



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

SREE NARAYANA COLLEGE

**SREE NARAYANA COLLEGE KANNUR THOTTADA POST KANNUR-670007
670007**

www.sncollegekannur.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sree Narayana College Kannur was established in the year 1960 with the vision “Enlightenment Through Education: Strengthen through Organisation.” The college functions based on this motto propounded by the great visionary spiritual and social reformer, Sree Narayana Guru. For a large number of students from poor and backward communities, Sree Narayana College, Kannur has been a solace and boon in supporting their educational needs for over six decades. Majority of students in this college are able to pursue their studies by getting freeships and scholarships from government and non-government agencies. The college has 13 UG departments, 6 PG departments and 4 research centers with 20 research guides. College has produced 49 PhDs and, presently, 44 scholars are pursuing PhD. The research departments are collaborating with local industries for research internship and placement. Recognising that holistic education is the *mantra* for shaping the individuality and personality of the youth, the college gives equal importance to academics, sports, cultural activities and all other possible extra-curricular activities.

Vision

Vision: Enlightenment Through Education, Strength Through Organization.

Our college, named after the revered social reformer Sree Narayana Guru (20.08.1856 – 20.09.1928), serves as a beacon of higher education for rural communities, lighting the path to knowledge and empowerment. Inspired by Guru’s unwavering belief that education is the most powerful catalyst for socio-economic progress, political transformation, and moral and intellectual awakening, we are committed to fostering a culture of learning that drives change. Our guiding vision, "Enlightenment through education, Strength through education," reflects the transformative power of knowledge.

Sree Narayana Guru envisioned education as the key to breaking the chains of oppression and liberating marginalized communities that had been held back for centuries. Since our establishment in 1960, we have proudly carried forward his legacy, nurturing minds and empowering students from rural backgrounds. Today, our college not only imparts knowledge but also instills a spirit of resilience and aspiration, preparing students to conquer the challenges of the modern world with confidence, vigor, and a clear sense of purpose. Here, we don't just educate—we inspire futures.

Mission

Mission:

To attain the noble notion of equality based on human dignity and thus practice the ideal "Enlightenment through Education", of the great sage, seer and philosopher, Sree Narayana Guru, on, whose name the college is founded.

To continuously involve in the process of removing the disparities based on race, religion and caste through greater participation of the minorities and the backward communities in the mainstream of formal education as

propounded by Sree Narayana Guru.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Most of the Departments have representatives in BoS of Kannur University.

University ranks for various graduate programmes and post graduate programme.

The institute offers diverse programmes on Arts, Humanities, Science and commerce in addition to various **skill development courses**.

Successful implementation of **Outcome-Based Education (OBE)** and various experiential learning strategies.

The institute owns **4 Research Departments** and has **10** research guides.

The institute has more than 40 MoUs for academic and Research collaborations.

Faculty publications in journals of high impact factor and student publications in SCOPUS indexed and UGC care journals and books.

State-of-the-art science research laboratories, language lab, computer labs, media lab, ICT enabled classrooms, playground and auditorium.

Sophisticated digital language lab; Digital Linguistic Mentor (DLM) for improving communication skills.

Promotion of innovation – IIC, ideation in YIP activities.

Socio-economic development of the society through extension and outreach activities of NCC, NSS and departments.

Curricular enrichment through Value-added and Certificate courses selected to ensure employability of students

Fully automated 3,840 square feet well-stocked library with dedicated space for browsing, research activities and Divyanggan friendly.

The General Library subscribes to **N-LIST (INFLIBNET) and DELNET**, and it holds over 20,000 lecture videos from **NPTEL**. Additional features include a D Space repository and a **Daisy Corner** (audio resources for the visually impaired).

Financial support and scholarships to majority of students.

Environmental sustainable practices-The institution nurtures eco-consciousness and follows green protocol on the campus.

Curricular enrichment through Value-added and Certificate courses selected to ensure employability of students

Highly developed sports infrastructure with an 9500 square feet indoor stadium and extensive gymnasium.

Rain water harvesting unit with one lakh litre storage capacity funded by Kerala Govt. as a part of catch the rain programme of MHRD

Institutional Weakness

Students rely on public commute such as bus or train

Already the permissible limit of forty percent of total land is occupied by buildings, hence to augment physical infrastructure to introduce more courses, we need to take special permission from the local administration or replace present building with larger ones.

Funding received from national funding agencies is not in consonance with the capability of teachers.

The college lacks in patent-generating cutting edge research work.

The college has not been able to explore its potential in research and development fully.

No large-scale paid consultancy services.

Limited structured entrepreneurship promotion activities on campus.

International linkages and collaborations are presently abysmally low or absent.

