SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

MAHARAJA'S COLLEGE

PARK AVENUE, ERNAKULAM
682011
www.maharajas.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2020

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Maharaja's College, Ernakulam, the only autonomous government college in Kerala has always maintained an exalted status in the annals of the educational and cultural history of Kerala since its inception in 1875. Spread over a 25 acre sprawling campus in the heart of the city, the institution has been a beacon of hope for the poor and the deprived across the state. It imparts quality education to students from every stratum of the society without compromising on the standards of academic excellence. The two titles conferred on it as the Centre of Excellence and College with Potential for Excellence respectively by the Government of Kerala and the UGC bear testimony to its commendable academic performance and co curricular achievements.
This multidisciplinary centre of higher education had its humble beginnings as a single room English school started by the royals of Kochi in 1845 "to impart such instruction to the students as would enable them to converse with Englishmen without the aid of an interpreter". The school was upgraded to a college in 1875 and the college acquired its present name in 1925.
This premier institution, one of the oldest in Kerala offers 20 undergraduate and 21 postgraduate programmes with a student strength of around 2500. The College has to its credit 17 research departments setting an impetus to the pursuit of knowledge and spirit of enquiry. The College which has been reaccredited with A grade has a legacy of renowned alumni comprising political heavy weights, accomplished writers and artistes, famous scientists, prominent thinkers and business tycoons. The College has three hostels and a 15 acre playground with a synthetic track, state-of-the art gymnasium, an indoor stadium and other amenities catering to the needs of both the student community and the general public. The College has been displaying commendable performance in the sphere of arts and culture. The institution has evinced its creative and artistic potential by winning laurels in university youth festivals. Maharajas College has been a torch bearer in imparting knowledge, progressive thought and social and democratic values and remains an inspiration for other institutions to emulate.

Vision

To provide quality education to youth from all sections of society, especially the deprived and disadvantaged, and to mould them into responsible citizens capable of serving the nation.

Mission

To provide Human Resource Development at Under Graduate and Postgraduate levels with multi- optional facilities in different disciplines.

To motivate urban, semi-urban and rural youth towards further pursuit of knowledge.

To equip them to serve the nation in its march towards self sufficiency and progress in all areas of human endeavor.

To Ensure that our knowledge and expertise serve the needs of the society at laree through multi-pronged extension activities.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strength

1.1Heritage

Maharajas College is a co-educational institution with natural ambience for learning with a history of 145 years. The cultural significance of the institution is emphatically felt in the social life of the state and has made the college a brand name.

1.2Governance

A government institution where faculty is recruited through the Kerala Public Service Commission and the student admission strictly follows merit and reservation policy of Government.

1.3Autonomy

The only government college in Kerala with autonomous status from 2015-16. This has provided freedom in designing syllabus, examinations and publication of results on time.

1.4Faculty and Departments

Out of the highly qualified 183 faculty, more than hundred teachers hold PhD, 51 are research supervisors and has 18 departments.

1.5Research

Seventeen departments of the college offer programmes leading to PhD.

1.6Transparency

The administration of the college is highly transparent and UG/PG admission invariably follows government rules and every decision making is under the purview of RTI Act.

1.7Examinations and Evaluation

Evaluation system in the college keeps high standards of integrity and the examination procedure is followed by double valuation of all answer scripts and timely result declaration.

1.8Library

The library of the college has around 1.5 lakh books, journals and magazines. Each department has libraries and access to world class online databases.

1.9Infrastructure

The college possesses a Fully Integrated PC Controlled Digital Scanning Electron Microscope (SEM). The Zoology Museum established in 1874 is one among the 50 international natural history museums listed in the databank of K G Saur Verlag Gmbh & Co., Germany.

1.10Stadium

The achievements of the college in sports are supported by the full-fledged flood lit Stadium with synthetic track.

1.11Alumni

The college has an illustrious and high profile alumni occupying top positions in society, politics, culture and administration.

1.12Inclusiveness and Diversity

Students and staff come from all communities and areas that are socially, economically or culturally backward, even from Lakshadweep. This helps to identify diverse ideas and opinions. The college is first in the State to implement transgender students' admission.

Institutional Weakness

Weakness

1.1Lack of Advanced Programmes for Inter-Disciplinary and Trans-Disciplinary Research

The college require programmes that facilitate inter-disciplinary and trans-disciplinary learning and research at the highest level such as postgraduate programmes in Sociology, Anthropology, Psychology, Media Studies, Cultural Studies, Linguistics, Archaeology, Artificial Intelligence, Bio Technology, Molecular Biology, Performing Arts, Mass Communication, Journalism etc.

1.2Lack of Adequate Supporting Staff

Compared to the number of departments and students, the number of supporting staff is inadequate. This affects the smooth execution of academic activities. Like the staff pattern of a university, every department requires ministerial staff who would take the responsibility of clerical work for the smooth functioning of the teaching

-learning and related administrative process.

1.3Lack of Advanced Facilities for the Differently Abled and Transgender Students

Although the college caters to the special needs of the differently abled, occasionally, the college finds it difficult to install advanced infrastructural and smart facilities of international standards owing to the shortage of funds. Similarly, college is yet to institute several infrastructure facilities for the transgender students such as residential quarters due to space and financial limitations.

1.4Not a Residential Campus

Not being a residential campus is one of the weaknesses of the college. This is due to the limitations imposed by the physical and financial resources. Considering the enormous academic resources available in the college, it would have been an advantage for the residential students to use these facilities without the constraints of time.

1.5Administrative Autonomy

The drive for quality improvement of the college is hindered by the lack of full administrative autonomy especially the limitations on financial powers delegated to the Principal. Financial limitations restrict the college from designing a new programme to providing global exposure to students like student exchange programmes.

1.6Not Carbon Neutral

A Green Audit was conducted and total carbon footprints in the college were estimated. Although the college installed solar power plants, replaced T5 lamps to LCD tubes, uses biomass for cooking campus is not carbon neutral. More energy efficiency projects are needed for making the college carbon negative.

Institutional Opportunity

Opportunities

1.1Geographical Advantage

Being in the heart of the city Maharaja's College is well connected by road, rail, metro rail and boat. The easy accessibility attracts students with academic aptitude. The metropolitan city provides students opportunities for working while they learn. The strategic location has contributed to the inclusiveness and diversity of the college. Eminent personalities find it easy to visit the college and interact with the students frequently.

1.2Government Owned and Publically Funded

Maharaja's College is the only publically funded research and postgraduate college in the district. The

Government support has made the institution stronger and more credible. All stakeholders including students feel safe and secure being part of a government institution.

1.3Proximity to Industrial, Trade and Research Centres

Proximity to Industrial, trade and research centres opens up great opportunities for the college. Industrial areas, facilities like Info Park, international airport and the major port at Kochi offers academic as well as research opportunities. Cochin University, Kerala University for Fisheries Studies, Central Marine Fisheries Research Institute, National Physical and Oceanographic Laboratory ,other deemed universities and some of the leading research institutions are in the vicinity. This also extends the college the opportunity for undertaking research in collaboration with these centres.

1.4Employment Opportunities

Being in the heart of the metropolitan city the students get adequate opportunities to earn while studying through part time employment. Students get chances to do translation, content writing and similar openings through the college.

1.5New Education Policy

The New Education Policy opens up an opportunity for the college to become a State University in the immediate future and thereafter evolve to be a Research University. The college which has been declared as a Centre of Excellence has the potential and resources to be elevated as a University.

1.6Access to Academic Facilities

The location of the institution is a great advantage to access many libraries and book showrooms of international publishers within a radius of 2 km. As the college is adjacent to open spaces with international exposure, the students get chances to attend international book exhibitions and science fairs.

Institutional Challenge

Challenges

1.1Availability of Land

Availability of land for future development of the college is the most important challenge faced by the college. Maharaja's College, students and faculty, is a cross section of the Kerala society having representation from all districts of the State. Although located in the heart of the city, a majority of students are from rural areas and other parts of the state. The College has students from Lakshadweep also. So making this college a residential institution is the need of the hour. As the college is situated in the heart of the city no piece of land can be made available for the use of the college. The stadium of the college itself is separated from the main campus.

1.2 Unable to Design and Implement New Programmes

Due to the non-availability of financial assistance for starting new programmes, the institution is unable to reap the full benefits of the academic autonomy granted to it. Though the college designed and submitted a new programme (Blended BSc. Programme in association with IISER Pune and University of Melbourne) to the government, the government did not sanction the same and so the real goal of academic autonomy could not be realized.

1.3 Lack of Adequate Government Funding

Lack of adequate government funding is adversely affecting the attempts to continuously raise research quality to national and international levels. If enough funds are not provided it will create problems regarding the provision of quality research along with access to all. Earlier, funds for research was allotted in a need based manner. But now there is inflexibility in sanctioning funds.

1.4 Staff Pattern

Even after being granted autonomy, the staff pattern of the college remains the same as before. Though there is a favourable teacher-student ratio, the current staff strength is not adequate for the smooth conduct of the additional functions of an autonomous college.

1.5 Placement

The students of the college who complete programmes on fundamental or basic branches of knowledge find it difficult to get a placement matching their qualification as markets are not generating knowledge intensive jobs.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Maharaja's College, being the only Government autonomous college in Kerala has designed and implemented a new **curriculum** following the values set by the UGC from 2015-16 using the advantage of autonomy. The college has set **graduate attributes** with benchmarking and added them to the curriculum by amending it. Thus, the curriculum ensures the fulfillment of vision, mission and outcomes articulated by the institution. The curricular objectives cater to an all-round development of the students with thrust on upholding value added education, competency in communication skills, women empowerment, gender sensitization, personality development, environment protection and leadership qualities. It fosters the students and faculty with an insistence on the requirements of regional and national development. The **programme outcomes**, **programme specific outcomes** and **course outcomes** have been framed with the **regional, national and global needs**. The college has incorporated courses that instill a sense of responsibility towards the environment, society and empowerment of the marginalized. It follows **CBCS** for UG and CSS with electives for PG programmes. The college has completely revised the syllabi and a revision of 20% is maintained regularly. Curriculum enrichment is strictly sustained through the value added courses, which enhance employment opportunities and life skills. **Value added courses** are offered to students and many students benefit from state funded courses like SSP, WWS, ASAP, coaching for soft skills, NET and competitive examinations. Faculty has also enrolled for online courses like SWAYAM. The students are allotted projects during the first semester and are required

to submit the dissertation and appear for their viva-voce at the end of their programme.

Value based education and language courses offered for all programmes have an emphasis on **gender sensitization, human values and Gandhian principles**. The courses in science and social sciences inculcate scientific temper and critical and creative thinking. The institution envisions a future generation upholding rational thinking and praxis along with the progress of the nation. The courses provided by humanities departments promote inclusiveness, secular outlook and awareness of world affairs. Monitoring and assessing the outcome of the curricula are done by taking **feedback from the stakeholders**, analyzing and undertaking corrective measures.

Teaching-learning and Evaluation

Maharajas College accommodates 2522 **students** across 18 departments providing an all-inclusive academic environment catering to the diverse needs of students hailing from different socio-economic backgrounds. The College offers 41 courses ranging from UG to PG levels in Languages, Social Science, Physical and Life Sciences and Commerce streams. Maharajas being an institution that fosters democratic and liberal thinking, there is great demand for admission here. The admission procedure is well accomplished through a transparent mechanism complying with the norms of the university. Conceiving equity as the prime objective, more than 70% of students belong to reservation category and 53 differently abled students got enrolled in various disciplines.

A group of highly resourceful **teachers** with impeccable credentials, form the intellectual capital of the college that contribute immensely to achieving both individual and institutional excellence. There are 179 faculty members educated both outside and within the state displaying high academic exuberance with 100 Ph. D degrees to their credit of which 51 serve as PhD research supervisors. The student faculty ratio is shown as 13:1.

A comprehensive mechanism of **mentoring** is operational to support the advanced and slow learners. Attempts are made to cater to the professional needs of students through WWS, SSP, remedial coaching, and interactions with renowned persons, presentations and seminars.

Implementing **experiential and participatory learning** enhances learning experience. Hence a learner-centred teaching method is pursued as the key mode of instruction where projects, internships, field trips, industrial visits and visits to Press and Manuscript libraries are undertaken by students. Intellectual pursuit is made more dynamic by indulging in authentic research and self-reliant learning methods. A holistic learning opportunity is made accessible to achieve broad, multi-faceted knowledge transcending the conventional modes of education.

Fully automated Examination Management System, major reforms in **examination** like double valuation and save a year exam, systematic conduct of examinations and timely publication of results upgrade academic competence.

Clearly defined **POs, PSOs and COs** are internalised by students to realise the desired purpose of the curriculum. Diligent measures are implemented to evaluate outcomes. Online feedback is in vogue replacing the structured method followed earlier.

Research, Innovations and Extension

College provides an open platform to foster academic excellence and promotes a productive research culture among faculty and students.The research policy of the college aims to promote scientific temper and research aptitude of the learners.

Of the 18 departments of the college, **17** are **full-fledged research departments** with about 300 research scholars. **100** of the 179 faculty are Ph.D. holders and 51 of the faculty are PhD research supervisors.Two of our teachers received international research fellowships. 58 research scholars were awarded Ph.D.Around 50 major and minor projects were completed. 190 teachers, research scholars and students won recognition and awards. 209 workshops were organised. A fund of 162.3 lakhs was received for various projects.

The college possesses a 'Fully Integrated PC Controlled Digital Scanning Electron Microscope (SEM) and centralized sophisticated instrumentation facility.

Research articles of our faculty have been published in around 160 UGC-enlisted journals. Most articles have high index in Scopus and Web of Science. 238 books/chapters in books and proceedings were also published. The bibliometrics and h index are clearly recorded. A code of ethics is strictly adhered to in all research practices preventing plagiarism and other malpractices.

The college recognizes the significance of **collaboration** with other institutions and industries as an essential part of its function as a center for higher learning. Many of our students and faculty are beneficiaries of the various exchange schemes, ASPIRE, shared cultural programmes and research fellowships. The college has **linkages** with IIT Kanpur, Ministry of Statistics, CWRD, BAARC and KILA for research and internship. Functional **MoUs** have been signed with CMFRI, CUSAT, KUFOS, CIFT and Fisheries Department.

A revenue of 5.73 lakhs was generated through **consultancy services** in connection with the Scanning Electron Microscope.

It is the only arts and Science College in Kerala having IP based access and subscription to databases managed by Economic and Political Weekly Research Foundation India Time Series, journals of Taylor and Francis, statistical database provided by Indiastat.com and perpetual IP based access   to New Palgrave Dictionary of Economics.

The College provides a unique and healthy ambience for developing **research aptitude and innovative projects**.

Infrastructure and Learning Resources

Maharajas College, located in downtown Ernakulam on 25 acres, is easily accessible. Owned by the Government of Kerala through the Department of Collegiate Education, and managed through the Governing Council, the College Council and other bodies, the college optimises its resources and funding. In 20 undergraduate, 21 postgraduate and 17 research programmes, the total student strength is 2581.The net **budgetary allocation** for the last five years is Rs 512,544,944 and the amount utilized isRs 392,310,047.

There are 102 classrooms, 293 computers, 46 LCD projectors, 26 smart boards, 20 television sets, and laboratories. Computer **facilities** are fitted with servers, LAN, WAN, printers and copiers. Allotment and optimal use of classrooms are done by the Room Committee.

The **library**, automated with ILMS-HOHA and Web OPAC remote access, stacks 110541 books, 16 periodicals, and 12 newspapers. **N-List** provides 6,000 research journals and 90,000 books. Rich collection of **rare books** is a commendable asset.

There are **sport facilities** like stadium, synthetic track, football field, hockey court, multi-gym, basketball court, volleyball court, cricket nets, table-tennis court, ball badminton court, taekwondo mat, fencing equipment, athletic equipment, etc. There are professional coaches for football, cricket and hockey. The stadium is open to public for an annual fee of Rs 3,000 for exercises. The college offers training in **Yoga** and physical tests for competitive examinations. An internal committee ensures transparency and safety of the complex.

English Main Hall and the College Auditorium are the venues for cultural activities. From intramural competitions candidates are selected and trained for higher levels.

The College has a comprehensive and inclusive policy for the optimization and maintenance of facilities. **Laboratories and library** can be accessed by external researchers, enthusiasts and general public after obtaining permission. We believe these facilities should be kept open for school-going students as direct exposure to scientific equipment can instil a sense of enquiry in young minds.

The college has one auditorium, four seminar halls and six gallery classrooms with all accessories. Besides being used for college programmes, the auditorium is rented to public organizations, strictly following the terms and conditions laid out by the College.

Student Support and Progression

This college, with more than 85% backward class students, provides facilitating mechanisms and **welfare measures** to enhance their social status. While 90.68% are benefitted by Government scholarships, 29.57% are beneficiaries of institutional scholarship schemes funded by PTA, Alumni and Departments. PTA offers excellence awards to class toppers, winners of outstanding recognitions and toppers among backward communities. Guidance for competitive examinations, Soft Skill Training, Specific career counselling, WWS, SSP and Remedial Coaching equip students to succeed in life. Language lab and Yoga and meditation classes are other highlights. Students' grievances are mostly redressed at the department level, and a total of 8 cases reported in five years got resolved within 15 days of complaint.

All student support programmes mould student skills and competencies, facilitating their vertical mobility in education and attaining gainful employment. 80% students appear in competitive examinations, 20.88% get placed, either through government jobs or self-employment and 27.82 % pursue higher education. Among the students who attend Civil Service, NET and PSC examinations, about 22.8% succeed. Our illustrious alumni who comprise of judges, ministers, IAS officers, poets, film stars, and sportsmen testify the glittering and diverse **student progression**.

301 students have attained national/international awards. The **participation of students** in the parliamentary system of Students' Union election, the unique academic and cultural programmes organised by departments and College union, along with excellent facilities like synthetic track, gymnasium and coaching for

various sports and games have ensured a holistic development of students. The grand conduct of Arts' Day, consistently maintaining one among the first four positions in the University youth festivals and the theatre trophy, reflect the dedicated cultural vigour of the campus.

Five registered general and department OSAs and all other department **alumni** associations lend unstinting support in academic matters, student welfare and mobilization of resources. With an annual quantum of 15 lakhs as contribution, they act as a regular funding source for merit awards, youth festival expenses, career guidance classes and lectures, thus articulating their enthusiasm in the progress of their alma mater, and reinforcing this bond by participating in *Maharajakeeyam*, once in every four years.

Governance, Leadership and Management

College upholds secular credentials, egalitarian policies and a **decentralised and participatory governance to realise its vision and mission,** by liaising between Government of Kerala, DCE and internal bodies like Governing Council, College Council, Academic Council, BoS, IQAC, Planning Committee, CDC, UGC Cell, PTA, Students' Union etc. They take decisions on policy, curriculum, syllabus, development, monetary distribution etc., through which funds and other resources are optimized. The college council which is the apex decision making body is a statutory one with elected representatives of faculty members. Support of parents and general public is sought in development. Library and research committees enhance academics.**Bodies** like Anti-ragging cell,Grievance Redressal Cell and ICC ensure that students and teachers receive equitable treatment. College Level Monitoring Committee supervises all activities. Bill Information and Management System,Digital Document Filing System, and SPARK are employed in administrative matters. **Transparency in admissions** is ensured through a cyber-platform.

The **Examination** wing, headed by the Controller of Examinations and with a well-staffed office, follows academic calendar and university regulations.

IQAC has well-articulated a Statement of Quality by following the 'research studies on various aspects of quality' given by reputed journals. It has been finalised after conducting wide ranging discussion with all stakeholders. It implements **strategies** for a student-centric and inclusive campus. It initiates orientation programmes, DQAC, result analysis, online student satisfaction survey, and online feedback from all stake holders. IQAC internally evaluates PBAS for CAS for teachers. IQAC conducts internal and external academic audit. In the former, IQAC collects self-evaluation reports from teachers. There is annual evaluation of teachers by students. Student Satisfaction Survey ascertains syllabus transaction, teacher competence etc. It initiated the establishment of tutorial monitoring committee. There is annual assessment of departments through external audit. IQAC benchmarks practices and took the initiative to set the graduate attributes.

138 teachers have attended **professional/training programmes** and 586 attended Refresher and Orientation courses. The **staff** benefit from **welfare** schemes/amenities like GIS, GPAIS, Co-operative Society, Fitness Centre, Staff Club, and hostel.

The college has internal and **external audits done** by Accountant General of India, Director of Collegiate Education and chartered accountants.

Institutional Values and Best Practices

College organises **gender equity** programmes for the empowerment of all genders.More than 100 programmes were organized for awareness on gender equality and sensitivity towards the marginalised. Facilities like CCTV and security personnel ensure **safety** of the staff and students. The college has uninterrupted power supply. Solar panels and LED bulbs are used and the students are motivated to follow **energy saving measures**.The college takes care in **waste disposal** with the help of the Corporation. Nature club **harvests and stores rain water**. It is collected and used for various purposes. The College has adopted a number of **green practices** for ensuring sustainability and creating environmental consciousness.A cycling club conducts regular campaigns with an objective of promoting **environment friendly projects**. **Festivals of all cultures** are celebrated in the campus. **Programmes which inculcate national integrity and patriotic zeal** are organised. Every decision and fund utilization is under the purview of RTI Act ensuring **transparency**.

The **differently abled** students and staff are provided with facilities in the campus. The college is one of the few institutions that reserves seats for the **transgender** community in an effort to include them in the mainstream. The College supports all constructive endeavours of the students that **empower and emancipate** thought. The various **student organizations conduct multifarious activities** like Cancer Awareness and Detection Camp, blood donation, collection of food packets, setting of a reading corner in the Government hospital etc. which bear testimony to their commitment and social responsibility. A permanent stage is provided by the College Union to facilitate the performance of cultural activities whereby the innate skills of the students are honed effectively.

