and health consciousness on campus. These initiatives are designed to address various health and environmental issues, fostering a healthier and more sustainable community.

The Practice

The college has implemented several health and wellness initiatives, including the Napkin-Free Campus, Tobacco-Free Campus, and Anti-Drug Campaign. These programs involve educational sessions, awareness campaigns, and the distribution of sustainable products such as menstrual cups.

Impact

The initiatives have had a significant impact on the health and well-being of the campus community. The Napkin-Free Campus initiative has reduced waste from disposable sanitary napkins, while the Tobacco-Free Campus and Anti-Drug Campaign have raised awareness about the dangers of smoking and drug use.

Conclusion

Sri Vyasa NSS College's commitment to society and students is evident in its diverse range of programs and initiatives. By fostering a sense of social and environmental responsibility, empathy, and inclusiveness, the college has created a supportive and empowering environment for its students. Sri Vyasa NSS College's initiatives in heritage exploration, community amenities, data services, and health programs demonstrate its commitment to fostering a community of socially responsible, accomplished individuals prepared to tackle global challenges.

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

5. CONCLUSION

Additional Information :

The vision of the college is to build a powerful community through empowerment of student community and it strives to achieve this through its mission of providing our students with holistic education. The college believes that education involves not merely the acquisition of knowledge; but also entails developing the powers to lead a purposeful life, applying the knowledge gained for one's own good and for the benefit of others around us. Accordingly, the college distinguishes itself with its various adaptability measures towards achieving societal development through all round development of the students. The curricular and co-curricular activities are formulated in such a way as to inculcate in its students a deep sense of environmental responsibility, social commitment, empathy and inclusiveness, thereby guiding them through the path of self improvement moulding them as responsible citizens.

The feed back report and the pass percentage of the college reflects the performance oriented teaching learning process, which undergoes continuous evaluation for further improvement for giving sustainable education to all. Through this approach, the college guides students along a path of self-improvement, nurturing them as responsible citizens, whom are all the torch bearers of the future generations.

Concluding Remarks :

The recommendations of the NAAC peer team report of second cycle NAAC accreditation in 2016, have been well addressed with a motivation for improving quality of education and to extend a peaceful and vibrant campus life for the students.

The Self Study Report (SSR) for NAAC accreditation has provided a comprehensive analysis of our institution's strengths, achievements, and areas for further improvement. Through this rigorous process, we could identify certain strengths, that includes diverse and innovative academic programs and the best practices followed. The well qualified and highly motivating teaching faculty could bring laurels to the college as reflected from the results. Our students have consistently demonstrated excellence in academics, sports, and co-curricular activities, reflecting the effectiveness of our support systems and learning environment.

The institution immortalises the memory of its founder by including a pattern of education that offers free and fair education to all without any discrimination of class, creed and community; rather due consideration is given to the economically backward sections of the society. Promoting participatory learning and encouraging innovation and creativity, the college facilitates growth in the spheres of the academic and the co-curricular to maintain its vision of empowerment through holistic education. Students are also given financial support to help overcome factors that may impede them in the path of education.

Through participatory management, the college is committed to the implementation and delivery of its vision and mission. The various committees viz. college council, IQAC, Tutorial committee, various statutory bodies, cells, clubs and students union helps in implementing quality initiatives and monitoring the efficacy of the system for a vibrant and harmonious college life. The institution's commitment to the quality initiatives will go on focusing the strategic goals viz. fostering a culture of excellence, promoting interdisciplinary research, and strengthening our engagement with industry and community stakeholders.

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 :20</p> <p>Remark : DVV not considered the courses comes under the regular university curriculum.</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>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>418</td> <td>438</td> <td>228</td> <td>477</td> <td>394</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>213</td> <td>142</td> <td>216</td> <td>302</td> <td>129</td> </tr> </tbody> </table> <p>Remark : DVV has considered the given input as per the supporting documents provided by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	418	438	228	477	394	2022-23	2021-22	2020-21	2019-20	2018-19	213	142	216	302	129
2022-23	2021-22	2020-21	2019-20	2018-19																	
418	438	228	477	394																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
213	142	216	302	129																	
1.4.1	<p><i>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</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																				
2.1.2	<p><i>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</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p>																				