Students socio-economic background is way below compared to that of five or ten years back.

English communicative skills can be attributed to the fact that large majority of the students are from vernacular medium and that their socio-economic background are dismal.

Students with lower academic performance.

Decreasing student strength in certain departments due to the attraction to professional courses.

Continued reliance on conventional energy sources.

Insufficient space in the curriculum for student research training.

Institutional Opportunity

Industry Partnerships: Strengthening industry-college interactions can help improve practical training and research opportunities.

Skill Development Initiatives: The college can enhance its vocational and skill development programs to equip students for emerging industries.

Expanding Research Funding: Opportunities exist to attract funding from national and international research bodies to promote advanced research.

Alumni Network: By engaging alumni, the college can open up avenues for mentorship, funding, and career placements for students.

Sustainability Initiatives: Transitioning to renewable energy sources and sustainable practices can enhance the college's infrastructure.

Entrepreneurship Programs: Structured entrepreneurship programs can help foster innovation and startup culture among students.

Diversity of the region

Increased value of higher education

Hub of Cultural activities

Can help the growth of backward sector students in an excellent manner.

Commencement of new generation and industry-oriented courses.

Scope for providing research and post-doctoral studies.

Institutional Challenge

The growing number of educational institutions and alternative education platforms attract prospective students away from the college.

Decreased enrollment limit funding for programs and facilities, affecting overall quality.

The need to continuously update technology and teaching methods strain resources, have to struggle to keep pace.

Changes in student interests, such as a growing preference for online education or vocational training, lead to decreased enrollment in traditional programs.

Space constraints for constructing new building which limits the scope of introducing new courses.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Sree Narayana College Kannur, affiliated to Kannur University, Kerala follows the curriculum and syllabus designed by the university for 13 undergraduate programmes, 7 Post Graduate Programmes and 5 Doctoral degree programmes. The college has its own institutional mechanism for the effective planning and implementation of the curriculum in adherence to the Kannur University regulations.

The college IQAC ensures effective curriculum planning and its delivery through a well-documented procedure which includes University Academic calendar, Annual academic calendar of the college, Department wise academic plans, action plan of the department, Department Meetings. Parent Teacher Association (PTA) meetings, Internal Examinations, Model Examinations, Academic Monitoring Committee (AMC), Mentoring and Tutorial System, Bridge Courses, Orientation Programmes, involvement of faculty in Board of Studies, Seminars and Assignments, Curriculum Enrichment Programmes, participation of faculty in curriculum workshops and uses of E-resources.

All Graduates and Post- Graduate programmes have well defined Programme Outcomes, Programme Specific Outcomes and Course Outcomes mentioned in the syllabus which is communicated to the students.

The institution has proper delivery of courses through well defined course plan and outcomes to the students through bridge courses, induction programmes, entry level tests and Learning Management System (LMS).

The institution adopts an interdisciplinary approach in its curriculum design. Students can select Open Courses and Generic Elective Courses offered by various departments that promotes and explore various disciplines. This not only broadens their academic exposure but also encourages a holistic understanding of inter connected subjects.

In 2020-21 academic year the college introduced a New Generation P.G Programme M.Sc Mathematics (Multivariate Calculus & Mathematical Analysis, Modelling & Simulations Financial Risk Management).

The college offers various Add on courses, Value Added Courses and Certificate courses.

The institution adopts curriculum enrichment through various techniques through embedded relevant issues such as Professional Ethics, Gender, Human Values and Environmental Sustainability.

The feedback system of the institution is an integral part of the quality initiative led by the IQAC, involving stakeholders such as Students, Alumni Teachers and Employers.

By focusing on effective planning, academic flexibility, enriching curricula, and a responsive feedback system, institution can enhance educational offerings and ensure alignment with national standards for quality education.

Teaching-learning and Evaluation

Sree Narayana College Kannur is dedicated to delivering a holistic educational experience that integrates cognitive, emotional, social, and ethical dimensions. The institution focuses on developing critical thinking, creativity, and problem-solving abilities while instilling values such as integrity, empathy, and responsibility. This approach nurtures individuals who are not only academically proficient but also equipped with essential life skills and ethical reasoning, enabling them to face challenges with a strong moral foundation.

The college offers an inclusive curriculum that goes beyond academics, incorporating life skills and ethical decision-making. Through community service and collaborative projects, students are encouraged to contribute positively to society and uphold integrity in their personal and professional lives. To realize this vision, the institution consistently prioritizes its teaching, learning, and evaluation processes, aligning them with its mission and goals.

The admission process is efficiently managed through the Centralised Allotment Process (CAP) of Kannur University, in line with the reservation policies of the Government of Kerala. The college boasts an average enrolment rate of 98.65%, with 91.55% of seats secured by the reservation category.