The **student diversity** of the college with respect to aspects such as gender, social and economic condition, viewpoints regarding student organisational activities, initiatives in sports and games, artistic interventions and creative and psychomotor capabilities form the bedrock of the inherent vigour of the unique and unparalleled academic eco system of Maharajas. In short, the academic ecosystem of the college leads the campus from diversity to inclusion resulting in empowerment of the student which facilitates transformation for the eventual intellectual emancipation.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAHARAJA'S COLLEGE
Address	PARK AVENUE, ERNAKULAM
City	Ernakulam
State	Kerala
Pin	682011
Website	www.maharajas.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	K JAYAKU MAR	0484-2362838	9447653886	0484-236303 8	principal@maharaj as.ac.in
IQAC / CIQA coordinator	SANTHOSH T VARGHESE	0484-2352838	9447872714	04829-28373 1	santhoshteve@gma il.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	01-01-1875

Date of grant of 'Autonomy' to the College by UGC	30-07-2014

University to which the college is affiliated

State	University name	Document
Kerala	Mahatma Gandhi University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	30-06-1996	View Document
12B of UGC	30-06-1996	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)?	Yes
If yes, date of recognition?	18-03-2010
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	PARK AVENUE, ERNAKULAM	Urban	25	19525

2.2 ACADEMIC INFORMATION

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

Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Arabic	36	Plus Two	English	30	30
UG	BSc,Botany	36	Plus Two	English	30	30
UG	BSc,Chemistry	36	Plus Two	English	36	34
UG	BSc,Chemistry	36	Plus Two	English	30	29
UG	BCom,Commerce	36	Plus Two	English	24	24
UG	BA,Economics	36	Plus Two	English	50	49
UG	BA,Economics	36	Plus Two	English	30	27
UG	BA,English	36	Plus Two	English	28	28
UG	BA,Hindi	36	Plus Two	English	42	42
UG	BA,History	36	Plus Two	English	51	51
UG	BA,Islamic History	36	Plus Two	English	31	31
UG	BA,Malayalam	36	Plus Two	English	43	43
UG	BSc,Mathematics	36	Plus Two	English	37	37
UG	BA,Music	36	Plus Two	English	20	19
UG	BA,Philosophy	36	Plus Two	English	50	50
UG	BSc,Physics	36	Plus Two	English	30	30
UG	BSc,Physics	36	Plus Two	English	49	49
UG	BA,Political Science	36	Plus Two	English	51	51
UG	BA,Sanskrit	36	Plus Two	English	15	15
UG	BSc,Zoology	36	Plus Two	English	30	30

PG	MA,Arabic	24	Degree	English	10	8
PG	MSc,Botany	24	Degree	English	10	10
PG	MSc,Chemistry	24	Degree	English	6	6
PG	MSc,Chemistry	24	Degree	English	10	10
PG	MSc,Chemistry	24	Degree	English	6	6
PG	MSc,Chemistry	24	Degree	English	12	12
PG	MCom,Commerce	24	Degree	English	12	12
PG	MA,Economics	24	Degree	English	15	15
PG	MA,English	24	Degree	English	18	18
PG	MA,Hindi	24	Degree	English	12	11
PG	MA,History	24	Degree	English	16	15
PG	MA,Islamic History	24	Degree	English	15	13
PG	MA,Malayalam	24	Degree	English	20	20
PG	MSc,Mathematics	24	Degree	English	20	19
PG	MA,Music	24	Degree	English	6	5
PG	MA,Philosophy	24	Degree	English	20	16
PG	MSc,Physics	24	Degree	English	16	16
PG	MA,Political Science	24	Degree	English	25	25
PG	MA,Sanskrit	24	Degree	English	12	7
PG	MSc,Statistics	24	Degree	English	15	14
PG	MSc,Zoology	24	Degree	English	13	13

Doctoral (Ph.D)	PhD or DPhil,Arabic	36	PG	English	13	13
Doctoral (Ph.D)	PhD or DPhil,Botany	36	PG	English	16	7
Doctoral (Ph.D)	PhD or DPhil,Chemistry	36	PG	English	43	3
Doctoral (Ph.D)	PhD or DPhil,Commerce	36	PG	English	26	9
Doctoral (Ph.D)	PhD or DPhil,Economics	36	PG	English	17	13
Doctoral (Ph.D)	PhD or DPhil,English	36	PG	English	35	34
Doctoral (Ph.D)	PhD or DPhil,Hindi	36	PG	English	80	18
Doctoral (Ph.D)	PhD or DPhil,History	36	PG	English	8	1
Doctoral (Ph.D)	PhD or DPhil,Islamic History	36	PG	English	8	0
Doctoral (Ph.D)	PhD or DPhil,Malayalam	36	PG	English	32	21
Doctoral (Ph.D)	PhD or DPhil,Mathematics	36	PG	English	8	4
Doctoral (Ph.D)	PhD or DPhil,Philosophy	36	PG	English	16	2
Doctoral (Ph.D)	PhD or DPhil,Physics	36	PG	English	9	6
Doctoral (Ph.D)	PhD or DPhil,Political Science	36	PG	English	20	3
Doctoral (Ph.D)	PhD or DPhil,Sanskrit	36	PG	English	8	1
Doctoral	PhD or DPhi	36	PG	English	8	0

(Ph.D)	l,Statistics					
Doctoral (Ph.D)	PhD or DPhil,Zoology	36	PG	English	25	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				7				175
Recruited	0	0	0	0	6	1	0	7	79	96	0	175
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				81
Recruited	47	34	0	81
Yet to Recruit				0
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 Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	4	1	0	36	59	0	100
M.Phil.	0	0	0	0	0	0	2	6	0	8
PG	0	0	0	2	0	0	22	50	0	74

Temporary Teachers									
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	3	0	3
PG	0	0	0	0	0	0	2	13	0	15

Part Time Teachers									
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	25	17	0	42

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
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
UG	Male	689	8	0	0	697
	Female	1230	25	0	0	1255
	Others	4	0	0	0	4
PG	Male	87	3	0	0	90
	Female	423	9	0	0	432
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	55	78	68	88
	Female	109	106	88	81
	Others	0	0	0	0
ST	Male	16	18	19	21
	Female	15	26	20	17
	Others	0	0	0	0
OBC	Male	166	115	164	218
	Female	365	327	430	379
	Others	0	0	0	0
General	Male	93	96	55	30
	Female	150	163	30	56
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		969	929	874	890

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Arabic	View Document
Botany	View Document
Chemistry	View Document
Commerce	View Document
Economics	View Document
English	View Document
Hindi	View Document
History	View Document
Islamic History	View Document
Malayalam	View Document
Mathematics	View Document
Music	View Document
Philosophy	View Document
Physics	View Document
Political Science	View Document
Sanskrit	View Document
Statistics	View Document
Zoology	View Document

3. Extended Profile

3.1 Program

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
41	41	40	40	40

File Description	Document
Institutional Data in Prescribed Format	View Document

3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2477	2353	2369	2445	2400

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
812	780	871	899	841

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2477	2353	2369	2445	2400

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of revaluation applications year-wise during the last 5 years

2018-19	2017-18	2016-17	2015-16	2014-15
31	28	9	11	1

3.3 Teachers

Number of courses in all programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
904	904	884	894	894

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

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

2018-19	2017-18	2016-17	2015-16	2014-15
179	177	174	168	170

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

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

2018-19	2017-18	2016-17	2015-16	2014-15
182	180	180	180	180

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

3.4 Institution

Number of eligible applications received for admissions to all the programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
40993	33564	21977	6114	12457

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
591	589	589	589	589

File Description	Document
Institutional Data in Prescribed Format	View Document

Total number of classrooms and seminar halls

Response: 120

Total number of computers in the campus for academic purpose

Response: 293

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

2018-19	2017-18	2016-17	2015-16	2014-15
913.8	2170.6	1352.9	472.45	215.5

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the Institution

Response:

The curriculum espoused by the college ensures the fulfilment of vision, mission and graduate outcomes well-articulated by the college through conscientiously adhering to the quality framework followed by the college. The curricular objectives cater to an all-round development of the students with the thrust on upholding value added education, competency in communication skills, skill development, women empowerment, gender sensitization, personality development, environment protection and leadership qualities. It fosters thought and actions of the students and faculty with an insistence on the requirements of regional as well as national development. The programme outcomes, programme specific outcomes and course outcomes of the curriculum have been framed in congruence with the local, regional, national and global demands. The college has given paramount importance to the needs of the society by imparting the collaborative effort of all the departments, clubs and cells. The college has incorporated numerous courses that instill in students the sense of responsibility towards the environment, society and empowerment of the vulnerable communities. Environmental Studies is a part of the common course, which is mandatory for all the students, as well as main courses of several departments. The postgraduate programmes are augmented with intense curriculum and meticulous training for advanced research.

The institution has carefully integrated courses that address the local and social necessities of the society. The curricula is dedicated in imparting progress and welfare of the nation through courses which have content on gender studies, feminist literature, feminism, literature and ecology, eco-feminism, environmental chemistry, queer literature, Dalit studies, economy, state, society and physio economics, economic history of modern India, human rights, taxation, business environment and strategic management, women studies, development and environmental economics, analytical chemistry and nuclear and particle physics. A number of public relation campaigns are conducted with the aim of promoting social awareness on waste management, gender equity, human values and professional ethics. Value based education and language courses offered for all programmes have an emphasis on gender sensitisation, human values and Gandhian principles. The courses in science and social science departments of the college inculcate scientific temper and critical and creative thinking in the students. The institution envisions a future generation upholding the rational thinking and praxis along with the progress of the nation. The courses provided by arts and humanities departments of the college are committed to promote inclusiveness, secular outlook and awareness of world affairs which would secure the growth of the local, regional and national needs.

Through the emancipatory and transformative ideals, sense of equality, equity and environment sustainability, the college envisages a synergetic work culture among the young minds which would eventually bring pride to the local, regional and national wellbeing of the nation. A student is expected to achieve a mix of following attributes after completing a programme from the institution.

1. *Scientific temper*
2. *Critical and creative thinking*
3. *Inclusiveness*
4. *Democratic Practice and Secular outlook*
5. *Awareness of world affairs*
6. *Sense of equality, equity and environment*
7. *Synergetic work culture*
8. *Emancipatory and transformative ideals*

File Description	Document
Any additional information	[View Document]

1.1.2 Percentage of programs where syllabus revision was carried out during the last five years

Response: 97.56

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 40

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

Response: 41

File Description	Document
Minutes of relevant Academic Council/BOS meeting	[View Document]
Details of program syllabus revision in last 5 years	[View Document]
Any additional information	[View Document]

1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years

Response: 51.51

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
566	566	566	486	486

File Description	Document
Program/ Curriculum/ Syllabus of the courses	[View Document](#)
MoU's with relevant organizations for these courses, if any	[View Document](#)
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	[View Document](#)
Average percentage of courses having focus on employability/ entrepreneurship	[View Document](#)
Any additional information	[View Document](#)

1.2 Academic Flexibility

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

Response: 52.38

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

Response: 904

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

Response: 1726

File Description	Document
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

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

Response: 100

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

Response: 41

File Description	Document
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

The curriculum of all programmes has been devised to deliver an all-inclusive and enriching education for the students. The curricula combine academic understanding, knowledge of fundamental skills, scientific temperament, personality development, women empowerment, gender sensitization, personality development, conscientising the students on environment protection, imparting international exposure and awareness of human rights along with social and ethical values.

The course on Environmental Studies and Human Rights proposed by the UGC has been incorporated into the curriculum of UG programmes in the syllabus revision in 2019. Environmental Studies course offered to all the undergraduate students in the syllabus revision in 2019 emphasizes the environmental issues and throws light on the importance of sustainable development. The courses offered such as 'Major World Religions' and 'Philosophy of Religions' impart among students an international and national understanding of a secular world which is further enriched through numerous courses on 'History of Classical Literature', 'Gandhian Philosophy' and 'Travel Literature'.

Students are sensitized about gender issues by its integration into the curricula. The curricula comprise courses such as 'Gender Studies' as part of Value Education. 'The Philosophy of Gender', 'Gender Studies', 'Women's Literature', 'Gender and Politics' are some of the courses that are included to provide gender sensitization among students. Courses like 'Dalit Studies', 'World Literature', 'An Introduction to the world of plant diversity and Phycology', 'Film Studies' etc. are incorporated to integrate into the syllabi, the issues relevant to the contemporary world. 'Environmental Biology', 'Toxicology and Disaster Management', 'Fundamentals of Environmental Economics', 'Environmental Chemistry', 'Economics of Development and Growth', 'Human Rights in India', 'Ecology and Human Rights in Hindi Literature' and 'Entrepreneurship Development and Project Management' etc., inculcate knowledge and thought on environment and sustainability, human values and professional ethics. Courses on 'Journalism', 'Translation', 'Practical Foundation for Performance', 'International Business', 'Pharmaceutical Chemistry' etc. offer the students acquaintance with their prospective field of employment. The institution has also included futuristic courses for the benefit of the coming generations such as 'Eco Tourism', 'Environmental Engineering' and 'Health Economics'.

The college follows CBCSS in all the programmes offered except in Research Programmes. The value added courses, electives and common courses offered by the college are committed to enhance employment opportunities and life skills of the students. The common course meant for the second year

undergraduate students titled as 'English for Job Seekers' prepare the students to cater to the demands of the job market. Internships on translation and various field projects conducted in different departments are made a part of the curricula which in turn promise the students a familiarity with the skills expected of them.

In order to monitor and assess the outcome of the curricula, feedback from students, teachers, parents and alumni is received and analyzed and actions are undertaken in this regard.

File Description	Document
Any additional information	[View Document](#)

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

Response: 20

1.3.2.1 Number of value-added courses are added within the last five years

Response: 20

File Description	Document
List of value added courses	[View Document](#)
Brochure or any other document relating to value added courses	[View Document](#)
Any additional information	[View Document](#)

1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above

Response: 83.34

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2174	1898	1986	1938	2045

File Description	Document
Any additional information	[View Document](#)

1.3.4 Percentage of students undertaking field projects / internships

Response: 100

1.3.4.1 Number of students undertaking field projects or internships

Response: 2477

File Description	Document
List of programs and number of students undertaking field projects / internships	[View Document](#)
Any additional information	[View Document](#)

1.4 Feedback System

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

B. Any 3 of above

C. Any 2 of above

D. Any 1 of above

Response: A. Any 4 of above

File Description	Document
Any additional information	[View Document](#)
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	[View Document](#)
URL for stakeholder feedback report	[View Document](#)

1.4.2 Feedback processes of the institution may be classified as follows:
A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Any additional information	[View Document](#)
URL for feedback report	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List of students (other states and countries)	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.1.2 Demand Ratio(Average of last five years)

Response: 23.54

2.1.2.1 Number of seats available year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
982	976	976	976	976

File Description	Document
Demand Ratio (Average of Last five years)	[View Document](#)
Any additional information	[View Document](#)

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

Response: 100

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

2018-19	2017-18	2016-17	2015-16	2014-15
591	589	589	589	589

File Description	Document
Average percentage of seats filled against seats reserved	[View Document](#)
Any additional information	[View Document](#)

2.2 Catering to Student Diversity

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

Response:

The institution possesses a constant monitoring system to identify the advanced and the slow learners and to ensure the implementation of effective strategies honing their knowledge skills. The students who exhibit an exceptional flair for academic progress and authentic research are identified as Advanced Learners. The profile of Slow Learners is set after identifying their learning potential evinced in the qualifying exam, economic standing, and competence in English language and computer deftness. The intellectual competence of the students enrolled in the under graduate and post graduate programmes is evaluated persistently to augment their learning potential.

Following the admission process, special programmes like Orientation Programme/Induction Programme, Fresher's Day programme, curriculum related activities and literary events are conducted to identify the Advanced Learners and the Slow Learners. The personal interface during the admissions and the first Internal Assessment examination serve as the most befitting tools for the faculty members of various departments to categorise the students into Advanced Learners and Slow Learners.

The assessment of the students are also pursued through other procedures like:

- Class room interactions, Group work, Seminar presentations, Peer interactions, Group discussions, etc.
- Performance in Internal and External Examinations
- Engagement in curricular, co-curricular, extension activities, etc.
- Involvement in the activities of diverse clubs and cells.
- Accomplishments in Co-curricular activities/sports and the extension activities like N.S.S/N.C.C.

The College, under the rigorous supervision of IQAC, caters to both advanced and slow learners by several measures like:

- Walk with a Scholar Programme (WWS), a formal initiative to address advanced learners through mentoring, exposure through invited lectures, field visits and workshops, thus equipping them to meet the global competence in the respective disciplines and professions, they aspire.
- Scholar Support Programme (SSP), specially designed for slow learners intends to provide individual attention and remedial coaching for the needy students and caution them from drifting away from the academic focus. They shall be initiated to higher education and job opportunities suitable to their aptitude.
- Additional Skill Acquisition Programme (ASAP) preferably addresses the latent and efficient skills of students, and aims at augmenting these aptitudes to enhance their life skills and employability skills. Soft skill training, technical skills and better exposure to industry, higher education and career guidance hone their competence and accelerate their placements.
- The Career Guidance & Counselling Cell
- Career New Journey, an orientation for all first year students about career advancement programmes.
- Motivational lectures by distinguished personalities.

Additional Measures for Advanced Learners:

- Providing internal mentoring.
- Providing journal articles from Taylor & Francis.
- Online access to New Palgrave Dictionary of Economics.
- Encouraging students to involve in Research Projects and participate in seminars, workshops and colloquia.
- Internships at KILA
- Coaching for Bank /NET/JRF/SLET /GATE/IAS exams.
- Providing Value Added Courses.

Additional Measures for Slow Learners:

- Remedial Coaching Classes.
- Tutorial sessions.
- Simplified Learning Material and dictionaries.
- Guidance in examination and language writing skills.
- Training for PSC recruitment exams.
- Soft skill training programmes.

File Description	Document
Any additional information	[View Document](#)
link for additional information	[View Document](#)

2.2.2 Student - Full time teacher ratio

Response: 13.84

File Description	Document
Any additional information	[View Document](#)

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 1.53

2.2.3.1 Number of differently abled students on rolls

Response: 38

File Description	Document
List of students(differently abled)	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any other document submitted by the Institution to a Government agency giving this information	[View Document](#)
Any additional information	[View Document](#)

2.3 Teaching- Learning Process

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

Response:

Maharaja's College takes resolute measures to augment the learning experience by propelling an experiential and participatory learning which forms an integral part of all the courses designed within the curriculum. The college pursues a learner-centred teaching method as the key mode of instruction.

The College adopts the following measures to create an enriching learning experience for the students:

Projects are made mandatory for the students of various postgraduate and undergraduate programmes and internship in economics as part of the curriculum.

Connecting the Undergraduate Teaching of Microeconomics with the Real Life of Students- a joint initiative of the Kerala State Higher Education Council, the Centre for Development Studies and Azim Premji University is operational under the initiative of Economics Department aiding to connect theories of Micro Economics with the experience with the real world

Involvement in research work is made mandatory at the PG level. Students are also encouraged to present research papers in State and National level seminars and conferences and publish in peer reviewed

journals.

Periodical workshops, seminars, lectures are conducted to kindle academic interest among students.

MoUs with institutions such as CMFRI, CIFT, CUSAT and internship at KILA.

Student Seminars, Assignments are organized as part of the curriculum to improve their presentation skills and confidence level. Senior students deliver lectures for juniors as a Peer Group Learning program.

Field trips, Industrial visits, visits to Press and Manuscript libraries, Research Laboratory visits are also undertaken by the students to widen their perspective.

Workshops, Installations, Exhibitions initiated by students for public & students ensure participative learning.

Interactions with renowned writers, musicians, historians, eminent professors expand the world view of students.

The Department of Physics together with Astronomy Club, has been arranging sky watching programmes for the students and the public, for the last five years. The observations made by the students were verified by using a software program called 'STELLARIUM'.

Interactive method of learning motivates students to participate in group discussion, role-play, quiz, news analysis, educational games and discussions on current affairs.

ICT Enabled Teaching comprising Wi-Fi enabled class rooms, LCD projectors, computer labs, laptops, language labs, and educational videos support the educational activities of the inmates.

Inter disciplinary knowledge sharing platform titled 'Gnosis' functions under the initiative of the department of History.

A Blog christened Rendezvous has been created by the Department of English for enhancing the creative, literary and academic writing skills of the learners.

Cycle expedition is a venture conceived with the aim of assimilating the graduate attributes, disseminating the idea of protecting the environment and engendering social awareness and eco friendliness among the students.

Training to write screen plays, scripts for documentaries, short films is offered and the end products are uploaded by the students in You tube.

Play demonstrations by experts and plays staged by students enrich the artistic and creative faculties among the students.

Students are thus offered a holistic learning opportunity honing their participatory, experiential and problem solving skills to achieve broad, multi-faceted knowledge cutting across several disciplines outside

the normal academic subjects.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 11.17

2.3.2.1 Number of teachers using ICT

Response: 20

File Description	Document
List of teachers (using ICT for teaching)	[View Document](#)
Any additional information	[View Document](#)
Provide link for webpage describing the " LMS/ Academic management system"	[View Document](#)

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

Response: 1238.5

2.3.3.1 Number of mentors

Response: 2

File Description	Document
Any additional information	[View Document](#)

2.3.4 Preparation and adherence to Academic Calendar and Teaching plans by the institution

Response:

Maharajas Government Autonomous College, Ernakulam prepares the academic calendar for the college at the beginning of each academic year and print it in the Handbook & Calendar given to the students and the teachers and displays it on the college website. It conforms to the norms and the calendar prepared by the University for each academic year. It contains information regarding the dates of opening of the academic year, internal examinations, union election, dates of end-semester examinations, closing of the college for holidays and semester breaks. The academic calendar is prepared after the following steps:

The College Council, the IQAC and the Controller of Examinations organize a meeting before the commencement of the academic year to draft an action plan for that academic year. The Schedules for the BOS, Academic Council and Governing Council meetings, time bound conducting of examinations etc. are also planned and strictly adhered to. The academic, co-curricular and extra-curricular activities for each academic year are also planned well in advance.