2022-23	2021-22	2020-21	2019-20	2018-19
54	55	54	60	61

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
45	34	51	52	49

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
72	69	72	67	67

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
72	69	72	67	67

Remark : DVV has considered the given input after considering the excess admissions of reserved category under general merit.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
41	39	37	42	38

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
23	20	16	20	17

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	.75	1.68575	15.31973	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0.25	0	0	0

Remark : DVV has considered the given input as per the supporting documents provided by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	8	10	27	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	3	7	2

Remark : DVV has considered the given input as per the supporting document provided by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	7	13	11	26

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	13	11	10	14

Remark : DVV has considered the research papers in the Journals notified on UGC CARE list as per the calendar year Jan-Dec 2018-2022.

3.3.2	<p>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>2</td> <td>5</td> <td>5</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>4</td> <td>5</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has considered books and chapters in edited volumes/books published as per the calendar year Jan-Dec 2018-2022 along with ISBN numbers.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	5	2	5	5	0	2022-23	2021-22	2020-21	2019-20	2018-19	2	4	5	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
5	2	5	5	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
2	4	5	0	0																	
3.4.3	<p>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.</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1173 1046 1308"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>39</td> <td>15</td> <td>7</td> <td>23</td> <td>19</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1386 1046 1520"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>8</td> <td>3</td> <td>9</td> <td>6</td> </tr> </tbody> </table> <p>Remark : DVV has considered the given input after excluding the days celebration and the programs which are not benefitted to the society.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	39	15	7	23	19	2022-23	2021-22	2020-21	2019-20	2018-19	16	8	3	9	6
2022-23	2021-22	2020-21	2019-20	2018-19																	
39	15	7	23	19																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
16	8	3	9	6																	
4.1.2	<p>Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years</p> <p>4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1917 1046 2051"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>30.64409</td> <td>4.22072</td> <td>3.59573</td> <td>4.36232</td> <td>2.00997</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	30.64409	4.22072	3.59573	4.36232	2.00997										
2022-23	2021-22	2020-21	2019-20	2018-19																	
30.64409	4.22072	3.59573	4.36232	2.00997																	

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

Remark : DVV has considered the input as "0" as none of the expenditure comes under infrastructure development and augmentation.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17.09640	11.32684	4.44851	11.02662	11.45469

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3.56	1.07	0.58	1.56	1.92

Remark : DVV has considered the given input as per the supporting documents provided by HEI.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : DVV has considered the given input as per the supporting documents provided by HEI.

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

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

Answer before DVV Verification:

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

18	12	12	4	5
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Answer After DVV Verification :

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

Remark : DVV has considered the given input as per the supporting documents provided by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	4	3	4	8

Answer After DVV Verification :

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

Remark : DVV has considered the given input after excluding the inter college awards/medals.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	14	2	13	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	6	2	7	3

Remark : DVV has considered the sports and cultural programs undertaken on relatively closer dates under one single event.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	2	8	17	15

Answer After DVV Verification :

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

Remark : DVV has considered the input as "0" as none of the teachers are provided with the financial support of Rs. 2000 and more.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
60	17	31	17	44

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	14	19	15	11

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	11	11	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	11	11	13

Remark : DVV has considered the teaching and non-teaching staff participating in Faculty development Programmes (FDP) who has duration of 5 days and more.

7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has considered the given input as per the supporting documents provided by HEI</p>
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2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 992 986 1104"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>46</td> <td>45</td> <td>44</td> <td>47</td> <td>48</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 1182 986 1294"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>38</td> <td>37</td> <td>32</td> <td>47</td> <td>45</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	46	45	44	47	48	2022-23	2021-22	2020-21	2019-20	2018-19	38	37	32	47	45
2022-23	2021-22	2020-21	2019-20	2018-19																	
46	45	44	47	48																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
38	37	32	47	45																	
2.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 1458 986 1608"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>47.74049</td> <td>15.54756</td> <td>8.04424</td> <td>15.2515</td> <td>10.2574208</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 1686 986 1798"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>20.49</td> <td>13.27</td> <td>10.80</td> <td>17.36</td> <td>16.41</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	47.74049	15.54756	8.04424	15.2515	10.2574208	2022-23	2021-22	2020-21	2019-20	2018-19	20.49	13.27	10.80	17.36	16.41
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