Apart from the academic calendar and the teaching plans, the college prepares an action plan

at the beginning of each academic year, which is presented at the general body meeting on the

opening day of each academic year. The action plan contains the specific plans pertaining to all the

curricular and co-curricular activities the college proposes to conduct all through that academic year.

The General Time table is prepared meticulously and approved by the Principal and the college council. The Time table contains the distribution of hours to the various departments and the allotment of classrooms for the same.

All information regarding the Examination schedule/evaluation blue prints are published on the website and displayed on department notice boards and on the common noticeboard for students

and teachers. The College Union maintains an official notice board for students to display the

schedule for union activities.

In addition, the teachers are given a Teacher's Diary which serves as a point of guidance for and self-appraisal and plan for them. In the beginning of each semester, teachers prepare a lesson plan of the papers by adhering to the Academic Calendar schedule and present it in their Teacher's Diaries. Faculty members prepare a teaching plan for the U.G & P.G. courses. The strategy adopted is to cover 40% of the syllabus before the first internal examinations and another 40% before the second internal examinations. The remaining 20% of the syllabus is to be covered before the Final/End Semester Examinations. Teachers prepare the lessons in advance as per the academic calendar and teaching plans to the full satisfaction of the students. The Teacher's Diary is subjected to scrutiny by the Heads of the respective departments and IQAC team every month. At the end of the academic year, the Diary is submitted to the Principal, who evaluates and counter signs them. The goals, plans and outcomes achieved are listed. It becomes an integral part of teaching evaluation.

2.4 Teacher Profile and Quality

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

Response: 96.23

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

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

Response: 49.83

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

2018-19	2017-18	2016-17	2015-16	2014-15
96	89	87	79	82

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 9.75

2.4.3.1 Total experience of full-time teachers

Response: 1745

File Description	Document
Any additional information	View Document

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

Response: 8.06

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	6	3	2	2

File Description	Document
Institutional data in prescribed format	[View Document]
e-copies of award letters (scanned or soft copy)	[View Document]
Any additional information	[View Document]

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 12.86

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
27	27	24	20	18

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	[View Document]
Any additional information	[View Document]

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years

Response: 36.8

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
50	59	30	30	15

File Description	Document
List of programs and date of last semester and date of declaration of result	[View Document](#)
Any additional information	[View Document](#)

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0.07

2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3	1	4	0	0

File Description	Document
Any additional information	[View Document](#)

2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years

Response: 11.24

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
5	5	2	0	0

File Description	Document
Any additional information	[View Document](#)

2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

Response:

Examination Reforms

1. The implementation of Bar Coding of answer scripts along with false numbering mapped for register numbers is undertaken for both UG and PG students.
2. Result declaration within 30 days of completion of each examination.
3. Three separate question papers are set for each course by three external subject experts from within and outside the parent university, followed by a detailed scrutiny by another external expert. Following that the Controller of Examinations randomly picks a single question paper from the bunch for the examination thus ensuring utmost secrecy. All the subject experts are selected from a panel of examiners prepared by the respective Board of Studies of various departments.
4. Internal vigilance squad comprising four members and an enquiry committee headed by the Vice Principal of the institution are constituted to prevent and minimize malpractices during the conduct of examinations.
5. SAY-Save A Year examination is conducted for 5th and 6th semesters UG students who fail or do not appear for an examination in these semesters to enable them to save a year.
6. A student who completes the entire curriculum requirement, but could not register for the Semester examination is offered an option of registering notionally and thus made eligible for promotion to the next semester.
7. The institution follows a double valuation process, a distinct practice among autonomous colleges, for all papers in both UG and PG programmes. The second valuation is executed by external experts belonging to a panel prepared by Board of Studies of respective departments. The average mark of the double valuation is regarded as the final score. If a variation of 20 percentage of the maximum marks is detected between the two valuations, then the answer script is subjected to a third valuation by another examiner.
8. After the publication of results, there is a provision made available to the students to challenge the valuation by remitting the required fee. Challenged valuation also follows a double valuation process and is completed without much delay.
9. The IT integrated process introduced by the College has facilitated the online payment of students' fees, the online generation of hall tickets, results and mark sheets.
10. The implementation of examination reforms has resulted in transparency, speedy processing.

Processes integrating IT

1. Campus suite is a software developed by the college in collaboration with NIC (National Informatics Centre) to ensure transparency and promptness in the examination process.
2. Online generation of results, tabulation register and other documents and forms are methodically accomplished.
3. The notification for online registration for the final examination is published one month before the date of commencement of examinations.
4. The students are given the provision to apply for the examinations online after remitting the registration fee in the bank.
5. The time table for the examinations is published on the website one month prior to the date of

commencement of examinations.

6. Hall ticket generation is computerized and they are distributed to the students three days before the Exam.

Owing to the above reforms the overall efficiency of examination procedures has increased and positive impacts are witnessed.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.5.5 Status of automation of Examination division along with approved Examination Manual
A. 100% automation of entire division & implementation of Examination Management System (EMS)

B. Only student registration, Hall ticket issue & Result Processing

C. Only student registration and result processing

D. Only result processing

Response: A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	[View Document](#)
Current Manual of examination automation system	[View Document](#)
Any additional information	[View Document](#)
Annual reports of examination including the present status of automation	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

Maharajas College offers 58 programmes through 19 departments. The courses are designed in compliance with the stipulations of the UGC and the HEC of Kerala. The programmes aim to facilitate the wholesome development of the students. It also seeks to equip them to take on the challenges of future with confidence. In keeping with the vision of the college, the aim is to provide quality education to youth from all sections of society, especially the deprived and disadvantaged, and to mould them into responsible citizens capable of serving the nation.

All the courses offered by the Departments mandatorily include course objectives as part of the introduction. The entire course structure approved by the Academic council of the College is uploaded in the College website. **At the very outset of each semester, the teachers discuss and familiarize the students with the course structure of their respective courses.** Copies of the entire syllabi are also kept in the individual Department staff rooms for the student's reference.

The BoS of each department has meticulously spelt out the **Programme Outcomes**, **Programme Specific Outcomes** and **Course Outcomes** of all the courses offered. The details of the same are displayed in the College website (maharajas.ac.in).

Programme Outcomes are based on the core and prime objectives, which the institution seeks to impart among the students.

Programme Specific Outcomes focus on the attributes that the graduates are expected to achieve on the completion of each programme.

Course Outcomes are the objectives of each course in all the UG/PG/Research programmes.

On the successful completion of any graduate programme, a student is expected to achieve the following attributes:

1. **Scientific temper:** Mindset which enables one to follow a way of life that focuses upon the scientific method of understanding reality.
2. **Critical and creative thinking:** Capability to think rationally and reflectively.
3. **Inclusiveness:** Constant exposure to and interaction with disparate social strata for an inclusive mindset, ethical sensibility and greater social sensitivity and empathy.
4. **Democratic Practice and Secular Outlook:** As envisioned by the Constitution of India.
5. **Awareness of world affairs:** Acquisition of knowledge of what is happening in immediate and far-flung places of the world.
6. **Sense of equality, equity and environment:** Ability to differentiate between pure equality, social equity and a heightened awareness of how humans dialectically interact with environment.
7. **Synergetic work culture:** Capacity to work in groups and the attitude to consider larger goals greater than personal ones.
8. **Emancipatory and transformative ideal:** Attainment of cherished ideals of education for the eventual empowerment of humanity.

The College takes appropriate measures to ensure the effective dissemination of all the learning outcomes. The resources such as faculty, library, laboratories, computers, Internet, are made available to enhance the teaching- learning process. The outcomes are reviewed and analysed periodically to assess the success of the transaction and accomplishment of the envisioned goals.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response:

The POs, PSOs and Cos of all academic programmes offered by the college are **clearly defined and stated**. These outcomes are discussed and explained in the classrooms so that students may internalize them and form an idea of the expected purpose of their respective programmes. The college also takes diligent measures to evaluate the levels of attainment of all the outcomes through direct and indirect methods.

Regular Internal Assessments and End Semester Assessments are conducted to ensure the achievement of Pos, PSOs and Cos.

Continuous assessment through **assignments, seminars, project and project viva** provides opportunity for teachers and students to critically evaluate the achievement of both the programme and learning outcomes. Evaluation of the mandatory project in the final semester of PG and UG programmes and the project viva enables the external examiner to assess the scientific temper and the critical and analytical faculties of each student.

A meticulous **result analysis** is carried out following the semester examinations under the joint initiative of the Governing Council, the Academic Council, and the BoS. A feedback on this analysis is conveyed to various departments to enable them to identify their strengths and weaknesses and adopt relevant remedial measures thereafter. The students are also involved in the feedback so that they may locate their weak areas and apply strategies for improvement.

The impact of the restructured syllabus that invokes a scientific temper and supports critical thinking is felt in **the creative responses** of our students to the significant events happening around them.

The deliberations on caste, religion, secularism, fundamental rights, human rights and gender issues as part of the syllabus have generated a very positive secular and inclusive outlook among the students. This is evinced in the openhearted welcome and continuing support accorded to the transgender students in our campus.

Another index to measure the successful transaction of the outcomes is the achievement rate of our alumni in their post-college endeavours. An active involvement in the curricular and extra-curricular activities of the college becomes instrumental for the students in identifying their talents, thus opening up new prospects for a successful career.

A good number of our students are motivated to pursue higher studies and post-doctoral research. It is a matter of great pride to the institution that many of our brilliant students have returned to their alma mater as qualified teachers with an eager passion to give back manifold what they had received from here.

Our students have emerged as illustrious personalities in various avenues as doctors, judges, scientists, administrators, politicians, industrialists, actors, singers, directors, painters and writers. We also have good sportsmen of international acclaim.

Above all, the readiness and sincerity with which the students respond to the needs of their fellow beings itself speaks for the profound values and positive outcomes the institution has inculcated in their young minds in the formative phase of their evolution as wholesome individuals.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.6.3 Average pass percentage of Students

Response: 72.54

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

Response: 589

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

Response: 812

File Description	Document
List of programs and number of students passed and appeared in the final year examination	View Document
Any additional information	View Document
Link for annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.69

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website

Response: Yes

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year)

Response: 0

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	0	0	0

File Description	Document
Minutes of the relevant bodies of the Institution	View Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	View Document

3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years

Response: 0

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List of teachers and their international fellowship details	[View Document](#)
e-copies of the award letters of the teachers.	[View Document](#)
Any additional information	[View Document](#)

3.1.4 Institution has the following facilities

1. **Central Instrumentation Centre**
2. **Animal House/Green House / Museum**
3. **Central Fabrication facility**
4. **Media laboratory/Business Lab/Studios**
5. **Research / Statistical Databases**

A. Any four facilities exist

B. Three of the facilities exist

C. Two of the facilities exist

D. One of the facilities exist

Response: E. None of the facilities exist

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.2 Resource Mobilization for Research

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

Response: 166.88

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

2018-19	2017-18	2016-17	2015-16	2014-15
30.77	42.00	5.80	2.208	86.1

File Description	Document
List of project and grant details	[View Document]
e-copies of the grant award letters for research projects sponsored by non-government	[View Document]

3.2.2 Number of research centres recognised by University and National/ International Bodies

Response: 17

3.2.2.1 **Number of research centres recognised by University and National/ International Bodies**

Response: 17

File Description	Document
Names of research centres	[View Document]
Any additional information	[View Document]

3.2.3 Percentage of teachers recognised as research guides

Response: 40.78

3.2.3.1 **Number of teachers recognised as research guides**

Response: 73

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

Response: 179

File Description	Document
Details of teachers recognized as research guide	[View Document]
Any additional information	[View Document]

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

Response: 1.4

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

Response: 50

File Description	Document
Supporting document from Funding Agency	[View Document](#)
link to funding agency website	[View Document](#)

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

Response:

The College provides an invigorating ambience that kindles the spirit of research and initiates practices that foster research aptitude. The college houses **17 research centres** with over 300 research scholars. Thirty percentage of our faculty are research supervisors. 209 workshops and seminars were organised with the view of opening up broader vistas of knowledge. **Research Orientation Programmes** for science and humanities streams which facilitate interactions with experts in the field were arranged. The Department of History initiated an interdisciplinary knowledge sharing platform christened '**Gnosis**' with the aim to tap the readily available knowledge resources within the campus.

Numerous innovative practices are devised to hone the innovative skills of our students. **Saastrayaan 2018** was a two-day open house programme that brought to light the ability of our students **to display their experimental, critical and creative faculties**. The event which aimed at showcasing the multifarious activities, honours, achievements, amenities and unique possessions of the institution that proudly claims a rich legacy of 144 years since its inception in 1875 posed a huge challenge that demanded innovation, resourcefulness and planning.

The annual **Nanma Maram** programme organized by the Department of Economics is an excellent exercise in entrepreneurship that offers a golden opportunity to get **a direct practical experience** of the lessons of the market taught in their classrooms. The students organize food stalls that serve quality food of a wide variety. The entire responsibility rests solely upon the students with minimal intervention from the teachers. The fund generated from the event is channelized towards charitable purposes.

All the extension activities of the NSS, NCC, the student clubs and departments act as incubation

programmes which emphasise on nurturing the **leadership qualities, interpersonal and communicative skills, managerial capacities and teamwork** which would stand them in good stead in building their future career prospects. Even the simple venture to make the campus plastic free involves planning, execution and continued monitoring and becomes an experience which prepare them to take on similar tasks as future administrators and organizers.

The **Civil Service Club** plays a pivotal role in whetting the interest of students who are keen to join the administrative service by providing training for the Preliminary examinations. The club **motivates the aspirants** by facilitating occasional interactions with civil servants. One of our students cleared the preliminary exams.

The Mirror Film Club, acts as a launching pad for the many aspiring filmmakers of the campus by organizing shows, **short film festivals** and conducting highly productive interactive sessions with technicians from the industry.

A **cycling expedition** was organized by the department to create awareness on the need for protection of environment and to mould our youngsters into **socially responsible** citizens. A memorable **Champaran Yatra** organized to commemorate centenary of Champaran Satyagraha gave the students a **first-hand experience of the real India**. **Heritage walks** were undertaken to places of historical significance. All these activities intend to instill a **genuine interest in the national affairs** and prompt interested students **to take up leading roles in navigating India** towards a brighter future.

File Description	Document
Any additional information	[View Document](#)
link for additional information	[View Document](#)

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

Response: 209

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

2018-19	2017-18	2016-17	2015-16	2014-15
39	55	38	42	35

File Description	Document
Report of the event	[View Document](#)
List of workshops/seminars during the last 5 years	[View Document](#)
Any additional information	[View Document](#)

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

Response: 0

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
00	0	0	0	0

File Description	Document
List of innovation and award details	[View Document](#)
e- copies of award letters	[View Document](#)

3.3.4 Number of start-ups incubated on campus during the last five years

Response: 0

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	View Document
e- sanction order of the Institution for the start ups on campus	View Document
Contact details of the promoters for information	View Document
Any additional information	View Document

3.4 Research Publications and Awards

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

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: No

File Description	Document
e- copies of the letters of awards	View Document
Any additional information	View Document

3.4.3 Number of Patents published/awarded during the last five years

Response: 0

3.4.3.1 Total number of Patents published/awarded year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List of patents and year it was awarded	View Document
Any additional information	View Document

3.4.4 Number of Ph.D.s awarded per teacher during the last five years

Response: 1.45

3.4.4.1 How many Ph.Ds are awarded within last 5 years

Response: 58

3.4.4.2 Total number of teachers recognised as guides during the last 5 years

Response: 40

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document
URL to the research page on HEI web site	View Document

3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 0.88

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

2018-19	2017-18	2016-17	2015-16	2014-15
64	20	25	21	22

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

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

Response: 0.93

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

2018-19	2017-18	2016-17	2015-16	2014-15
32	31	47	25	27

File Description	Document
List books and chapters in edited volumes / books published	[View Document](#)

3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Response: 1.93

File Description	Document
BiblioMetrics of the publications during the last five years	[View Document](#)
Any additional information	[View Document](#)

3.4.8 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 4.5

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	[View Document](#)
Any additional information	[View Document](#)

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual

Response: Yes

File Description	Document
Soft copy of the Consultancy Policy	[View Document](#)
Minutes of the Governing Council/ Syndicate/Board of Management related to Consultancy policy	[View Document](#)
Any additional information	[View Document](#)
URL of the consultancy policy document	[View Document](#)

3.5.2 Revenue generated from consultancy during the last five years

Response: 0

3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
00	0	0	0	0

File Description	Document
List of consultants and revenue generated by them	[View Document](#)
Audited statements of accounts indicating the revenue generated through consultancy	[View Document](#)

3.5.3 Revenue generated from corporate training by the institution during the last five years

Response: 0

3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List of teacher consultants and revenue generated by them	[View Document](#)
Audited statements of account indicating the revenue generated through training	[View Document](#)
Any additional information	[View Document](#)

3.6 Extension Activities

3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

The College conducted the 11 day main relief camp in the city for the victims of the great flood 2018 in association the Govt of Kerala and our students actively participated as volunteers. The college has two NSS units, three NCC units and clubs like Pain & Palliative, Blood Donation and Science Forum which augment the social service skills of students and distributed study materials. Important days like Environment Day, Ozone Day, Aids Day, Anti-Drugs Day are observed with a signature Maharajasian touch. Significant awareness programmes include Traffic Awareness, Swatch Bharat Abhiyaan, White Cane Day, Human Rights Awareness, Legal Awareness, distributing food packets to street dwellers (Padheyam), old age home visit, Digital India Programme. Health-related events like Ashakiran Cancer Care Programme, Blind Day Camp, First Aid and Basic Life Support training, Anti-Drug campaigns, Dengue fever awareness campaign were organised. Entrepreneurship enhancement ventures like Samrambhakatwa Seminar and a class on Self Employment were organised. Environmental awareness initiatives like planting of trees, Koythulsavam, Save Periyar, WoW Kochi programme, Paper bag and eco-friendly pen-making and donating bio-compost bins. As part of energy conservation, NSS **adopted** Pizhala **village** in Kadamakkudy where all incandescent bulbs were replaced with LED bulbs assembled by NSS volunteers to make Pizhala a filament free village.

Cardboard pen boxes were installed by NSS as part of implementing **the green protocol** to collect used plastic pens and a stock of **steel glasses and steel plates** were acquired to avoid the use of disposables.

The NCC units of Army, Navy and Air force observe Environment Day, Independence Day, Republic Day, International Yoga Day and conduct Blood Donation camps. The **NCC Army wing** conducted an old age home visit, Swachchata Pakwada, cleaning of Kochi Beach, Ernakulam Junction Railway Station, segregation of waste titled "Naukad Nataks", Plogging (cleaning of historical monuments).

NCC Naval cadets participated in "Anpodu Kochi-Chennai Relief Camp" and conducted sailing expedition camp, mega cleanliness drive in Cochin and relief camps for the flood affected, planted saplings at Alleppey beach and participated in the leprosy survey of the General Hospital, Ernakulam.

NCC Air Wing cadets participated in the first International Yoga Day, conducted Civil Service orientation, cleaning under Swatch Bharat mission, school visits, awareness classes and house visits in Cheranallore and Mulavukad panchayats.

The Science Forum organized programmes like intercollegiate poster designing competition, elocution competition for school students, and PPT competition on Ozone Day and National Science Day in 2017 and 2018.

Department level extension activities include "**Love and Care**" that (Botany) distributed food packets to street dwellers ans took lectures for in schools on ozone depletion and climate change. The social outreach programs like Home of Faith, Kakkanad and SOS Village (Commerce), Muthuwan tribal colony visits at Kuttampuzha and Marayur, Champaaran Yaathra that visited to various historical places (History), music therapy programme, "**Music and Memories**"at General Hospital, Ernakulam (Music), the free Bank coaching and NET coaching (Mathematics), field survey on survival rate of seedlings under Harithakeralam programme (Statistics), the **NanmaMaram** programme for giving financial to the destitute families (Economics).

File Description	Document
Any additional information	[View Document]
link for additional information	[View Document]

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	[View Document]
e-copy of the award letters	[View Document]

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

Response: 271

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

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

2018-19	2017-18	2016-17	2015-16	2014-15
60	68	66	37	40

File Description	Document
Reports of the event organized	[View Document]
Number of extension and outreach programs conducted with industry,community etc for the last five years	[View Document]
Any additional information	[View Document]

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

Response: 82.24

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

2018-19	2017-18	2016-17	2015-16	2014-15
2333	1852	2014	1947	1768

File Description	Document
Report of the event	[View Document]
Average percentage of students participating in extension activities with Government or NGO etc	[View Document]
Any additional information	[View Document]

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

Response: 0

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
000	0	0	0	0

File Description	Document
Number of Collaborative activities for research, faculty etc	[View Document](#)
Copies of collaboration	[View Document](#)

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

Response: 156

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

2018-19	2017-18	2016-17	2015-16	2014-15
86	45	1	20	4

File Description	Document
e-copies of linkage related Document	[View Document](#)
Details of linkages with institutions/industries for internship	[View Document](#)
Any additional information	[View Document](#)

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

Response: 8

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

2018-19	2017-18	2016-17	2015-16	2014-15
5	3	0	0	0

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	[View Document](#)
Details of functional MoUs with institutions of national, international importance,other universities etc during the last five years	[View Document](#)
Any additional information	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

To facilitate the overall governance and optimal utilization of resources including financial support extended by the Government of Kerala and RUSA, there are various bodies such as the Planning Committee and the UGC Cell.

The college is unique in terms of the range of programs offered, research facilities, physical infrastructure, sports, cultural activities and auxiliary/support systems. There are 20 undergraduate, 21 postgraduate and 17 research programs, taking the total number of programs to 58. There is a 2542 strong student population who are central in the performance of the institution. There are excellent resources such as libraries, laboratories, computer centres and internet access.

The college has the state-of-the-art scanning electron microscope (SEM) at the research lab of Physics and sophisticated instrumentation facility managed by the dept of Chemistry.

The college has online journal package offered by INFLIBNET N-List (providing access to 6,000 journals and 90,000 books) subsidised by the UGC.

The college is the only arts and science college in Kerala having IP based access and subscription to databases managed by Economic and Political Weekly Research Foundation India Time Series, journals of Taylor and Francis, statistical database provided by Indiastat.com and perpetual IP based access to New Palgrave Dictionary of Economics.

The college is well-equipped in terms of pedagogical resources such as classrooms, laboratories, computers, online resources such as INFLIBNET N-List, smart rooms, internet and related IT facilities. It is the only arts and science college in Kerala having IP based access and subscription to databases managed by Economic and Political Weekly Research Foundation India Time Series, journals of Taylor and Francis, statistical database provided by Indiastat.com and perpetual IP based access to New Palgrave Dictionary of Economics. There are 102 classrooms, 293 computers, 46 LCD projectors, 26 smart boards, 20 television sets, and separate laboratories for UG and PG programs. Science departments have dedicated and state-of-the art laboratories and allied amenities such as museums and green houses. Departments of Statistics, Commerce and Economics have full-fledged computer facilities which are used for imparting training in R, Tally and SPSS. Most computer facilities are connected with local area network, printers and other copying facilities. As these features are stored in a decentralized fashion, students can access the same from multiple points including department staff rooms. While in the

department, students can browse and download reading materials like journal articles and reviews under the direct supervision of teachers and research scholars attached to the department. The proper allotment and optimal use of classrooms and allied facilities are ensured through the intervention of a formally constituted Room Committee.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

The College offers exemplary and ample facilities for sports and games. The college has an outdoor stadium which has a capacity to house 20000 people and has a 400 metres synthetic track. The football field maintains FIFA standard. A multi gym and fitness centre with all standard equipments including tread mill is an asset to the Department of Physical Education. Standard size courts – Hockey field, Volleyball court, Basket ball court, Ball-Badminton court, Kho-Kho court- and Taekwondo mat of standard size are some of the facilities. All athletic equipments for High jump, Pole-vault, Javelin, Discus throw and fencing equipments like swords, guards etc. are accessible to students.

The College ropes in external professional coaches for football, cricket, fencing, wrestling and hockey. The Ernakulam Sports Council and various bodies send us experts in the field. The method has paid rich dividends as can be seen from the achievements. The College annual sports meet and recreational activities encourage students to participate and support them in competitions at university and inter-university levels. The college auditorium is used for indoor events like wrestling, taekwondo, judo, table tennis, fencing, power lifting, weight lifting, body building, tug of war and chess.

The huge college stadium is open to public and many persons use it for their morning and evening strolls. The college charges Rs 3,000 per year (Three thousand only) for using this facility. Rs.16400 per day is charged for organising competitions by external bodies like CBSE schools, multinational companies and other colleges. This amount is utilised for the maintenance of the stadium and is meticulously audited. For students, staff and Kerala State Sports council, the services are free of cost. Maharaja's Stadium Committee has the District Collector as its chairman. The college also gives admission to around 20 students from the centralised sports hostel who participates in football and athletics. Using these facilities the college conducts inter-collegiate competitions in various sports and games every year.

The college also offers regular training in Yoga and Kalaripayattu for the students as value added course. Department of Physical education has taken initiative in conducting physical fitness training for candidates appearing for PSC, Defence and UPSC examinations. Facilities are provides for training in both National and International Master's and Veteran's Athletic Meet. The students of the department are facilitated as the officials for various programmes thereby giving them an opportunity to flourish.

English Main Hall, Malayalam Hall and the College Auditorium are the primary centres for cultural activities. Practice and performance of stage events such as dramas, skits and group dances take place here. The democratically elected college union, in conjunction with drama club, arts club, debate club, etc. and supported by the members of the teaching faculty, spearheads cultural life of the college. Exactly as in the case of sports, primary level competition is held within the college, following which deserving talents are selected and trained for university level competition and for national level ones, if necessary. The Department of Music plays a pivotal role in this regard.

File Description	Document
Any additional information	View Document
link for additional information	View Document

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

Response: 8.33

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 10

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Any additional information	View Document
Link for additional information which is optional	View Document

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

Response: 8.86

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

2018-19	2017-18	2016-17	2015-16	2014-15
20.86	43.25	37.25	64.75	50.75

File Description	Document
Audited utilization statements	View Document

4.2 Library as a Learning Resource

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

Response:

The library resource in Maharaja's college, Ernakulam functions with a mission

of promoting intellectual growth and creativity by facilitating access to information store.

It is envisioned to be a strategic asset for the college, providing intellectual leadership and extraordinary information experiences towards the advancement of knowledge.

The library functions with the following objectives:

- Striving for Excellence in Learning and Research.
- Providing high-quality services that meet and exceed the expectations of a diverse user Community.
- Empowering users to Locate, Evaluate and use information available in a variety of Innovative and Traditional formats.
- Developing and maintaining collections in support of the Academic pursuits of the College and the larger diverse reader community.

Library infrastructure

The General Library is located in the prime area in the campus that is accessible to all sorts of students. It caters to the information needs of all stake holders with its well managed information resources housed in an area ofabout 5000sq. m, with a total of 100 seating capacity which is sufficiently spacious. There are over one lakh forty thousand printed books including rare collections of antique books. In addition to the General Library, each department provides its own library facilities to the students and research scholars. Construction ofa three storied Central Library Complex to bring all the department libraries under one roofis under progress**.**Over the years, the library has been stacked withthe latest updated books which are carefully chosen for the use of the staff and the students.It functions as a strategic institutional asset that develops and delivers new methods of creating and supporting knowledge resources in the college.

Library Automation

The Library is automated with Book Magic and KOHA respectively since 2012. **ILMS Software KOHA (installed – 2016)** provides a very user friendly interface for searching documents in the library and their issue-status.

- *Name of ILMS*software : KOHA
- Nature of automation(fully or partially) : Fully
- Version : 3.16
- Year of automation : 2016(KOHA),2012 (Book Magic)
-

Features of KOHA

- It is the first Open source library automation software.
- Koha is built using library standards and protocols such as MARC 21, UNIMARC, z39.50, SRU/SW, SIP2, SIP/NCIP, ensuring interoperability between Koha and other systems andtechnologies, while supporting existing workflows and tools.
- It is a true enterprise- class ILS with comprehensive functionality including basic and advancedoptions.
- Multilingual and transferable.
- Koha'sOPAC, circulation, management and self-checkout interfaces are all based on standards compliant World Wide Web technologies – XHTML, CSS and JavaScript – making Koha aplatform- with independent solutions.

Number of print books available in the library are141924, Journals and periodicals 56, 12 number of dailies, E-books come up to 80409, 3828 E-journals and 2 Databases are accessible.

Services

The Library follows the Open Access System.

- Lending Service
- Reference service

- Free access to N-List. Login passwords are provided to users for accessing UGCINFLIBNET-N-LIST resources
- Reprographic service (Reprographic Centre)
- Conducts user orientation programme
- New Arrivals Display
- Web OPAC

Extension Service

- Reference service provided to Research scholars and academicians on request

File Description	Document
Any additional information	[View Document](#)
link for additional information	[View Document](#)

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

Response:

The   college library is that it has a rich collection of rare books of International, National and Regional importance.

The Reference Collection of the library has adequate and rare documents that are used by researchers and inquisitive students to gain access to a wide vista of knowledge. This includes various articles, general knowledge texts, Encyclopedias, Year books and other collections. The Reference Collection of the library houses some of the rarest publications which include Encyclopedia Britannica and Encyclopedia Americana. Ninety One dictionaries of different languages are available in the library.

The Subject Collection contains versatile books on varied disciplines.The reputed scholar L V Ramaswamy Aiyyar donated 38 books to the college library from his personal collection. One of the reputed astronomers of the twentieth century, H R Mills who served as the Principal of the college from 1935-1940 donated a set of books authored by him. Private correspondences and miscellaneous papers of the stalwarts in the field of education in the Kingdom of Kochi are preserved and kept intact in the college. The library houses books published by Thomas Caryle in 1886. The library also has a rare collection of books published by Macmillan and Company, London, during the 80s. We also have enlisted books published by Ernest Benn Limited, London. The first magazine of the college was published in 1918 and it is available in the college library. Earliest studies on Shakespearean drama published by J B Lippincott

Company, London is also a treasured piece available in the library.

Renowned Malayalam poet Changampuzha Krishna Pillai completed his graduation from Maharaja's College and we are fortunate to have some of his original works. The library is in possession of the proceedings of the seminar organized by renowned social reformer and former faculty of the college Pandit Karuppan. The college calendar is collected and preserved right from 1875. Dr. K. N Menon, disciple of the Nobel Laureate Prof. Robert Robinson who was also the head of the Department of Chemistry donated some of his books to the library. Prof. C L Antony, Kuttippurath Kesavan Nair, N V Krishnan Nair, S Guptan Nair, M Krishnan Nair, O N V Kurup, M K Sanu, M Leelavathi, M Achuthan, M Thomas Mathew and Thuravoor Viswambharan who served as the faculty of the college utilized the wide array of books housed in the library. Since Bengali was earlier offered as one of the second languages, very significant and old collection of books in Bengali is available in the college library. Researchers and academicians from all over the world reach out to the library in search of old documents and books of historical importance and relevance.

It is the only arts and science college in Kerala having IP based access and subscription to databases managed by Economic and Political Weekly Research Foundation India Time Series, journals of Taylor and Francis, statistical database provided by Indiastat.com and perpetual IP based access to New Palgrave Dictionary of Economics.

File Description	Document
Any additional information	View Document
link for additional information	View Document

4.2.3 Does the institution have the following

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

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	
Any additional information	

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

Response: 13.63

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

2018-19	2017-18	2016-17	2015-16	2014-15
17.83	12.31	9.67	13.95	14.38

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	
Audited statements of accounts	
Any additional information	

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

Response: Yes

File Description	Document
Any additional information	

4.2.6 Percentage per day usage of library by teachers and students

Response: 0

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The college has 293 computer systems including laptops and 46 LCD projectors, most of them mounted or hung according to the physical conditions of the classrooms. We have fast internet connectivity of 140 mbps. All departments have the browsing facility with varying degrees of restriction and conditions. In additional to the central copying facilities offered in the Reprographic Centre and the Cooperative store, most departments use multi-function devices to copy internal documents and to produce study materials. The college has licensed versions of Windows, SSPS and Braille for the visually challenged. There are 18 smart boards too. The library uses ILMS-KOHA for automation and WEBOPAC for remote access. The college has online journal package offered by INFLIBNET N-List (providing access to 6,000 journals and 90,000 books) subsidised by the UGC.

It is the only arts and Science College in Kerala having IP based access and subscription to databases managed by Economic and Political Weekly Research Foundation India Time Series, journals of Taylor and Francis, statistical database provided by Indiastat.com and perpetual IP based access to New Palgrave Dictionary of Economics.

The college has implemented e-governance in planning and development using Bill Information and Management System (BiMS). It is an e-Bill portal to Claim Settlements by Drawing and Disbursing Officers (DDOs). The DDOs can prepare online contingent bills and e-Submit to treasury through BiMS. The office has enough computers and two photocopying machines to facilitate these operations.

All the departments have LAN connectivity through OFC. WiFi is available in the campus through the Kerala Government IT initiative. All the departments have at least one full fledged digitally enabled smart class room. All the class rooms of dept of Economics are smart with all the multimedia facilities. The Seminar hall of the department has a seventy inch digital board with auxiliary display board connected to it. It is also equipped with a high density smart projector and digital podium.

The website of the college is designed and maintained by National Informatics Centre. A Full-fledged Campus Suite is developed by National Informatics Centre for college automation.

The entire digital data is stored and maintained by the State Data Centre, Govt of Kerala

The college has two full-time system administrators who oversee the maintenance of the systems. If external help after the warranty is required, trustworthy engineers are roped in for the purpose.

These amenities are constantly updated depending on specific requirements and budgetary allocations. The college at regular intervals convenes meetings of heads of departments, teachers, research scholars and students to correctly understand the requirements and actions are taken accordingly. On receiving the funds from the government of Kerala, the UGC or RUSA, a certain proportion is earmarked for the augmentation of latest ICT facilities. After thoroughly vetting the proposals submitted by various departments, office and

the library, the requirements are consolidated and a tender is floated for their purchase.

File Description	Document
link for additional information	[View Document]()

4.3.2 Student - Computer ratio

Response: 8.46

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
?50 MBPS

35 MBPS - 50 MBPS

20 MBPS - 35 MBPS

5 MBPS - 20 MBPS

Response: 35 MBPS - 50 MBPS

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

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	[View Document]()
Any additional information	[View Document]()
Link to photographs	[View Document]()

4.4 Maintenance of Campus Infrastructure

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

Response: 9.54

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

2018-19	2017-18	2016-17	2015-16	2014-15
47.74	50.22	36.81	68.45	49.46

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document
Any additional information	View Document

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

Response:

With a view to mould self-reliant agents of social transformation, by providing students with knowledge, competence, wisdom and character, the college has established systems and procedures adhering to distinct policies for the efficient usage of resources available in the college.

The College offers 20 UG, 21 PG, and 17 PhD programmes in social science, , languages, physical & life sciences and commerce. These diverse and highly acclaimed academic programmes are imbued with dynamic and well-structured curricula which integrate contemporary knowledge, interdisciplinary learning and thrust on finding solutions to real life problems. A robust and well-articulated policy is followed in the design and development of the curriculum, enshrined in its regulations, and overseen by the Faculty, Academic Council and Governing Council. Boards of Studies in all departments include eminent external experts from the University, Industry and Research Institutes who guide the curriculum framing activity. The curricula of all the programmes are periodically revised as per the model curriculum recommended by the UGC and designed in congruence with the vision and mission of the college. The Curricula are broadly designed to inculcate human values, gender equality, professional ethics, promotion of environmental conservation and sustainable development among students.

This institution, with 18 Boards of Studies, undertook its first curriculum review activity in 2015 and framed its own curriculum in 2016 incorporating the inputs and feedbacks received in BoS meetings. In UG programmes, major changes are incorporated in the syllabi once in three years and in PG programmes once in two years. The syllabi is reviewed consistently to keep in pace with the rapid changes and developments, emerging knowledge and skills in various fields of study, and to meet the demands of academia, industry, and society. Undergraduate programmes since 2019 focus on learning needs, which are comprehensively reflected in the programme outcomes, programme specific outcomes and course outcomes. These equip students with in-depth domain knowledge, competence for research and innovation,

experiential learning and capacity for creativity and enterprise.

With a well-defined research policy, a progressive research culture is developed among the teachers, research scholars and students. The research culture which ensures constant interactions and invited lectures on recent research trends promotes   publications by the teacher and student community. All possible efforts are taken to enhance laboratory facilities and to avail of various grants for research projects sponsored by the government and non-government sources.

The student community, representing an inclusive and diverse group as prescribed by the government norms, is the greatest resource of our college. Government scholarships, Merit awards, state of the art facilities for capability enhancement to groom a global citizen and transparent mechanism for timely redressal of student grievances create a student-centric ambience. Numerous clubs and competitions hosted by the college provide ample opportunities to foster their extracurricular talents.

The presence of the elected Students' Union as an organic body addressing student-related matters and the student representation in academic and administrative bodies like IQAC, ICC, Anti- ragging Cell and Election Committee create a democratic atmosphere in the campus. The student interventions equip them with the natural attainment of leadership skills, social skills and decision making skills.

  The College offers the students with the best knowledge domain and equitable environment, acknowledges their capabilities and expertise, and encourages their distinct achievements in sports, arts, and academics. Students are treated with dignity to nourish their feeling of self-worth. The institution recognizes, appreciates and celebrates the strength of diversity and guarantees an equal education opportunity   regardless of gender, colour, race, religion or disability. A gender-neutral campus is maintained and opportunities are provided to interact with different resource groups about the multi-dimensional issues of the society. Students are equipped to uphold the guiding principles of trust, integrity, and transparency in all aspects of interactions and dealings, and develop values of self-respect, tolerance, discipline, hard work and patriotism.

With an exemplary legacy of 145 years, the college is particular about conserving its rich culture while accommodating the recent trends and innovative practices in sciences and humanities. The sprawling campus with a pleasant, lush and verdant ambience affords an aesthetically appealing atmosphere and an intellectually stimulating environment.

The College has facilities such as laboratories, library, sports complex, computers, classrooms, auditorium, seminar halls and intellectual resources offered by the 183-strong faculty as well as services offered by the administrative office. While laboratories, library and computers are primarily meant for students, teachers and non-teaching staff of the College, the first two can be accessed by external researchers, enthusiasts and general public on obtaining prior permission. The sports complex which includes a state of the art synthetic track and a health & fitness centre is widely used for the conduct of various sport events and athletic meets at state and national levels. Nearby sports academies and aspiring athletes regularly make use of these amenities. In addition, there is regular coaching for taekwondo and fitness training for candidates trying to join armed forces and police. These facilities are open to the public on the remittance of a nominal fee. There is an internal committee, headed by the Principal and comprising members from the teaching staff, to monitor and ensure transparency and safety in matters relating to the sports complex. The College has one auditorium, four seminar halls and six gallery classrooms with permanent power, acoustic systems,

projection facilities and extensive seating capacity. The auditorium is rented to public organizations, strictly following the terms and conditions laid out by the College. Other spaces are meant for the departments and internal organizations to conduct academic/cultural programs. The organization which needs a space has to book the same, well in advance with the Principal through a written request or with the person designated by him/her. There is a Room Allotment Committee headed by a senior teacher which ensures fair and equitable distribution of classrooms.

With a comprehensive and inclusive code of procedure and policy position, the college ensures the optimal utilization and effective maintenance of all resources.

File Description	Document
link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 90.69

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

2018-19	2017-18	2016-17	2015-16	2014-15
2211	2225	2168	2155	2159

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	[View Document](#)
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document](#)
Any additional information	[View Document](#)

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

Response: 0.04

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	1

File Description	Document
Any additional information	[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. **Guidance for competitive examinations**
2. **Career Counselling**
3. **Soft skill development**
4. **Remedial coaching**
5. **Language lab**
6. **Bridge courses**
7. **Yoga and Meditation**
8. **Personal Counselling**

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

Response: 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	[View Document](#)
Any additional information	[View Document](#)
Link to Institutional website	[View Document](#)

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

Response: 33.22

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

2018-19	2017-18	2016-17	2015-16	2014-15
800	800	800	800	800

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	[View Document](#)
Any additional information	[View Document](#)

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Details of of students benefited by Vocational Education and Training (VET)	[View Document](#)

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document](#)
Details of student grievances including sexual harassment and ragging cases	[View Document](#)
Any additional information	[View Document](#)

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 8.24

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

2018-19	2017-18	2016-17	2015-16	2014-15
61	68	54	80	83

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

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

Response: 27.96

5.2.2.1 Number of outgoing students progressing to higher education

Response: 227

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document
Any additional information	View Document

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

Response: 19.96

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

2018-19	2017-18	2016-17	2015-16	2014-15
21	11	7	6	2

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

2018-19	2017-18	2016-17	2015-16	2014-15
60	85	65	19	21

File Description	Document
Upload supporting data for the same	
Number of students qualifying in state/ national/ international level examinations during the last five years	
Any additional information	

5.3 Student Participation and Activities

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

Response: 10

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	2	1	3	1

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	
e-copies of award letters and certificates	
Any additional information	

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

Response:

STUDENT COUNCIL ACTIVITY

The Students' College Union, an organic body of student representatives, is elected in the presidential form adhering to the norms of Lyngdoh Commission and Mahatma Gandhi University. The Union,

presided over by the Principal includes mainly six general office bearers, two lady representatives and five class representatives. The College Council appoints one teacher who acts as advisor for the College Union activities. There are student representatives in various bodies of the college, like the chairperson as member in IQAC, and student representatives in Internal Complaints Cell and Election Committee. Abiding by the rules of the institution, the union conducts various programmes to promote the students' curricular and extracurricular talents. The Union hosts separate clubs for Creative Writing, Fine Arts, Quiz, Debate, Theatre, Dance and Music which organize diverse programmes, workshops, open forums, competitions, extension activities like charity donations etc. to instil among students the idea of social service while developing individual talents. As soon as the Students' College Union assumes its office, the activities commence with a grand inaugural function and cultural programmes, which shall be followed by Arts day, Freshers' Day, PG Day, Sports Day, competitions like Voice of Maharajas and the last in the line being College Day, each academic year, all of these giving platforms to the multi talents of students. The Arts' Day is a grand festival of full three day stage events in about five venues and corresponding three days for off-stage competitions. The students form 'Swagatha Sangham', create different committees to take charge of stage, registration, judges, sound system etc. and perform their duties systematically. For University Youth festival, students also conduct auditions for group events and designate volunteers to groom items. This process really enhances the coordinating and creative and creative skills of students.

Maharaja's Campus is one major campus in India and the best of its kind in Kerala as regards responding to and intervening in the diverse issues faced by humanity. Movements like "Pads against Patriarchy" against gender hegemony, procession and human wall formation against unconstitutional actions pervading in the country, movements against privatization of public sector enterprises etc. serve as major examples. Screening of the Anand Padwardhan documentary film, "Ram Ke Nam", conducting a Children's Beinnale, organizing Festival-de-Maharajas, a short film festival every year etc. contribute to the unique experiences provided by the campus. The union runs a Blood Donation Club which maintains a Blood Directory as well. During the 2018 and 2019 floods, our students volunteered their services in Relief camps and affected areas. The Union also raises funds for medical assistance, house construction of students etc. The union collects students' grievances through open forums and raise their voices in various committees to get the issues redressed. The College magazines are the best of their kind, testified by the best magazine awards for 2015-16 (Basheer Award), the College magazine of 2016-17 got two awards, first prize in the best magazine competition conducted by Kalalaya Saamskaarika Vedi of SSF and second place in Basheer Award.

File Description	Document
Any additional information	[View Document](#)
Link for Aditional Information	[View Document](#)

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

Response: 5

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

2018-19	2017-18	2016-17	2015-16	2014-15
5	5	5	5	5

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document
Any additional information	View Document

5.4 Alumni Engagement

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

Response:

Alumni Engagement 2014-2019

The College in general and all the Departments in particular have alumni. However only five of them are registered, and they conduct regular executive meetings and plan various welfare activities. They are

Old students Association of Maharajas (OSA)

Alumni of Maharajas College (AMC)

MAPS of Physics Department

MAMATHA of Mathematics Department

Maharaja's College Chemistry Alumni

OSA has provided endowment scholarships to meritorious students, financial assistance to the Students' College Union to meet youth festival expenses and a contribution of Rs. 1,20,000/- to the parents of late Abhimanyu, the student martyr. Conducting *Maharajakeeyam*once in four years, in which old students from all parts of world come and participate, Career Guidance cum Coaching classes for students and commemoration meetings on the demise of old teachers and students. Programmes like "*Ezhuthaalarude Kadaloram*", a get together of renowned writers among the alumni on 21 March, 2015 and a Music tribute

"*Swanthanam*" organised at General Hospital, Ernakulam on 12 May, 2015 are some of the remarkable events organised by the OSA. On 10 June, 2016 a programme called "*Mazhayude Sangeetham*" (Music of Rain) was organised, led by renowned writer John Paul. A seminal lecture of the different ragas related to rain was rendered by the famous musician Dr. Bhuvaneswari. OSA has also conducted book release of its members, "Rainbow in Clouds" by Radhika Lee and "Oradhyaapakante Saamoohyapaadangal" (A teacher's lessons of society) by Prof. Aravindakshan.Maharajakeeyam celebrated on 5 March, 2017 became momentous and memorable with the presence of great people and presentation of gala events. Prominent among the guests was the Chief Minister of Kerala, Sri. Pinarayi Vijayan. The Rajageethakam sung by 101 singers led by the famous singer Biju Narayanan and the Thiruvathirakkali of 101 dancers led by the renowned dancer P.B. Usha were the most luminous events of the day.

AMC, the first organisation to conduct Vidyarambham at College supports the cultural activities of the students financially, conducted academic seminars, extended help during Kerala flood disaster.

Physics Department Alumni (MAPS) organized a Motivation / Counselling class for final year students by Dr. Siju Thomas and Sathy Menon Memorial Technical Lecture on 7 of December 2018 by Dr. Rajalakshmi Menon, LRDE, Bangalore. Other activities of Physics department alumni includes distribution of Fanny Pallan Endowment awards to best performing UG students and Sathy Menon Memorial Endowment awards to PG students. They also conducted NET coaching classes in collaboration with Department of Physics.

Mathematics Department Alumini (MAMTHA) also conducts various programmes for the Department.

Maharaja's College Chemistry Alumni give away various endowment awards for academic excellence, extra-curricular activities and for the disabled.

All departments have an active alumni group which addresses issues of common good, especially encouraging students in academics as well as all kinds of events which shall let the students turn out as better global citizens.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

? 15 Lakhs

10Lakhs - 15 Lakhs

5 Lakhs - 10 Lakhs

2 Lakhs - 5 Lakhs

Response: 2 Lakhs - 5 Lakhs

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

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

Response: 63

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

2018-19	2017-18	2016-17	2015-16	2014-15
14	13	13	10	13

File Description	Document
Report of the event	View Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document
Any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Maharajas College is a government autonomous institution affiliated to Mahatma Gandhi University, Kottayam. The college was granted autonomy in 2015. The autonomy status enables us to restructure curriculum and syllabus so as to promote need-based, industry-relevant and society-driven courses. The college offers 58 programmes in Arts, Science and Commerce including 20 UG programmes, 21 PG programmes and 17 Ph.D. programmes. The recent trends and developments in each discipline are incorporated through periodic syllabus revisions. The College has been recognized as a Centre of Excellence by the Government of Kerala and Centre with Potential for Excellence by the UGC. In order to maintain the status of being a Centre of Excellence the academic, administrative and the student wing of this college work together on the basis of a clear vision and mission.

The Vision and Mission of the College

Maharajas College upholds secular credentials, pursues egalitarian policies and follows a decentralised-participatory mode of governance to meaningfully realize its vision and mission. The College is committed to producing well-informed and socially sensitive citizens with enhanced capacity for scientific temper, rational thinking and democratic actions in all spheres of life. The institution offers a congenial environment to nurture academic excellence and humanistic values to help students choose careers anywhere in the world and lead a fruitful life in harmony with all fellow beings.

Vision

- To provide quality education to youth from all sections of the society, especially the deprived and disadvantaged, and to mould them into responsible citizens capable of serving the nation.

Mission

- To provide human resource development at the UG and PG levels with multi-optional facilities in different disciplines.
- To motivate the urban, semi urban and the rural youth towards further pursuit of knowledge.
- To equip them to serve the nation in its march towards self-sufficiency and progress in all areas of human endeavour

The major decisions taken at the higher management level of the college and the Governing Council are always guided and inspired by the vision and mission of the college.

Participation of teachers and students in the development of the college

- The college follows democratic and decentralised practices of governance by liaising between the Government of Kerala, Directorate of Collegiate Education and internal bodies like Governing Council, College Council, Academic Council, BoS, IQAC, Planning Committee, CDC, UGC Cell, PTA, Students' Union, etc.
- The College Council is headed by the Principal. Heads of all departments and democratically elected members discuss all programmes and issues and take major decisions on academic and administrative matters.
- The institution ensures the participation of representatives of alumni in carrying out the developmental initiatives.
- The students' union is consulted in matters relating to sports, arts, cultural events and celebrations. More importantly student feedback is a crucial input in determining the trajectories of modifications in the conduct of internal and external examinations.

The college achieves its vision and mission through the democratic and participatory interventions of all units of inclusion.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.1.2 The institution practices decentralization and participative management

Response:

The college invariably adheres to the principles of decentralisation and participative management in its administrative and academic practices. The administration is carried out under the administrative leadership of the Principal. He is advised by the duly constituted College Council a statutory body constituted under the statutes of Mahatma Gandhi University. It consists of the Principal, the Heads of the Departments, and three elected members from among the faculty. The council which has an elected secretary co-opts representatives of various bodies of the college such as the members of the Governing Council, Coordinator of the IQAC, PTA Secretary, and Member of CDC into it. All mandatory committees, cells, clubs, various forums etc. are constituted by the majority decision of the College Council.

In the same manner, department level staff council is also functioning to take decisions at the grassroot level. Moreover, there are bodies such as the PTA, College Development Council (CDC), and Women's Cell that are functioning in the college as per the guidelines issued by the Govt of Kerala. Moreover, the college has an elected students union following the presidential form of election. With regard to the academic activities, the college has a governing Council, Academic Council and Board of Studies duly constituted by the Autonomy Act of Kerala Legislature which incorporates members from all spheres of

the society.

In this manner, the administration and academics of the college are carried out in a participatory, democratic and decentralised manner. The functioning of these bodies and their practices clearly ensue that the decision making power is not concentrated on the administrative head which reinforces decentralised and participatory practices.

Case Study: Revision of Curriculum

As an autonomous institution, the college is free to frame its curriculum and syllabus to realize the curricular objects, subject to the outlines of the university. The College also follows the policies of the affiliating university to avoid deviations/conflicts in the overall course pattern, credit, number of courses, grading, etc. The Academic Council, after receiving proper information regarding the restructuring of courses, directs the boards of studies to implement the project. Boards of studies accordingly arrange internal discussions and brainstorming sessions on the areas to be upgraded/included/deleted as the changing times demand. Certain departments embark on the process of learners' revision on the basis of the feedback furnished by former students on the pros and cons of the existing syllabus as well as the facets which need improvement. After the formation of a draft curriculum and syllabus, the same are subjected to a thorough scrutiny by the Board of Studies comprising faculty members, reputed scholars in the capacity of external members, industry representatives and a former student. After the Board of Studies endorses the new curriculum and syllabus (after incorporating modifications if necessary) the same are forwarded to the Academic Council of the college for further action. The Academic Council, after formally ratifying them, forwards the same to the governing council which forwards it to the university for final approval.

File Description	Document
Link for Additional Information	[View Document](#)

6.2 Strategy Development and Deployment

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

Response:

The perspective plan for the college is made on the basis of the SWOC analysis conducted by the college. It also took it into account the observations made by the previous accreditation peer teams. Furthermore, the conferring of academic autonomy made the college to develop strategic plans to design new academic programmes such as blended degree for future course of action.

Introduction of Advanced Programmes

Though the college imparts high quality learning in all major branches of knowledge, the college is lacking

in advanced programmes that facilitate inter-disciplinary and trans-disciplinary learning and research at the highest level. Hence it is visualised to start postgraduate programmes such as Sociology, Anthropology, Psychology, Media Studies, Cultural Studies, Linguistics, Archaeology, Artificial Intelligence, Bio Technology, and Molecular Biology.

Advanced Facilities for the Differently Abled and Transgender Students

Establishment of advanced infrastructural and smart facilities of international standards for the differently abled and the infrastructure facilities demanded by transgender students such as residential quarters.

Residential Campus

A concrete plan has been prepared to make the college a fully residential campus and has been approved by the district level plan discussion forum.

International Instrumentation Facility

Establishment of multi-disciplinary sophisticated instrumentation lab is proposed and submitted to the Govt under KIIFB programme to develop and elevate the research related infrastructure of the college to National and international standards. The proposal to start a new programme (Blended BSc. Programme in association with IISER Pune and University of Melbourne) is submitted to the government.

Heritage Museum

The college has also designed a master plan for the development of the campus to take into account the future requirements with the help of professional organisations such as KITCO and conservation architects. Renowned conservation architect Dr Benny Kuriakose is advising the college in this regard.

Efforts are underway to develop a heritage museum to conserve the priceless artefacts and treasured collection of historically valued items. The zoology museum widely acclaimed as one among the fifty sites of its class in the world is envisaged to be developed to the best in the world.

Advanced Centre for Study and Research (CASR)   in Development Studies

The proposal for establishing an "Advanced Centre for Study and Research (CASR)   in Development Studies" has been submitted to the Govt of Kerala. It has been visualized as a Centre that integrate and embody the domain knowledge in different disciplines for advanced level of learning and research. It will become a synergy point in social science learning and research not only for the college but to the region as

well.

Carbon Neutral Campus

A Green Audit was conducted and total carbon footprints in the college were estimated. Although the college installed solar power plants, replaced T5 lamps to LED tubes, uses biomass for cooking, the campus is not carbon neutral. More energy efficiency projects are needed for making the college carbon negative and a model campus for wroth emulating by other educational institution of the state.

File Description	Document
Any additional information	[View Document](#)
Strategic Plan and deployment documents on the website	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response:

The administration is carried out under the administrative leadership of the Principal. He is advised by the duly constituted College Council a statutory body constituted under the statutes of Mahatma Gandhi University. The CC is a deliberative body for supporting the Principal in making decisions on administrative matters.

It consists of the Principal, the Heads of the Departments, and three elected members from among the faculty members. The council has an elected Secretary also. The council co-opts representatives of various bodies of the college such as the members of the Governing Council, Syndicate Member, Coordinator of the IQAC, Secretary PTA, Member of CDC into it.

The IQAC is constituted according to the norms of the NAAC and is responsible for carrying out all quality related initiatives. The College Development Committee (CDC) prepares plans for the development of infrastructural facilities and its maintenance. The PTA ensures active involvement of parents and teachers in all matters pertaining to the College. The Disciplinary Committee assists the Principal in maintaining a peaceful academic environment. The College Level Monitoring Committee (CLMC) monitors the academic and non-academic activities. In addition, various committees and cells such as the SC/ST Committee, Minority Cell, Internal Complaint Committee, OBC Cell, Anti-Ragging Cell etc. are constituted with the intention to address the specific needs and grievances of the students.

The Grievance Redressal Cell (GRC) addresses the grievances of students and finds amicable solutions so as to preserve a state of peaceful and friendly co-existence in the campus. The Cell is empowered to look into student complaints and solve it. As a means of dispute resolution, the GRC encourages peaceful dialogical method which is highly significant as it may enable the students to pursue peaceful and democratic means to find solutions to the problems in their future life as well.

The Governing Council functions as the apex academic body of the College to take timely decisions and plan appropriate strategies for the academic development of the institution. The Academic Council (AC) is constituted according to the guidelines of the UGC. The AC is empowered to scrutinise the proposals passed by the Board of Studies with regard to curriculum, syllabi, programme of study, academic regulations and for framing evaluation policies.

Service Rules and Procedures:

As a Government institution we strictly follow the service rules according to the UGC/State Government/University norms. The regular working hours are from 9.30a.m-4.30pm. The teaching and non-teaching staff of this college get benefits of GPF/GIS/SLI/Gratuity and Casual/Earned/Medical/Maternity/Paternity/Compensatory Leaves. Staff recruitment is done according to the rules and conditions of The Kerala Service Rules and the UGC norms. The HoDs, based on the existing workload (teaching hours per week) can report to the Principal in case service of an additional teaching faculty is required in the department. The Principal thereafter reports the available vacancy to the higher authorities concerned. Administrative staff promotion is based on seniority in service and other conditions stipulated by the Government of Kerala.

File Description	Document
Link to Organogram of the Institution webpage	View Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: All 5 of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
ERP Document	[View Document](#)
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	[View Document](#)
Any additional information	[View Document](#)

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

Response:

Maharajas College offers a congenial academic space for the students to develop democratic and humanistic values, critical thinking, as well as scientific, creative and aesthetic outlook. The Principal, aided by the College Council, holds the executive power of administration. The Governing Council, aided by the Academic Council, directs the college in scholastic and pedagogical matters as required under the academic autonomy granted by the UGC. The College Development Council headed by the District Collector looks after the welfare of the college.

The PTA headed by the Principal and elected representatives help in matters of all the developmental and student-related aspects of the college. In taking decisions, the head of the institution considers the inputs obtained from IQAC, UGC Cell, Alumni Association, College Union and student's organisations. A good number of students are members of NSS and NCC units. There are two NSS units and three NCC wings (Army, Navy and Air Force) headed by experienced and well trained teachers of this college. The Career and Counselling Cell and Women's Cell play a very significant role in catering to the needs of the students. The programmes and activities organised by the Drama, Music and Film Clubs help the students to develop their aptitude and skills and excel in different fields of art. The Disciplinary Committee gives a supporting hand to the Principal in maintaining peaceful academic environment in the college.

The College Level Monitoring Committee (CLMC) supervises the academic and non-academic activities held in the college. It also monitors the functions of various committees and sub-committees constituted in the College to fulfil specific objectives. The Examination Committee ensures transparency and impartiality in the entire process of conducting examinations. The Research Committee coordinates the research departments and their activities and also organises workshops, seminars and invited lectures especially on research methodology for improving the standard of academic research in the fields of humanities, science, commerce and language & literature. The Tutorial Monitoring Committee, headed by senior teaching staff monitors the regular functioning of the Tutorial System.

The Grievance Redressal Cell (GRC) promptly listens to the grievances of the students and makes effort to find amicable solutions so as to preserve a state of peaceful and friendly co-existence in the campus. Any student with a genuine grievance can approach the Cell and drop a complaint either directly or through mail. As a means of dispute resolution, the GRC encourages peaceful dialogical method which is highly significant as it may enable the students to pursue peaceful and democratic means to find solutions to the problems in their future life as well. An Internal Complaint Committee (ICC) is also functioning effectively in our College. Sexual harassment at workplace is a raging problem throughout our country. The ICC is formed according to the provisions of the Sexual Harassment of Women at Workplace Act. It has been formed to provide protection against sexual harassment of women at the workplace and for the prevention and redressal of complaints of sexual harassment and matters connected therewith.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The institution has taken many measures to provide various facilities and have initiated many welfare programmes to nourish academic excellence and better the living standards of the teaching and non-teaching staff.

The teaching and non- teaching staff of this College benefit from the following welfare programs

- Group Insurance Scheme
- Group Personal Accident Insurance Scheme
- The Co-operative Society providing financial support for the teaching and non-teaching staff
- Cooperative society that furnishes academic stationary items and provides light refreshments
- The Staff Club giving opportunity to foster a strong bond of relationship among the teaching and non-teaching staff
- Hostel accommodation for the teaching and non-teaching staff
- The Parent Teacher Association
- Infrastructural facilities specially designed for the differently abled such as Digital pocket Daisy player, E Book reader, MP3 player, voice recorder and compass, Jaws talking screen reader, scanning and reading software

- Orientation and Refresher Courses for faculty improvement
- E-journal support to encourage research activities
- Seminars and workshops to improve the academic ability of faculty members

- Freedom to take up membership/leadership roles in other civic bodies / social organizations
- Freedom to exercise academic autonomy
- Computer Lab/Library/ Language Lab /Seminar halls/ Smart class room facilities
- Subscription to N-List of INFLIBNET provides access to more than 6000 journals and 90,000 e-books
- Free access to online database including Taylor & Francis, EPW, India Times Series, Indiastat.com, Online access to New Palgrave Dictionary of Economics, etc.
- Social extension activities are conducted to foster social relations
- Provision to visit international universities to attend Workshops, seminars and summer school programmes
- Advanced technologies such as Electro-Microscope in the science lab to improve study and research
- Encouragement and support to regular faculty to avail of FDP/UGC Fellowships
- Minor/Major research programmes with financial support of the UGC
- A unique Zoology Museum, one of its kind in the State
- Counselling Cell with full time service of a therapist
- Campus clinic for medical support
- Canteen facilities for providing good food at subsidized rates
- Health Club
- Cooperative Society Store for stationery and other related requirements

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

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

Response: 11.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
13	12	11	10	10

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	<u>View Document</u>
Reports of Academic Staff College or similar centers	<u>View Document</u>
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	<u>View Document</u>
Any additional information	<u>View Document</u>

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

Response: 44.33

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

2018-19	2017-18	2016-17	2015-16	2014-15
163	110	46	33	38

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	[View Document](#)
IQAC report summary	[View Document](#)
Details of teachers attending professional development programs during the last five years	[View Document](#)
Any additional information	[View Document](#)

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

Response:

The institution maintains a mandatory Performance Appraisal System for assessing the performance of teaching and non-teaching staff. This is done in order to recognize the efficiency and commitment of our staff and to suggest corrections, if needed, for improving the delivery of academic and other services. We follow different innovative methods to carry out the assessment process. The performance of our teaching staff is evaluated on the basis of her/his dedication and contribution to teaching-learning, research and extension/co-curricular activities. The assessment of the non-teaching staff is made on the basis of punctuality, efficiency, service-mindedness, timely delivery of services, percentage of assigned work completed and number of training programmes attended.

The IQAC conducts Teacher Evaluation Survey every year and will submit a consolidated report to the Principal. It conducts teacher evaluation by the students for two different purposes; for self-improvement of the teacher and to take appropriate corrective measures and reinforcement measures. It also ensures that adequate measures are taken subsequently to improve the shortcomings identified in the Survey.

Performance Appraisal is also taken for the teachers whose higher grade promotion is due. The Career Advancement and promotion to higher grade or higher posts for a teacher is done by a Screening cum Evaluation Committee constituted by the appointing authority with two external nominees. The IQAC does the internal evaluation of the PBAS Performa (Performance Based Assessment System under Career Advancement Scheme (UGC 6th Regulations) of all the teaching staff of this institution. The appraisal forms are submitted to the Department of Collegiate Education for their perusal and assent. The non-teaching employees are also assessed for their performance on the basis of the confidential report submitted to the higher authority by the Principal. The college follows a manual punching system to record the attendance of the teaching and the non-teaching staff.

In addition, the IQAC conducts Result Analysis and Student Satisfaction Survey. In every semester the IQAC collects result analysis data from each department. The data received from the departments are

scrutinised by the IQAC to ensure that necessary steps are taken to address and resolve the major shortcomings evident in the teaching-learning process. The IQAC has introduced a new system with a view to ensure the accountability of teachers. Accordingly, at the end of every semester teachers have to submit a report duly attested by their students declaring that she/he has finished teaching the entire syllabus before the commencement of examination. In addition to these positive measures, the IQAC collects feedback from the students via an online Student Satisfaction Survey. The students are allowed to express their views and suggestions impartially and without any apprehension. The IQAC will study the feedback collected from the students and will present a detailed report to the higher authorities; the Principal, the College Council and the Governing Council. In addition, there will be department-level meetings to constructively analyse the student feedback data and to suggest suitable measures to establish a healthier teacher-student relation and academic environment in the campus.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The college get funds from the Government and the UGC. The PTA and the CDC also provide aid as and when required. Both internal and external audits are conducted every year.

The day-to-day expenses are met from the Government funds. The PTA and the CDC also contribute to this as and when necessary. Accounts are audited regularly by the audit section of the Directorate of Collegiate Education, Finance Department, Government of Kerala and the office of the Accountant General. Grants from the UGC, DST and other agencies are also subjected to audit by Chartered Accountants. Audits are conducted under different heads so that it is highly transparent and reliable in all respects. Both internal and external audits are conducted every year.

The funds allocated by the Government is put under a dual audit. The internal auditing is done by the DCE and the external audit is performed by the Comptroller and Auditor General of India. The funds received from the UGC and RUSA are meticulously audited by a Chartered Accountant. CDC fund is audited by the DCE. PTA funds are also subjected to dual audit by a senior teacher of the college who is well versed in accounting principles and practices and by a Chartered Accountant.

Audits are conducted internally for the PTA accounts which are meant for the overall development of the College. Regular Audits are conducted by the Directorate of Collegiate Education and under Sec. 13 of the Comptroller and Auditor General (DPC) Act 1971. The audit by Directorate of Collegiate Education with respect to the Accounts and Register of Maharajas College for the period 2014-15 was conducted

from 1.10.2015 to 7.10.2015. No important irregularities were noticed during the said period. Audit for the period from 1.4.2014 to 31.5.2016 was conducted from 23.9.2016 to 29.9.2016. It was reported that no important irregularities were noticed during the period. Audit for the period from 1.4.2016 to 31.5.2018 was carried out from 19.3.2019 to 26.3.2019. In this time period also no serious irregularities were reported. Audit under Sec. 14 of DPC was conducted regularly for the period from 2014-15 to 2017-18. Audit reports are available.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Any additional information	View Document
Annual statements of accounts	View Document

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

Response:

The College has a comprehensive and updated mechanism to collect information on various funds and financial support offered by the Government of Kerala, the UGC, RUSA, DST and other bodies. On learning about new plans and routine ones, the information is passed on to all members of the faculty. HoDs are entrusted with the task of supervising the exercise. Detailed proposals in prescribed format are collected from all the departments, library and the office. These proposals are scrutinised and consolidated by the UGC Cell or the Planning Committee as the case may be. In the case of those funds which require an interface or personal presentation the Principal, accompanied by a set of senior teachers, represents the

College. On receiving funds the ratio of allocation is decided in the College Council meetings. Steps are taken to ensure that each department/section receives an equitable share. Purchase of goods and services are procured by floating official government tenders. Final payment is made after the goods are examined and certified by a technical committee. In the case of services their quality is assessed by a committee of teachers in the college.

Major resources are mobilized from:

1. **Government / Department of Higher Education/ Department of Collegiate Education, Kerala**: Funds are allocated according to the proposal submitted by the College. The Directorate of Collegiate Education is the apex body which runs the institution. But the funds thus obtained have not restricted the college from further exploring and procuring funds from other sources.

2. **Alumni Support**: The College has active alumni associations at the college level and departmental level, giving support to the College. The alumni takes active interest in the functioning of the institution and provide free consultancy and financial support to the institution.

3. **Research Funds:** The Major and Minor Projects and grants are obtained mainly from the UGC and RUSA fund. Research grants obtained from other academic bodies are strictly according to the Government and the UGC norms. The college has got sanction in principle from Govt of Kerala worth Rs. 30 Crores under KIIFB and has received Rs. 8 Crores under the head of Autonomous Fund from the Government of Kerala.

4. **Fees and Charges:** The College collects a voluntary contribution from the students as Parent Teacher Association (PTA) fund at the time of admission. The PTA fund is utilized for implementing developmental activities. The College Development Council (CDC) fund collected from the students is remitted to the Government and is allotted to the institution along with a corresponding matching grant later.

5. **UGC and RUSA grants:** The Special Grants from the UGC and RUSA are vital resources for the growth and advancement of the College and assist in modernization and digitalization of the academic environment.

File Description	Document
Any additional information	[View Document](#)
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

Response:

On the basis of wide-ranging discussions and painstaking deliberations with all the stakeholders including college students' union and leaders of all student organisations functioning in the campus, the IQAC has formulated a Statement of Quality with a view to institutionalise the quality initiatives of IQAC of the College.

Following the Statement of Quality, the College conceptualises quality as 'transformation' emphasising fundamental qualitative change in the form of 'cognitive transcendence' of the student and the teacher over and above the apparent transformation that happens in the process of education.The 'transformative view' of quality in higher education followed by the college focuses upon 'continuous enhancement of theoretical and social understanding' of every phenomenon under consideration and the empowerment of the student and the participants in the decision making process which eventually helps one to take control over one's own transformation in the direction of progress. Every quality initiative of the IQAC is based on this policy and it gives purpose and clear direction to all its activities.

At the level of decision making and its implementation a democratic and participatory approach is strictly followed. The IQAC conducts its meetings only after circulating prior intimation to its members. The IQAC proposes quality enhancing programmes and initiatives on the basis of proper benchmarking. The graduate attributes of the college has been set in a benchmarking environment under the initiative of IQAC. Online feedback like Student Satisfaction Surveys is collected from major stakeholders. Result Analysis is conducted on a regular basis with a view to evaluating the academic and non-academic activities and adequate remedial measures are taken to overcome the shortcomings. IQAC also monitors the functioning of the Tutorial System.

For effective management of quality related issues, the IQAC prepares variegated online databases to help students, teachers and researchers. Periodic meetings are held with the democratically elected College Students' Council and other students' organisations and teachers' unions.

The IQAC also conducts workshops and seminars on topics of contemporary academic relevance to enhance the quality of teachers and students. The IQAC has recommended that the invited lectures and seminars conducted in various departments are to be video recorded and a copy of the same handed over to the IQAC.

The IQAC has facilitated the evaluation of the performance of the faculty for placement and promotion through the Performance Based Assessment System (PBAS) stipulated by the UGC 6th Pay Commission.

The IQAC implemented the decision to provide INFLIBNET N-List accounts to all teachers and students and ensures that the teachers are using these accounts. It has been decided that all teachers have to supply students of all classes with at least four journal articles from the N-List database

The IQAC also monitors the following:

- The tutorial system which promotes friendly teacher-student relationship
- The tutorial monitoring committee
- Students' involvement in classroom management through student-monitored class log and attendance
- The functions of the Department Quality Assurance Cell (DQAC)

○ Academic performance of the College on the basis of Result Analysis and syllabus completion report

File Description	Document
Link for Additional Information	[View Document](#)

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

Response:

Result Analysis

Exam results are prepared by the office of the Controller of Examinations and results are shared to all faculty members. More detailed split-up is available on request. After receiving the detailed analysis, individual departments hold meetings to evaluate the same. Thereafter, a thorough report is submitted to the IQAC for its scrutiny. The IQAC conducts meetings with department heads and tutors and (if necessary) with individual teachers to discuss and frame adequate methods to improve the system.

Student Satisfaction Survey Analysis

The IQAC conducts Student Satisfaction Survey and ensures that the process is impersonally and impartially carried out to yield better responses. The Survey is conducted online and the students are encouraged to express their opinions freely. After analysis of the results, it is first discussed by the IQAC and then presented at the Governing Council and the College Council. The results are discussed with the teachers by convening faculty-wise meetings and then forwarded to the departments concerned for self-evaluation, scrutiny and to develop corrective measures to improve the quality of teaching and learning process. The IQAC makes sure that these processes are conducted fairly and in a student-friendly manner and ensures that the remedial measures are implemented in accordance with the demands of the students.

Tutorial Monitoring Committee

Under the recommendation of the IQAC the College Council established a tutorial monitoring committee to strengthen and oversee the tutorial activities and the process. The college Vice-Principal leads the committee and another senior faculty acts as the convenor.

Academic Audit

The IQAC conducts internal and external academic audit. As part of the internal audit, the IQAC collects self-evaluation reports from the teaching staff. Student Satisfaction Survey ascertains the extent to which the syllabus has been transacted in the classroom, preparation level of the teachers, subject preparation of the teacher. The overall findings of the surveys are collected and consolidated following which the information is circulated among the stakeholders for the sake of further deliberations and improvement.

The IQAC conducts annual assessment of all the departments through an external audit carried out by a body comprising eminent former teachers of the college and experts in the management of educational institutions. The insights gained from this exercise are used in designing and implementing future programmes and projects. The IQAC also benchmarks exemplary and ideal practices so that in striving to realise them the college improves its academic ambience and employment competence of students.

Teacher Evaluation

The IQAC directly conducts teacher evaluation for two purposes. The first is to make room for self-improvement of the teacher. For this purpose, evaluation of teachers by students are conducted anonymously and the teachers are allowed to keep the feedback with them for their own self-improvement. Secondly, the IQAC directly conducts teacher evaluation by students and the feedback is analysed. Appropriate corrective measures and reinforcement mechanisms are suggested on the basis of such feedbacks. Such constructive recommendations enable teachers to assess their teaching strategies and improve their academic standards .

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 22

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

2018-19	2017-18	2016-17	2015-16	2014-15
22	22	22	22	22

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	[View Document](#)
Any additional information	[View Document](#)
IQAC link	[View Document](#)

6.5.4 Quality assurance initiatives of the institution include

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for**

improvements

2. **Academic Administrative Audit (AAA) and initiation of follow up action**
3. **Participation in NIRF**
4. **ISO Certification**
5. **NBA or any other quality audit**

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 2 of the above

File Description	Document
e-copies of the accreditations and certifications	[View Document](#)
Details of Quality assurance initiatives of the institution	[View Document](#)
Any additional information	[View Document](#)
Annual reports of Institution	[View Document](#)

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

Response:

In order to improve the quality based outcome of the institution at various levels, the IQAC has introduced and successfully implemented a number of new initiatives after the accreditation initiative for the third cycle. They are also undertaken by broadly considering the observations and suggestions of the peer team report. The IQAC has made maximum efforts to implement the recommendations proposed by the previous NAAC peer team. Taking into account their suggestions the following measures have been taken.

The IQAC has been working effectively to make the institution much more student centric and inclusive and have made remarkable strides in this regard. We have adopted a transgender student inclusive policy and have succeeded in creating a vibrant and gender sensitive campus. In order to assist the IQAC and also to coordinate department level work a Department Quality Assurance Cell has been constituted.

The yearly department wise academic audit with the support of external experts, teacher evaluation by students, result analysis system and Student Satisfaction Survey are introduced by the IQAC during the last five year period. It ensures the smooth functioning of the Tutorial System and a Tutorial Monitoring Committee has been constituted to monitor the same.

Structured feedback is collected anonymously from all the stakeholders such as students, teachers, alumni and parents through Google forms. The IQAC analyses the survey reports and initiates remedial measures to overcome the weaknesses.

The following are specific the measures taken after the previous accreditation.

IQAC has taken measures to ensure that all the teachers and students of this institution can access e-resources via INFLIBNET- N-List.

Grievance redressal cells have been made fully functional and IQAC monitors the effective functioning of the Cell.

Strategic plan and perceptive plan are in place and they are developed after conducting a through SWOC analysis.

Structured feedback is collected anonymously from students, teachers, alumni, parents through Google forms. It has been analysed, and acted upon to put in place mechanisms to address the concerns raised by the surveys.

The College has a fully functional Campus Suite developed by the National Informatics Centre. Student admission and Examination management including result declaration and fees collection are effectively done through this system.

Teachers are given global exposure through "Fostering Linkages in Academic Innovation and Research" (FLAIR) programme designed and implemented by the Department of Higher Education, Government of Kerala.

Apart from various remedial coaching programmes, a formal system of supporting advanced learners through Walk With a Scholar (WWS) and slow learners through Student Support Programme (SSP) are successfully going on under the able supervision of the IQAC.

The college has 25 fully functional ICT enabled smart classrooms and all departments have at least one smart class room.

The Green Audit has been conducted and every measures are taken to make the campus not only carbon neutral but carbon negative as well.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 24

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	6	4	5	6

File Description	Document
Report of the event	[View Document](#)
List of gender equity promotion programs organized by the institution	[View Document](#)
Any additional information	[View Document](#)

7.1.2 Institution shows gender sensitivity in providing facilities such as
a) Safety and Security
b) Counselling
c) Common Room

Response:

The College attaches paramount importance to device gender sensitive policies and programmes for the security and safety of the students and staff. Since the college is located in the heart of the Ernakulum town and is persistently exposed to the public notice, the campus is guarded at night by the appointed security personnel. The campus is well-lit and is equipped with CCTV cameras at important locations. The college has organized several classes for female students, training them in self-defence. With an aim to create a safe environment for students, the college has organized anti narcotic campaigns, classes initiated by the Police department and many other relevant classes meant for creating an awareness among youth.

The details of the attendance of students is monitored to ensure safety and security of the students. Absence of the students for a continuous spell is communicated to the parents. The college has a Grievance and Redressal Cell, Internal Complaints Cell, Anti Ragging Cell and Women's Cell which looks into and takes immediate and stringent action whenever there is a complaint.

2) Counselling is designed to facilitate student achievement, improve student behaviour and attendance and help students develop socially. The counselling and Guidance cell actively and efficiently involves in

addressing issues pertaining to the students.

The Cell conducts classes at regular intervals for the students and staff of the college. An orientation class is organized for the benefit of the students who have just joined college. A qualified psychologist is appointed with an objective of providing professional, psychological and counselling services. Students and staff are free to meet and discuss any problems / issues that they find difficult to tackle with the counsellor. A good number of students approach the counsellor and seek assistance regularly. The Counsellor helps students to set goals for academic success, develop skills to improve study habits and time management, helps students choose careers and cope with traumatic events. Since the college houses transgender students who struggle for acceptance and are under threat of violation in public spaces, they also seek the help of the counsellor at regular intervals.There has been considerable improvement in the calibre and general attitude of the students. Facilities for group counselling and individual counselling is made available. The counselling cell plan effectively and intervene when students face behavioural, physical, or mental health challenges. The counselling cell also caters to the requirements of students with special needs.

The College has demarcated zones for male and female students for their leisure activities. For male students, a Multipurpose Common Room, football & volley ball courts

have been arranged. Stone benches have been laid all over the campus where students spend their leisure time.College has a retiring room for girls where the students can relax and spend time to socialise with others. Common facilities accessible for all the faculty and students like browsing centre, library, canteen, store, photocopy centres and a reprography centre efficiently function in the campus. Sanitary pad vending machines and incinerators are installed near the ladies toilet.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 0

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

7.1.3.2 Total annual power requirement (in KWH)

Response: 228478

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	[View Document](#)
Any additional information	[View Document](#)

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 0

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

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 52506

File Description	Document
Details of lighting power requirements met through LED bulbs	[View Document](#)
Any additional information	[View Document](#)

7.1.5 Waste Management steps including:
- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

Waste Management steps including:

• Solid waste management

• Liquid waste management

• E-waste management

Maharaja's College Ernakulam, which has 3500 students and 300 teaching and non teaching staff as its members, produces about 10 kilograms of waste per day. However, the college maintains the status of a zero-waste campus through a persistent and effective action plan. While dry waste is recycled, wet waste is used for composting. The college takes absolute care in order to make sure that the wastes generated do not end up in landfills. The college in association with various bodies such as Nature Club, NCC and NSS, Cycle Club etc., give emphasis on reducing the waste material and its proper disposal in the campus with an insistance on the three "R"s of sustainability: Reduce, Reuse and Recycle. The generated waste is separated to solid, liquid and e-waste and they are effectively disposed so as to make the campus clean and healthy. The various methods adopted to manage these wastes include:

a) Solid Waste

As part of the green initiative, the college ensures the cleanliness and eco-balance in the campus. As part of the plastic-free campus initiative, the college ensures the green protocol in various programs. Green campus campaign authorities ensure the adoption of the green protocol in all the programs conducted and

posters used in the campus to reduce plastic pollution. An effort to limit the plastic carry bags is also undertaken in an effort to be environment friendly.

The major solid waste materials generated in the college include horticultural waste, such as dried leaves or plant clippings. There is also a certain amount of glass, fibre, food waste, paper and plastic. The food and plastic wastes from the campus are collected by placing waste bins at various locations. But mostly, the waste consists of biodegradable materials such as kitchen waste, collected from all around the campus, especially the canteen and hostels. The wastes collected through waste bins in the campus are disposed off with the help of local cleaning workers belonging to Kudumbasree units. The college has installed 2 bio compost units one at the canteen and at the LH. The latter unit generates biogas for cooking. Mulching unit is set in different locations in the campus. Bio-bins are placed at different places for the collection of food waste.

To educate the students on sustainable agricultural practices, organic farming has been introduced. The staff and students are encouraged to purchase the produced organic vegetables. Departments and clubs conduct programmes to sensitize students for sustainable living practices by introducing them to paper bag making, paper-pen making etc. The college organized various programmes such as plastic free campaign, recycling plastic campaign and awareness classes on world environment day, world wildlife week and world ozone day. Instead of buying bottled water, students have started an initiative to use refillable carriers to take water around the campus and also to use paper pens. NSS organizes vocational training programmes for cloth bag and cloth banner production.

Old and damaged wooden furniture is repaired and recycled timely. The students, faculty and staff members take intense care in maintenance and retrieval of wooden materials. The college has appointed staff to clean the class rooms and the campus. Faculty and students take part in occasional campus cleaning activities. The college office has taken initiatives to lessen the use of paper. The NSS unit of the college has replaced plastic/paper plates and glasses which were widely used by all the departments of the college to serve food for seminars and workshops by making available steel plates and glasses. The NSS has also placed cardboard boxes in all the staff rooms for the purpose of depositing old and used pens with the aim of recycling them. The college has taken the assistance of the Cochin Corporation in the regular removal of solid and liquid waste by paying an amount of money. Weekly fogging is being done in the campus on a regular basis under the clean campus campaign.

b) Liquid waste

The major liquid waste includes effluents from toilets and the laboratories. These are collected in the separate septic pits and allowed to settle into the soil. Since the effluent pits are not located near the water bodies and the college is situated in a huge plot with a large soil area, the effluent water gets naturally filtered. The college follows good laboratory practices to ensure the safety of the personnel and adheres to a strict protocol of liquid waste disposal in all the laboratories. Indiscriminate use of chemicals is discouraged during practical classes and laboratory liquid chemical wastes are safely disposed off. Any glassware used in the laboratory is rinsed with minimum water and placed in the liquid waste container. The liquid waste is segregated into organic and inorganic waste. Inorganic wastes such as concentrated acidic or alkaline solutions are neutralized before disposal. Sodium bi-carbonate or Calcium oxide (lime) is used for the neutralization process so that the neutralized liquid contains no harmful substance. The organic waste yield of the college is limited till date and therefore treated with cow dung for decomposition due to the action of micro-organisms. The college maintains an efficiently functioning sewage system throughout the campus.

c) E-Waste

E-waste materials can cause damage to environment and badly impact on human health. Electronic goods are used at their optimum level by proper upgradation and maintenance which is done by the suppliers themselves. Periodic checking ensures the proper disposal of non-working electronic items. Computers, printers and other ICT equipment are disposed off through buy-back scheme. The e-waste generated in the campus are also collected and disposed through dealers by inviting tenders. Besides this, all kinds of electronic waste materials, such as battery cells and useless electronic devices are given away to scrap dealers twice a year. The goal of the three Rs is to prevent waste and conserve natural resources. Implementing such "green" practices as the 3 Rs facility at an educational institution is an excellent start of responsibility to society.

File Description	Document
Link for Additional Information	[View Document](#)

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

In an initiative to preserve water, the college has facilitated collection and storage of rain water. Situated in the coastal area of central Kerala, Cochin is a place blessed with monsoon and so many water bodies. However, the recent climatic changes have started challenging the scenario in the case of availability of water. Water management has become the need of the hour. The nature club of the college, under the leadership of the convenor, faculty and students actively participate in the re-use on-site of rain water instead of allowing it to be wasted. The rain water from the campus is collected in a central place and used for various purposes such as watering of plants, agriculture etc. The rainwater harvesting system within the campus consists of a tank near the Department of Political Science. It is huge tank with an enormous capacity of about 50,000 litres. The rainwater from roofs and terraces are redirected to the tank. This water is recycled and is used to meet the water requirements of the college toilets. It is also used to irrigate the green house garden that is located near Botany department. The garden hosts a variety of day-to-day vegetables and herbal plants which are used by students of Botany for their experimentation and study purpose. The rain water harvesting is maintained as part of the green campus campaign followed by the college. The motto behind the initiative is to spread awareness and practically support the teacher-student community in following sustainable environmental practices. The college has taken up rain water harvesting as a mission to prepare the inhabitants of the institution to withstand the unforeseen disasters like draught. Being a place which hosts a large number of people on a daily basis, the chances of water scarcity is to be expected any time in the campus. Since a major part of the community is consisted of female members, availability of water is of perennial importance for an easy and smooth functioning of the college. The harvested and recycled rain water ensures the availability of usable water throughout the year. The college is situated in the heart of the city and the possibility of non-availability of water supply from the corporation can adversely impact the daily activities in the college. The rain water harvesting facility has addressed this issue to a certain extent through a turn to self-sufficiency. The students receive lessons on self-reliance and prepare themselves in disaster management through their lived experience even in its actual absence in their lives. The NSS unit of the college has appointed a group of students under the

guidance of a student convenor to monitor the functioning of the rain harvesting system. The students have maintained a close monitoring system examining and evaluating a successful and balanced distribution of the available water. They keep themselves informed about the needs of the community and impart their help and service whenever there occurs a necessity.

File Description	Document
Link for Additional Information	[View Document](#)

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

Response:

A number of green practices are adopted for ensuring sustainability and creating environmental consciousness through Nature club, Awareness programs, Poster designing competitions, Observance of World Environment Day, Ozone Day, Wetland Day, organic farming, Workshop on paper pens, paper bags, cloth bags etc. 29th of every month is observed as Public Transport Day. Many students and staff use metro rail as a means of transport. Most of the members of Maharaja's College rely on public transport system as a feasible and sustainable alternative. 69% of memebers depend on public transport system and 23% are pedestrians. While 2% use bicycles, only 6% of students and staff use private vehicles and carpooling system. Pedestrian friendly roads connect various departments. As a measure to ensure sustainability, a green audit was convened in 2018-19. The college entrusted audit to IRTC, a grant-aid institution, to encourage and influence carbon neutral living by fulfilling the global trend for sustainability. Green audit aims at reducing carbon footprint and educating about carbon mitigation. Audit covers institute's sustainable development goals by covering SDGs 3,6,7,11,13 and 15. Total carbon emission is estimated as 6.81 kg of Co2s per student. Finally, it was found that carbon footprint is to be -22.26 Co2e/student/year which will be achieved after implementing energy efficient projects. The college aims to be carbon negative in the future.

As corrective measures, 20kWp and 50 kWp solar power plants were installed on the rooftops of Britto building and Boys hostel. Energy efficient electronic devices were installed. A cycling club of students and the faculty conducts regular campaigns to promote environment friendly projects that help conserve energy. The programme "Nanmakaliloode oru yathra" under the leadership of faculty member with eleven students attracted the attention of all sections of the society as it got substantial media coverage. The club also conducted a programme named "Cycle Recycling" which was a project wherein students collected old and unused cycles and repaired them.These cycles were later distributed among needy students.

College is declared a Green campus ensuring Green Protocol. Steel and glasswares are used in the canteen and hostel. Waste is segregated as biodegradable and non-biodegradable in an ecofriendly manner. College promotes the functioning of a 'Paperless Office'. The Public Addressing system is used for announcements. Communication among the teachers and offices are maintained through emails and messaging apps like Whatsapp. The campus is made as green as possible by planting trees and plants by students and the college gardeners. The campus has preserved rare specimens of flora and fauna present here. The college plants a number of saplings for every tree cut for developmental activities.

Plastic covering/binding on academic projects are discouraged. Efforts are made to host seminars and conferences with student participation in reducing plastic littering, promoting plastic reduction and inculcation of other eco-friendly habits. Admission procedures, payment of exam fees, question banks, internal mark entry, attendance entry and publication of results are done online as a measure to reduce the use of paper in administrative work.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	0	0	0	0

File Description	Document
Green audit report	[View Document](#)
Details of expenditure on green initiatives and waste management during the last five years	[View Document](#)
Any additional information	[View Document](#)

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

1. **Physical facilities**
2. **Provision for lift**

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: D. At least 2 of the above

File Description	Document
Resources available in the institution for Divyangjan	[View Document](#)
Any additional information	[View Document](#)
link to photos and videos of facilities for Divyangjan	[View Document](#)

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

Response: 68

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

2018-19	2017-18	2016-17	2015-16	2014-15
16	14	12	13	13

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	[View Document](#)
Any additional information	[View Document](#)

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

Response: 46

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

2018-19	2017-18	2016-17	2015-16	2014-15
16	8	7	8	7

File Description	Document
Report of the event	[View Document]()
Any additional information	[View Document]()

7.1.12
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	[View Document]()
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	[View Document]()

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

Response: Yes

File Description	Document
Any additional information	[View Document]()
Provide URL of website that displays core values	[View Document]()

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

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	<u>View Document</u>
Any additional information	<u>View Document</u>

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

Response: Yes

File Description	Document
Any additional information	<u>View Document</u>
Provide link to Courses on Human Values and professional ethics on Institutional website	<u>View Document</u>

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

Response: Yes

File Description	Document
Any additional information	<u>View Document</u>
Provide URL of supporting documents to prove institution functions as per professional code	<u>View Document</u>

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

Response: 53

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

2018-19	2017-18	2016-17	2015-16	2014-15
12	10	11	10	10

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

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

Response:

College regularly celebrates national festivals and observance of days to commemorate national personalities. Independence Day and Republic day are celebrated every year with patriotic fervour. The Principal of the college hoists the national flag and receives the Guard of Honor of NCC and addresses the students. Quiz competitions are conducted regularly.

On Gandhi Jayanthi day, NSS unit engages in the cleaning of the Taluk hospital ground in connection with Swachh Bharath Abhiyan.

National Science Day is celebrated to mark the discovery of the Raman effect. College regularly observes national Science Day by conducting science exhibitions, seminars and quiz competitions according to the theme of National Science Day celebrations.

The College observes Children's Day to commemorate the birthday of Pandit Jawaharlal Nehru,by organizing visits to Orphanages, providing study materials and toys along with various cultural programs.

Vaikkom Muhammed Basheer Remembrance Day is observed with narration and presentation of Basheer stories by the Readers forum.

Teachers Day is celebrated to mark the birth anniversary of Dr Sarvepalli Radhakrishnan by honouring teachers. Various programmes like teaching by PG students, cultural fest by final year degree students are organized in this regard.

National Mathematics Day is celebrated to honour Sreenivasa Ramanujan for his contribution to Mathematics on 22nd December. The day is observed by conducting seminars, talks by eminent personalities and exhibitions.

Reading Day is organized every year during June under the auspecious of Langauage departments, with lectures by eminent personalities.

Every year, Department of Music celebrates 'Sangeetharradhana'.

The Department of Physical Education and Staff Association jointly organised workshop on International Yoga Day, which is observed on 21st June since 2015. NSS unit also celebrates the Yoga day by practical session and Demonstration.

Onam, Christmas, Eid, Kerala Piravi, Mother Tongue Day and festivals of National importance are

celebrated by conducting cultural fest, games etc.

The college hosted **Shasthrayaan**,to mark the National Science Day celebration under the directive of the Kerala State Project Directorate of RUSA. It conducted an open forum with an aim to nurture and exhibit the potential of the research departments and thereby to inculcate scientific temperament and literary zeal in the general public. Inaugurated by M.K Prasad, Former Pro Vice Chancellor of Calicut University, the exhibition conducted by various Research departments, showcased the immense potential of the students, alumni and the faculty of the college. The college, founded in the year 1874 has a rare collection of historical documents/ records and scientific equipments. An opportunity was provided for the public, academicians and others to witness and participate in the activities and experience the infrastructural accomplishments of the college. Workshops, seminars, chart work, quiz competitions, Food courts, display of models, documentary shows, astronomy, literary panorama, Musical shows, manuscripts display etc. were the key features of the programme. The NCC unit exhibited military equipments and aircraft models. Open house sessions displayed the latest technological advancements and learning by faculty members, researchers and students on the campus.

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

Response:

Financial

The college has been recognized as a Centre of Excellence by the Government of Kerala and Centre with Potential for Excellence by the UGC. We get financial aid from the government and the UGC. The PTA and the CDC also provide aid as and when required. The funds allocated by the Govt. is put under a dual audit. The internal auditing is done by the DCE and the external audit is performed by the Comptroller and Auditor General of India. The funds received from the UGC and RUSA are meticulously audited by a Chartered Accountant. CDC fund is audited by the DCE. PTA funds are also subjected to a dual audit-by a senior teacher and a Chartered Accountant.

Administrative

The college functions under the Directorate of Collegiate Education which is part of the Department of Higher Education, Government of Kerala. The Principal, aided by the College Council, holds the executive power of administration. The Governing Council and the Academic Council directs the college in scholastic and pedagogical matters. The College Development Council headed by the District Collector looks after the welfare of the college. The PTA helps the college in all developmental and student-related aspects. In taking decisions, the Principal considers the inputs obtained from IQAC, UGC Cell, Alumni Association, College Union and student's organisations. The institution encourages the involvement of the staff for improvement of the efficiency of the institutional processes.

Academic

The Governing Council functions as the apex body which takes timely decisions and plans appropriate strategies for the development of the institution. The governing council comprises of 7 members-

Chairman, Secretary, a Govt. nominee, a representative from MG University and three faculty. The Academic Council (AC) is constituted according to the guidelines of the UGC. The AC is empowered to scrutinise the proposals passed by the Board of Studies with regard to curriculum, syllabi, programme of study, academic regulations and framing evaluation policies. Each department has a Board of Studies which comprises the HOD, University nominee, subject experts, alumni and internal members. The syllabus framed by the Board of Studies is submitted for the perusal of the Academic council. After a close scrutiny by the Academic council, the syllabus is submitted to the Governing council before it is presented for the approval from the University. The academic activities of the institution are constantly monitored by the IQAC with an aim of ensuring benchmark quality.

Auxiliary

The institution ensures the participation of student union members while materializing different activities and also encourages the active functioning of various student clubs. Students play a pivotal role in various committees in the college. Under the guidance of faculty members, students enthusiastically perform the responsibilities assigned to them. Meetings are regularly held under the chairmanship of the Principal and the Staff advisor.

Transparency

Every detail of decision and fund utilization of the college is under the purview of RTI Act. This ensures full transperncy in the functioning of the college.

7.2 Best Practices

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

Response:

BEST PRACTICE - 1

From Diversity to Inclusion:
The Process of Academic Transformation

Objectives of the Practice:

To critically understand the issues of social, physical and economic marginalisation and perceive with greater depths their historical background

To provide a sensitive and inclusive academic environment for having an increased presence and intervention of marginalised communities in the public sphere.

To create platforms that help the marginalised and the differently abled realise and harness their individual potential for becoming active social agents in transforming the society.

To mitigate the transgender-phobia through an improved understanding of gender identities.

To ensure equality, equity and wellbeing of the differently-abled student community.

To reclaim public spaces and forums for expression and thereby minimising all sorts of discrimination. (100 Words)

The Context:

The College, reflecting the microcosm of society at large, presents its diverse nature with respect to gender, social status, economic condition, creative and psychomotor capabilities and spatial distribution of students, mirrors the idea of inclusion. Apart from this diversity, the college gives prime importance tothe inclusion of students from tribal community, Lakshadweep Island, differently-abled and transgender community. The lacuna felt in the inclusion process prompts the college to investigate the practical issues faced by transgender students, so that viable solutions can be arrived at. The contemporary technological aids have widened the horizons of physically challenged students in education. In a bid to transform their lives, the college plays a magnanimous role in bringing them into the mainstream. The increasing opportunities made available by the College to the students facing social marginalisation enhance their skills, equipping them for better prospects and thus emancipating this community.

The Practice:

Representation in the Decision Making

Representation in the decision making process is fundamental to inclusion and the college has adopted a policy of nominating a representative from the Transgender community in the college union, making it the first of its kind in the state. There is also a representative each from the ST, Transgender and differently-abled students in the executive committee of many clubs and cells of the college.

Awareness classes: In order to sensitise students, teachers and staff to the unique and horrid experiences that transgender people and differently-abled face in the society, and to create a conducive environment for them, awareness classes were conducted. Classes were also initiated to create consciousness about the prejudices, discrimination and violence prevalent against them and to improve their status in future.

Lecture Series:

The lectures and training programmes conducted on gender sensitivity were noteworthy for an engaging participation of both the student community and members belonging to various social strata. The college has been conducting various programmes to sensitise people towards the differently-abled since 2014.

Case Study:

It was the sudden revelation of a male student about his female identity during a discussion on transgender issues in the NSS camp, 2007, that heralded transgender inclusivity in our college. The warm acceptance given to that individual by the college attracted the attention of others of the same community to make this college, their education hub.

Seminar:

A National Seminar was organized to bring in diverse people and issues among the transgender community to a common platform. With the participation of 100 NGOs and activists, the seminar discussed issues such as human rights, law, and social exclusion to discover different ways to redress these issues. Various seminars focussing on personal, legal, medical and psychological problems faced by the differently abled community were organised.

Their substantial presence among teachers and students serve as testimony to the inclusive environment prevalent in this campus.

Other measures

The scribe club in the college helps the differently-abled students. Ramps, assistive laptops, voice recorders, digital library, toilets with support are provided for the differently abled. The college has allotted 6.5 lakhs for the purchase of aids providing amenities for physically challenged teachers and students.

Blind Walk

The programme attempted to empathise with the differently abled members of the college community as students and faculty members took a procession by blind folding their eyes.

Evidence of success:

Consequent to the policy decision of the State to give reservation to transgender students in the arena of education, Maharajas College has the special honour of being the first College in Kerala State to implement and give admission to students in transgender category prompting other colleges to follow suit. Moreover the college has the distinct privilege of inducting a representative of the transgender community to the Students' Union. **Daya Gayathri** of II B.A. Malayalam takes pride in being the first transgender student representative of the college, the State and the Nation. Currently we have eight transgender students on roll. Currently the college also hosts 33 students from Lakshadweep Island of which 27 are pursuing undergraduate and 6 are doing post graduate course.

The Faculty and Students' union takes undeterring measures to constantly monitor the inclusion of transgender students in all academic and extra-curricular activities, including sports and games. As per government rules we have allocated seats for the Scheduled Tribes and differently-abled students ensuring their increased academic participation.

Problems Encountered and Resources Required

The future construction of buildings and roads within and around the college must meet the international standards prescribed for accessibility and equal opportunity for the differently abled. Our top priority is to construct a pathway all over the college campus to provide easy mobility for the members of this community. The office website and other web sources in the college should be in a format accessible to the visually challenged. Adequate funds and resources must be ear marked for the welfare of the differently abled members in the college. The college must arrange occasional meetings of such members of the alumni with the existing differently abled students, so that such camaraderie would evolve as a mechanism to solve many of the different obstacles faced by the students in their day to day life.

Notes:

As a government college which maintains an exemplary balance between academics and co-curricular activities, governance and student interventions, Maharajas College becomes a text book of learning for all kinds of higher education institutions. With utmost ingenuity a democratic, inclusive and participatory ecosystem flourishes in this campus. The students get ample opportunity to nourish their thirst for knowledge and nurture their innate talents, social skills and noble human values. The administrative and teaching strategies diligently provide freedom of expression and innovation in unique ways, so that our students experience holistic development. An active involvement in these activities helps the student to assimilate the meticulously set graduate attributes in an ingenious manner. The inclusive atmosphere prevalent in the campus has helped the students, especially, from the underprivileged sections of the society immensely to attain their desired goals. The college creates a congenial climate for fostering equity in the realm of education. All these facets of learning are worthy of being emulated by other colleges.

BEST PRACTICE - 2

From Inclusion to Empowerment

Enriching Endeavours: Empowerment through Socio-political and Cultural Praxis

Objectives of the Practice:

- To develop organisational capabilities by actively participating in and leading the decision making process.
- To offer platforms that facilitates freedom of expression regarding all significant social, political and cultural events.
- To instil a sense of cooperation and compassion that promotes the vision of a world undivided by caste, creed or colour.
- To build ability to work in groups and the attitude to consider larger goals greater than personal ones.
- To provide suitable avenues which guarantee the wholesome development of each student into a confident individual who can take control over one's own transformation.

The Context:

The College houses a diverse population of students hailing from all sections of society. This very fact ensures that the waves of every single event that happens in society are felt with varying intensity within the campus. It has always approved of the right of the students to voice their opinions as young adults and extend whole-hearted support in all constructive endeavours that lead to empowerment and emancipation of thought. This environment has nurtured a conducive environment for the organic evolution of many unique practices which blend well with the graduate attributes of the college.

To ascertain that the students would naturally imbibe graduate attributes, the College extends all support and freedom to such activities of the College Union and various student organizations. Recognizing students as equal participants in the production of knowledge, it limits its intervention only to ensure that their programmes conform to the broad guidelines of the College.

The Practice:

The Cancer Awareness and Detection Camp conducted with the technical support of the doctors and students of Government Medical College, Kottayam is one of the important social intervention activities of our students. Two such camps were conducted in 2019 and the plan is to conduct one in every month from the next academic year onwards.

Numerous **blood donation groups** that donate blood to the General Hospital, Government Medical College, Ernakulam and private hospitals function among the students under the leadership of College Union and various student organisations. Moreover, blood donation camps are also conducted in the college.

Food packets are collected and distributed at the General Hospital, Ernakulam once a week by various student organizations through programmes such as Patheyam(Way Ahead), Pothichoru(Food from Home), which instil the priceless values of sharing and caring among the students.

A Reading Corner was started at the General Hospital, Ernakulam, with the intention of extending a helping hand to the bystanders who are both mentally and physically exhausted. Magazines and weeklies are collected and made available by the students in the rack maintained at the hospital.

Study materials are collected and distributed to the students prior to the examination. That this project is immensely beneficial to the students who encounter difficulties in the learning process can be witnessed in the overall improvement in the pass percentage of the institution.

Help desks are set up during the PG and UG admissions to assist the applicants and ensure that no eligible applicant loses a chance for admission due to errors in entering data or choices. The students belonging to economically backward strata and those who are unaware of the admission procedure are the greatest beneficiaries of such assistance.

Arts, sports and other cultural activities are promoted by the College Union and student organizations. Numerous clubs like the Drama Club, Dance Club, Music Club, etc., that help to identify and enhance the talents of the students function effectively under the leadership of student leaders.

A permanent stage is erected to facilitate the performance of cultural activities and for the discussion of relevant political and social issues. Programmes of various kinds are held **every Friday** and students of almost all sections and departments benefit immensely from this novel initiative. The regular participation in such activities hones the innate skills of the students and gives them the confidence to respond creatively and constructively to the challenges that they are bound to confront.

Evidence of Success:

- In the recently conducted Student Satisfaction Survey, above 73% of the students strongly agree that practices of this college have helped them understand social issues and respond better to real life issues. Around 71% accentuated that the practices of the college has empowered them as individuals.
- The alumni of the college occupy significant posts in all the social, cultural and political spheres of

the State, and many of them have imprinted their names in national and international levels attesting the capacity enhancement potential of the college.

- The college was one among the first campuses in the country to organise global/national campaigns such as Pads Against Sexism (Campaign against sexual violence), Happy to Bleed (Campaign against menstrual taboos), Thottakom (Campaign against Privatisation of Public Sector Enterprises).
- The college figures amongst the top four colleges in the University Youth Festival (a mega event involving around 5000 students from about 120 colleges)for the past 25 years. From 2014-15 onwards the college is the winner of the University Drama Festival and runners up during 2014-15 and 2015-16. It proves that the practices are conducive for the growth of the intellectual, analytical and creative faculties of the students.

Problems encountered and Resources Required

- In setting up the Reading Corner, occasionally a dearth of reading material is faced. Especially during the examinations, when there is little time to collect books from the college, the students find it difficult to replenish the reading rack with new books. Besides, the students would also like to set up a similar Reading Corner in the Government Medical College, Kalamassery. The availability of sufficient funds can ensure a steady supply to the readers and help in setting up a new one.
- Blood donation takes place almost on a daily basis as per necessity. The beneficiaries of our blood donations are often the neediest people who cannot afford to meet the expense. Moreover, it is a minimum requirement that the donors be provided with some refreshment and snacks after the donation. The allocation of a fund would take care of expenses incurred in this regard.

Notes

- All the practices enlisted have garnered great support from the student community. The Reading Corner at the hospital is an initiative that has been functioning efficiently and has received accolades from the hospital authorities. The *Pothichoru* and *Patheyam* programmes feed innumerable needy people who would otherwise go hungry. "The Happy To Bleed" campaign has heightened gender sensitivity. Moreover, all these practices inculcate a deep sense of responsibility, commitment and self-esteem in our students. They provide effective means for the values of our envisioned graduate attributes to seep gradually and steadily into the mindset of our students. Therefore these practices may be considered exemplary and worthy of emulation by other colleges too.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

Institutional Distinctiveness:
Transformation for Intellectual Emancipation

In accordance with the vision of the college to provide quality education to all sections of the society, the college over the years has developed an academic eco system that supports and fosters its march towards the heights of scholastic achievements. The college makes it a point to accommodate the diversity of the entire social spectrum of Kerala, and of the whole nation whenever possible and necessary, by conscientiously adhering to the constitutionally defined ideas of merit and reservation well-articulated student admission and faculty and staff recruitment policy framed by the Govt of Kerala.

It has thus evolved into an academic space where every concern of the society gets reflected through the presence of students hailing from diverse backgrounds and different socio economic sections of the society. By virtue of its status as a Govt owned institution, in addition to the admission regulations, the student admission policy is augmented with the unique cultural quota framed initially as a special consideration for Maharaja's along with the Lakshadeep quota over and above the sanctioned student strength. These features of the admission policy have really made the college an academic eco system which is as diverse as or even more than that of the larger population from which is draws its student community.

The student diversity of the college with respect to aspects such as gender, social status, economic condition, viewpoints regarding student organisational activities, initiatives in sports and games, artistic interventions, creative and psychomotor capabilities, spatial distribution of the students form the bedrock of the inherent robustness of the unique and unparalleled academic eco system of Maharajas. As like the bio-diversity defines the sustainability of an eco system, diversity of the college campus makes the academic eco system vibrant and dynamic. It shapes the sensibility and perceptiveness of the campus in a defining manner as well.

An attempt has been made to capture the diversity of the campus with respect to gender, social status, political viewpoints (on the basis of votes polled for each candidate for the post of Chairman, College Union) and geographical background (on the basis of place of residence with respect to District). It is computed by using the Simpson's Diversity Index (Simpson E. H. (1949) Measurement of diversity. Nature 163 (4148), 688).

With respect to gender the index is 0.44, 0.63 for social status, 0.57 for political viewpoint and 0.52 for geographical background. The composite average (geometrical mean) or the Diversity Index for the college as a whole with respect to these indicators is 0.54. Since the Simpson's diversity Index ranges from zero to one where zero imply homogeneity and one imply complete diversity, the diversity Index of 0.54 for the

college clearly indicates that it is a campus having reasonably good level of diversity.

As a sequel, every ripple that happens in the society is radiated then and there in the campus and the consequent interactions are providing incisive insights to all the participants including the student, the teacher and other staff members. The ever evolving empirical phenomena is approached and dissected from every angle made possible by the diversity of the campus. As a sequel, the ensuing dialogic and dialectic process eventually helps all the participants to have a better comprehension of the every issue under consideration. Once the ambiguity that encircles an issue fades away consequent to the soul searching discussion, it would strengthen the student participant and make her an active participant rather than a passive one in the social process. It would eventually help her to emerge out of the influences and subtle prejudices that discreetly distorts and narrows one's positions and perceptions.

In the academic plane, the institution has a long tradition of academic excellence which it assiduously guards to the present day. Maharajas has been at the forefront of fostering research aptitude and instilling in students a spirit of enquiry. In this endeavour the College has been ably aided by academic stalwarts like Alfred Forbes Saely, Pandit Karuppan, G Sankarakurup, KN Menon, MK Prasad, M Krishnan Nair, ONV Kurup, MK Sanu, CL Antony, KG Sankarapillai, M Krishnan Nair, M Leelavathy, CR Omanakuttan, LV Ramaswamy Iyer, Madhukar Rao, B Hridaya kumari, Nileena Abraham, Sujatha Devi.

The illustrious teachers, the state of the art research facilities, well equipped library and easy accessibility have all contributed in establishing the College as a much sought after destination for students from across the State. The opportunity the students get to engage with quality teachers and the exposure they get here help the students achieve their goals as is evident from the heights the students of Maharajas have scaled.

It is, indeed, remarkable that there are 17 research departments in the College providing researchers with facilities comparable to those in best colleges of the nation and this has resulted in ground-breaking research output in many disciplines.

Moreover, the academic ambience which is the hallmark of the institution encourages the stakeholders to become active participants in the pursuit of knowledge. The dynamic nature of the campus with its focus both on intellectual stimulation and social inclusiveness helps the students to evolve into seekers of knowledge as well as socially responsible citizens.

As a natural corollary, the life mantra of the college became the achievement of the highest possible levels of quality in education where "quality is defined as transformation through continuous enhancement of theoretical knowledge and empowerment", the fulfilment of this ideal can only be made possible by having an emancipatory understanding of the ever evolving empirical phenomena. Such a consummate understanding of reality is possible only through following a heterodox approach inclusive of all differing positions, viewpoints and perspectives made possible by the unmatched and incomparable diversity of the academic eco system of Maharajas. In short, the Maharajas academic ecosystem leads the student from diversity to inclusion resulting in empowerment for transformation which self-propels her to the eventual safe landing at the greener pastures of intellectual emancipation.

File Description	Document
Any additional information	<u>View Document</u>
Link for Additional Information	<u>View Document</u>

5. CONCLUSION

Additional Information :

The College, upgraded to autonomous status in the post-accreditation period, has strived to bring better focus to the vision and mission in the curriculum incorporating the recommendations of the Peer Team in the Third cycle of Accreditation. The academic autonomy granted to the college has opened up vistas of developmental ventures that cater to the needs of our unique student diversity.

Construction of a three-storeyed central library complex to house all the department libraries is under progress. Over the years, the library has acquired latest books, e-books, UGC enlisted journals and periodicals. The college library has undergone complete automation with Book Magic and KOHA , follows Open Access System and provides free access to UGC INFLIBNET- N-LIST resources.

In a bid to save energy, the college has installed solar power plants, replaced T5 lamps with LED tubes and used biomass for cooking. As part of the Green Protocol, measures have been taken to make the college plastic-free and ecofriendly.

Advanced infrastructural and smart facilities of international standards for the differently abled have been set up. Infrastructural amenities are enhanced to accommodate needs of transgender students.

As 17 of the 18 departments have become research centres, there is an unprecedented demand from prospective researchers which is a unique phenomenon among Arts and Science colleges. A proposal to establish multidisciplinary sophisticated instrumentation lab to elevate the research infrastructure to global standards has been submitted to the government under KIIFB project.

The college has designed a master plan to develop a heritage museum to conserve the priceless artifacts and treasured collections that showcase its rich legacy.

ICT Enabled teaching comprising WiFi enabled classrooms, LCD projectors, computer labs, laptops, language labs and educational videos have enriched the technology-aided learning environment.

Campus Suite software has been developed by the college in collaboration with National Informatics Centre to ensure transparency and promptness in examination process.

Exemplary reforms have been effected in the examination procedure with farsightedness and precision.

Concluding Remarks :

Every single strategy envisioned and implemented by the college is motivated by the noble ideal to mould self-reliant individuals who can act as agents of social transformation and excel as great human beings endowed with knowledge, competence, wisdom and humaneness. The concerted synergy of the faculty, ministerial staff and students in unison aspires to elevate the institution to the highest echelons of holistic accomplishments.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years 1.2.1.1. How many new courses are introduced within the last five years Answer before DVV Verification : 1026 Answer after DVV Verification: 904 1.2.1.2. Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 1026 Answer after DVV Verification: 1726
1.3.2	Number of value-added courses imparting transferable and life skills offered during the last five years 1.3.2.1. Number of value-added courses are added within the last five years Answer before DVV Verification : 42 Answer after DVV Verification: 20 Remark : The HEI was requested to provide documentary proofs (Brochure or any other document relating to value added courses) signed by the principal in support to its claim. However, no brochure or syllabus or any related document has been provided by HEI except for self declaration on number of value added courses. Input cannot be verified. Certificate by the principal is honoured.
1.3.4	Percentage of students undertaking field projects / internships 1.3.4.1. Number of students undertaking field projects or internships Answer before DVV Verification : 2478 Answer after DVV Verification: 2477
2.1.1	Average percentage of students from other States and Countries during the last five years 2.1.1.1. Number of students from other states and countries year-wise during the last five years Answer before DVV Verification:

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
15	14	14	11	19

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : As the metric is opted out, Input updated to zero

2.1.2	Demand Ratio(Average of last five years)

2.1.2.1. Number of seats available year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
982	976	976	976	976

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
982	976	976	976	976

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

    2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
591	589	589	589	589

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
591	589	589	589	589

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

    2.2.3.1. Number of differently abled students on rolls
Answer before DVV Verification : 53
Answer after DVV Verification: 38 |
|---|---|
| 2.3.2 | Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

    2.3.2.1. Number of teachers using ICT
Answer before DVV Verification : 155
Answer after DVV Verification: 20

    Remark : HEI has provided list of teachers using ICT but as requested by DVV no link to moodles or presentation or any Digital ICT content or LMS proof has been provided by HEI. hence input cannot be verified based on just a list of teachers with supporting documents. The link of youtube video provided by HEI is for seminar and not teaching |
| 2.3.3 | Ratio of students to mentor for academic and stress related issues

    2.3.3.1. Number of mentors |

	Answer before DVV Verification : 179 Answer after DVV Verification: 2 Remark : HEI has not attached any circular for mentor mentee nor has attached any mentor mentee MOMs. It has attached list with do not have any serial numbers. moreover the lists are not related to this metric.

2.4.2	Average percentage of full time teachers with Ph.D. during the last five years
	
	    2.4.2.1. Number of full time teachers with Ph.D. year-wise during the last five years
	    Answer before DVV Verification:
	
	{TABLE1}
	
	    Answer After DVV Verification :
	
	{TABLE2}
	
	    Remark : Out of the ten randomly requested PhD certificates,The PhD of 4.Dr. Sreeranjini K. 6.Dr. M. H. Ramesh Kumar are of Ay 2019-20. Data of HEI cannot be verified based on such self attested lists which are not cross verified accordingly to Academic years. Moreover data of following teachers is incomplete and hence not considered 1.AY 2018-19 and 2017-18, Data of Dr. Sherin Yohannan 2. Ay 2015-16 and 2014-15 Dr. jayaKumar K and Rajesh kumar and Dr. N remakanthan

2.4.3	Teaching experience per full time teacher in number of years
	
	    2.4.3.1. Total experience of full-time teachers
	    Answer before DVV Verification : 8609 years
	    Answer after DVV Verification: 1745 years

2.4.4	Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years
	
	    2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years
	    Answer before DVV Verification:
	
	{TABLE3}
	
	    Answer After DVV Verification :
	
	{TABLE4}

TABLE1:

2018-19	2017-18	2016-17	2015-16	2014-15
100	90	87	82	84

TABLE2:

2018-19	2017-18	2016-17	2015-16	2014-15
96	89	87	79	82

TABLE3:

2018-19	2017-18	2016-17	2015-16	2014-15
9	13	9	14	13

TABLE4:

2018-19	2017-18	2016-17	2015-16	2014-15
1	6	3	2	2

	Remark : Awards which are local in nature issued by colleges, local agencies/ trusts and those in regional language have not been considered. The below mentioned have been considered. 2018-19 1. Reenakumari for Hindi Sahitaya Samman puraskar 2017-18 1. Femini KS- Swadeshi Science Movement 2. Navoor pareeth 3 & 4 Golden beaver awards 5.Anitha Abraham 6. Radhamani C 2016-17 1. Priyesh CU 2.Dr. Radhamani C 3. Joby varghese 2015-16 1. Joby Verghese 2.Dr. Madhu V 2014-15 1. C Radhamani 2. Dr. N jayakumar
2.4.5	Average percentage of full time teachers from other States against sanctioned posts during the last five years 2.4.5.1. Number of full time teachers from other states year-wise during the last five years Answer before DVV Verification: 	2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
27	27	24	20	18 | Answer After DVV Verification : | 2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
27	27	24	20	18	
2.5.1	Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years 2.5.1.1. Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years Answer before DVV Verification: 	2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
44	59	30	30	15 | Answer After DVV Verification : | 2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
50	59	30	30	15	
2.5.2	Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years 2.5.2.1. Number of complaints/grievances about evaluation year-wise during the last five years Answer before DVV Verification: 	2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
0	2	1	0	0	 Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3	1	4	0	0

2.5.3	Average percentage of applications for revaluation leading to change in marks during the last five years

2.5.3.1. Number of applications for revaluation leading to change in marks year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
5	5	2	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
5	5	2	0	0

2.6.3	Average pass percentage of Students

2.6.3.1. Total number of final year students who passed the examination conducted by Institution.
Answer before DVV Verification : 590
Answer after DVV Verification: 589
2.6.3.2. Total number of final year students who appeared for the examination conducted by the institution
Answer before DVV Verification : 812

3.1.2	The institution provides seed money to its teachers for research (average per year)

3.1.2.1. The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
13	10	9	8	5

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	0	0	0

Remark : There is no supporting document attached for The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs) in HEI clarification response. No document has been provided as requested by DVV

3.1.3	Number of teachers awarded international fellowship for advanced studies/ research during the last

five years

3.1.3.1. The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	1	1	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : Input updated as opted out by HEI

| 3.1.4 | Institution has the following facilities

1. Central Instrumentation Centre

2. Animal House/Green House / Museum

3. Central Fabrication facility

4. Media laboratory/Business Lab/Studios

5. Research / Statistical Databases

Answer before DVV Verification : A. Any four facilities exist
Answer After DVV Verification: E. None of the facilities exist
Remark : As per NAAC SOP, HEI is to provide geotagged pictures, HEI has not provided geo tagged pictures of facilities available, hence input not considered. |
| --- | --- |
| 3.2.1 | Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments,Chairs in the institution during the last five years (INR in Lakhs)

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

Answer before DVV Verification: |

2018-19	2017-18	2016-17	2015-16	2014-15
30.77	42.00	5.80	2.208	86.1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
30.77	42.00	5.80	2.208	86.1

3.2.2	Number of research centres recognised by University and National/ International Bodies
	3.2.2.1. Number of research centres recognised by University and National/ International Bodies Answer before DVV Verification : 17 Answer after DVV Verification: 17
3.2.3	Percentage of teachers recognised as research guides 3.2.3.1. **Number of teachers recognised as research guides** Answer before DVV Verification : 73 Answer after DVV Verification: 73 3.2.3.2. Number of full time teachers worked in the institution during the last 5 years Answer before DVV Verification : 179
3.2.4	Number of research projects per teacher funded, by government and non-government agencies, during the last five year 3.2.4.1. Number of research projects funded by government and non-government agencies during the last five years Answer before DVV Verification : 50 Answer after DVV Verification: 50
3.3.3	Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years 3.3.3.1. Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
15	18	23	17	17

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
00	0	0	0	0

Remark : No award is for innovation. hence input not considered.

3.4.2	The institution provides incentives to teachers who receive state, national and international recognition/awards Answer before DVV Verification : Yes

	Answer After DVV Verification: No
3.4.4	Number of Ph.D.s awarded per teacher during the last five years 3.4.4.1. How many Ph.Ds are awarded within last 5 years Answer before DVV Verification : 58 Answer after DVV Verification: 58 3.4.4.2. Total number of teachers recognised as guides during the last 5 years Answer before DVV Verification : 40
3.4.5	Number of research papers per teacher in the Journals notified on UGC website during the last five years 3.4.5.1. Number of research papers in the Journals notified on UGC website during the last five years Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
67	23	26	22	22

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
64	20	25	21	22

3.4.6	Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years 3.4.6.1. Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
40	42	61	45	50

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
32	31	47	25	27

3.5.2	Revenue generated from consultancy during the last five years 3.5.2.1. Total amount generated from consultancy year-wise during the last five years (INR in Lakhs) Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
.425	2.47	1.572	1.226	.04

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
00	0	0	0	0

Remark : HEI has not provided the documents as requested by HEI. from the attached documents no where there is mention of Revenue generated from consultancy. No CA certificate regarding the same has been provided. No Financial statements have any highlighted entry which indicates such revenue.

| 3.6.2 | Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years |

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4	16	12	11	25

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	0	0	0

Remark : HEI has submitted similar awards of individual teachers but the metric demands awards to HEI for extension activities. Awards not considered

| 3.6.3 | Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years |

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
97	68	66	37	40

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
60	68	66	37	40

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2478	2353	2369	2445	2400

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2333	1852	2014	1947	1768

3.7.1	Number of Collaborative activities for research, faculty exchange, student exchange per year

3.7.1.1. Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
60	38	5	7	3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
000	0	0	0	0

Remark : HEI has attached internship/ training certificates which is not Collaborative activities for research, faculty exchange, student exchange, hence HEI input not considered.

3.7.2	Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
82	43	62	21	4

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15

86	45	1	20	4

4.1.3	Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc 4.1.3.1. Number of classrooms and seminar halls with ICT facilities Answer before DVV Verification : 120 Answer after DVV Verification: 10 Remark : As per SOP of NAAC, no photograph is geotagged. No Stock register has been provided. Many classroom pictures are without ICT facilities. Input cannot be verified. DVV has updated it to 10 as per approximation of non geotagged pictures
4.2.6	Percentage per day usage of library by teachers and students 4.2.6.1. Number of teachers and students using library per day over last one year Answer before DVV Verification : 90 Answer after DVV Verification: 0 Remark : The HEI input updated 0 in absence of supporting documents and HEI opting out of the metric
4.3.3	Available bandwidth of internet connection in the Institution (Lease line) Answer before DVV Verification : ?50 MBPS Answer After DVV Verification: 35 MBPS - 50 MBPS Remark : BSNL 40 MBPS is considered as ASIA NET supporting documents are not of assessment period.
4.3.4	Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS) Answer before DVV Verification : Yes Answer After DVV Verification: No
4.4.1	Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years 4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs) Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
477.44	50.22	36.81	68.45	49.46

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15

| 47.74 | 50.22 | 36.81 | 68.45 | 49.46 |

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2211	2225	2168	2154	2160

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2211	2225	2168	2155	2159

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
712	712	712	712	712

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	1

5.1.3	Number of capability enhancement and development schemes – 1. Guidance for competitive examinations 2. Career Counselling 3. Soft skill development 4. Remedial coaching 5. Language lab 6. Bridge courses 7. Yoga and Meditation 8. Personal Counselling Answer before DVV Verification : 7 or more of the above Answer After DVV Verification: 7 or more of the above
5.1.4	Average percentage of students benefited by guidance for competitive examinations and career

counselling offered by the institution during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2478	2285	2011	1828	1653

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
800	800	800	800	800

5.2.1	Average percentage of placement of outgoing students during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
197	192	147	158	178

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
61	68	54	80	83

Remark : HEI input updated for only those students placed in placement drives and placed students in below mentioned companies only considered. Students into schools, colleges / govt jobs. self employed not considered in this metric. 1-WAPCOS Ltd, Delhi ; 2-ALLINAZ India, Pune ; 3-Ranstad India Pvt. Ltd. ; 4-Malayala Manorama ; 5-Talwalkers Better Value fitness Ltd. ; 6-Noyal Academy ; 7-Concentric Daksh Services Pvt Ltd, Kochi ; 8-ICCI bank ,Palarivattom ; 9-Indian school of commerce, Kochi ; 10-Concenrix Daksh Services Pvt Ltd, Kochi ; 11-Brilliant Study centre, Pala ; 12-Mathrubhoomi Pvt Ltd ; 13-Cherupushpam Nursery, Aluva ; 14-Amazon India, Bangalore ; 15-Abbasoft Technologies, Kochi ; 16-Deepika, Ernakulam ; 17-Music World Pvt Ltd, Kochi ; 18-Wipro software Technology, Bangalore ; 19-Spices board, Edukki ; 20-KPMG Global Delivery Centre, Kochi ; 21-Sutherland Global Services, Kochi ; 22-Malayala Manorama, Ernakulam ; 23-Concentrix & Cognizant, Kochi ; 24-CMFRI Kochi ; 25-UAE Exchange and Financial Services, Kochi ; 26-Pavizham Finance, Thripunithura ; 27-Mathrubhoomi, Kochi ; 28-Wipro software Technology Academy, Bangalore ;

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

5.2.2.1. Number of outgoing students progressing to higher education
Answer before DVV Verification : 227
Answer after DVV Verification: 227

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
12	19	14	5	5

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
21	11	7	6	2

5.2.3.2. Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT, GRE/TOEFL/ Civil Services/State government examinations) year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
60	85	65	19	21

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
60	85	65	19	21

Remark : Input updated based on supporting documents (certificates/ qualifying proofs attached)

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

2018-19	2017-18	2016-17	2015-16	2014-15
77	74	38	68	44

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15

| 3 | 2 | 1 | 3 | 1 |

Remark : participation certificates are not considered. only outstanding performance is considered. the below mentioned have been considered. 2018-19 - Bincy Varghese -International Bench Press Championship; 2018-19 - Rinshad M.R -Powerlifting India (IPF); 2018-19 - Bincy Varghese -National Gold Medal; 2017-18 - Maheshwari N Shetti -Asian throwball championship gold medal; 2017-18 - Abdul Bazith PA -South Zone Inter University 1st position; 2016-17 - Arjun Chakkalackal -All India Inter University Silver Medal; 2015-16 - Sreejith P K -All India Inter University Gold medal; 2015-16 - Suraj S - All India Inter University Silver medal; 2015-16 - Vishnu P V - All India Inter University Silver medal ; 2014-15 - Albert Anto -National Games Silver medal

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
62	76	61	62	62

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
5	5	5	5	5

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

Answer before DVV Verification : ? 15 Lakhs
Answer After DVV Verification: 2 Lakhs - 5 Lakhs
Remark : HEI has not attached a single certificate from CA for Alumni contribution during the last five years(INR in Lakhs). it has attached department wise statements which do not add more than 5 lakhs.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
14	13	13	10	13

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
14	13	13	10	13

6.2.3	Implementation of e-governance in areas of operation 1. Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5. Examination Answer before DVV Verification : All 5 of the above Answer After DVV Verification: All 5 of the above

6.3.3	Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years 6.3.3.1. Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
46	24	25	23	20

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
13	12	11	10	10

6.3.4	Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years 6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
179	127	80	85	62

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
163	110	46	33	38

6.5.3	Average number of quality initiatives by IQAC for promoting quality culture per year 6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
22	22	22	22	22

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
22	22	22	22	22

6.5.4	Quality assurance initiatives of the institution include

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

Answer before DVV Verification : Any 3 of the above
Answer After DVV Verification: Any 2 of the above
Remark : Input considered for sr. 1 and 3. for Sr. 2. HEI provided documents are internal Audit of the HEI in which almost all the audit sheets, principal signatures are missing. No AAA follow up action is provided.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3	25	4	13	6

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3	6	4	5	6

7.1.3	Percentage of annual power requirement of the Institution met by the renewable energy sources

7.1.3.1. Annual power requirement met by renewable energy sources (in KWH)
Answer before DVV Verification : 23692
Answer after DVV Verification: 0
7.1.3.2. Total annual power requirement (in KWH)

	Answer before DVV Verification : 178346 Answer after DVV Verification: 228478 Remark : Total annual power requirement (in KWH) as per page number 12 and 17 of green audit report. There is no mention of Annual power requirement met by renewable energy sources (in KWH) in the report, nor HEI has provided any geotagged pictures of renewable energy sources, hence input updated to zero
7.1.4	Percentage of annual lighting power requirements met through LED bulbs 7.1.4.1. Annual lighting power requirement met through LED bulbs (in KWH) Answer before DVV Verification : 14716.803 Answer after DVV Verification: 0 7.1.4.2. Annual lighting power requirement (in KWH) Answer before DVV Verification : 52506.633 Answer after DVV Verification: 52506 Remark : There is no mention of Annual lighting power requirement met through LED bulbs (in KWH) in HEI provided Green audit report not HEI has highlighted any page or any paragraph which has its mention.
7.1.8	Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years 7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs) Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
84.46	46.45	140.00	12.50	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
00	0	0	0	0

	Remark : HEI was requested to provide a certificate from CA along with the income expenditure statements for the last five years HIGHLIGHTING expenditure on green initiatives and waste management duly certified by chartered accountant and/or Finance Officer countersigned by the principal as proof to its claim, but it has not provided. in absence of supporting document, HEI input not considered. Construction of building is not expenditure on green initiatives and waste management
7.1.9	Differently abled (Divyangjan) Friendliness Resources available in the institution: 1. Physical facilities 2. Provision for lift

	3. Ramp / Rails
	4. Braille Software/facilities
	5. Rest Rooms
	6. Scribes for examination
	7. Special skill development for differently abled students
	8. Any other similar facility (Specify)
	
	    Answer before DVV Verification : A. 7 and more of the above
	    Answer After DVV Verification: D. At least 2 of the above
	  Remark : HEI given pictures are again not geotagged. Input considered for 1.Physical facilities 2.Ramp / Rails

7.1.10	Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years
	      Answer before DVV Verification:
	
	<table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>77</td><td>44</td><td>37</td><td>40</td><td>52</td></tr></table>
	      Answer After DVV Verification :
	
	<table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>16</td><td>14</td><td>12</td><td>13</td><td>13</td></tr></table>

7.1.11	Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)
	
	   7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years
	      Answer before DVV Verification:
	
	<table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>30</td><td>15</td><td>14</td><td>12</td><td>21</td></tr></table>
	      Answer After DVV Verification :
	
	<table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>16</td><td>8</td><td>7</td><td>8</td><td>7</td></tr></table>

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

during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
20	30	25	27	20

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
12	10	11	10	10

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of students year-wise during the last five years
1.2	Number of outgoing / final year students year-wise during the last five years
1.3	Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

1.1 Number of students year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2478	2353	2369	2445	2400

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2477	2353	2369	2445	2400

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
816	780	871	899	841

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
812	780	871	899	841

1.3 Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2478	2353	2369	2445	2400

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15

2477	2353	2369	2445	2400

1.4	Number of revaluation applications year-wise during the last 5 years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
31	28	9	11	1

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
31	28	9	11	1

2.1	Number of courses in all programs year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1026	1023	1002	1082	1065

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
904	904	884	894	894

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
179	179	179	179	179

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
179	177	174	168	170

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
182	180	180	180	180

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
182	180	180	180	180

| 3.1 | Number of eligible applications received for admissions to all the programs year-wise during the last five years |

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
40993	33564	21977	6114	12457

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
40993	33564	21977	6114	12457

| 3.3 | Total number of classrooms and seminar halls |

Answer before DVV Verification : 120
Answer after DVV Verification : 120

| 3.4 | Total number of computers in the campus for academic purpose |

Answer before DVV Verification : 293
Answer after DVV Verification : 293

| 3.5 | Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs) |

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
913.8	2170.6	1352.9	472.45	215.5

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
913.8	2170.6	1352.9	472.45	215.5