The institution fosters a student-centric learning environment by employing diverse teaching methodologies, including self-paced learning, participative engagement, flipped classrooms, inquiry-based learning, model-based learning, and problem-solving techniques. The college ensures that all sanctioned teaching positions are filled with highly qualified educators, with 93.08% of faculty holding advanced qualifications such as PDF, PhD, NET, or SET.

Assessment and evaluation processes strictly follow university regulations, ensuring fairness and academic integrity. The institution's student-centric approach also includes multiple channels for grievance redressal, with timely and effective resolutions provided through a three-tier system.

Aligned with outcome-based education (OBE) principles, the Program Outcomes (POs) and Course Outcomes (COs) are developed by the Board of Studies, which includes experts from various institutions. Most of our teachers are members of the Board of Studies, actively contributing to this process. The attainment of these outcomes is regularly evaluated through continuous assessments and course exit surveys. This commitment to academic excellence is demonstrated by the institution's pass percentage of 76.58% during the assessment period.

Research, Innovations and Extension

Sree Narayana College, Kannur, has established a robust framework for research, innovation, and extension activities, significantly contributing to academic and community development. The college offers doctoral programs in Chemistry, Botany, Zoology and Commerce, currently hosting 51 research scholars under 20 recognized research guides. It has successfully secured research grants of 210.9 Lakhs INR from various funding agencies, including CSIR, UGC, KSCSTE and ICHR. This financial support and collaboration with other institutes has facilitated the publication of 94 research articles in reputed journals and authorship of 29 books/ book chapters by faculty members. Furthermore, the college has organized 39 workshops and seminars focused on research methodology, intellectual property rights, entrepreneurship, enhancing the scholarly environment for both faculty and students. The college has successfully created an innovation ecosystem that not only supports academic excellence but also encourages practical application through entrepreneurship and research initiatives. The workshops and seminars organized by the college have yielded several key outcomes that significantly enhance the academic and professional development of students and faculty alike.

Sree Narayana College emphasizes community engagement through 54 outreach activities during the assessment period, fostering social responsibility among students. The college has earned around 18 awards for its extension efforts, reflecting its commitment to holistic development. Alongside academic success, the institution prioritizes ethical values and social responsibility through NSS, NCC, and departmental initiatives.

The college maintains a network of 44 functional MOU and collaborations with various academic institutions and industries, promoting collaborative research and community services. This strategic approach not only enhances educational outcomes but also facilitates knowledge exchange between academia and industry. In summary, Sree Narayana College, Kannur stands a beacon of academic excellence through its well defined policies on research and extension activities. Its commitment to innovation and community engagement positions it as a pivotal institution in higher education within Kerala.

The NCC sub-unit of Sree Narayana College was founded in 1960, the same year the college was established. Over the past six and a half decades, its cadets have brought unmatched recognition and glory to the institution, setting it apart from any other higher education institute in Kerala.

<https://nccsnckannur.in/>

Infrastructure and Learning Resources

Sree Narayana College: Infrastructure and Resources

Sree Narayana College regularly enhances its infrastructure and maintains existing facilities for efficient resource utilization. The college has 23.24 acres of land in its possession and total built up area is 13779.22 sq.m

Teaching – Learning facilities

- 54 spacious well-furnished, well-ventilated classrooms with sufficient number of lights and fans.
- 12 smart classrooms, 8 ICT enabled classrooms
- 4 Research Laboratories, 3 M.Sc Laboratories, 6 B.Sc Laboratories
- 14 departmental staffrooms

ICT Facilities

- 4 Computer Labs (2 common and 2 departmental)
- 3 ICT enabled seminar halls and an Auditorium. Interactive panel in main seminar hall.
- Etlab is used as an LMS as well as ERP. A G-suite account is also purchased.
- DLM Impact Language Lab
- Video conference room with ultra-HD 4K camera and speakerphone
- 160 computers are available for students' usage with the student-computer ratio 14.44:1
- The internet bandwidth is 100 Mbps and 40 Mbps with 23 wifi routers and 7 Modems

Sports, games and cultural activities

- Auditorium and seminar halls with audio visual equipment
- Open air auditorium, student corners and art corner
- Indoor stadium (Shuttle badminton, Ball Badminton, Wrestling and Judo Arena, Basketball court, Yoga center)
- Gymnasium, Table Tennis Arena
- Rest room for ladies
- Ground for football, cricket, hockey, athletic events etc

Library facilities

- Central library and departmental libraries
- Fully automated Integrated Library Management System
- Digital library facility for remote access and e- resources
- Open Educational Resources like DELNET, NLIST, NPTEL
- 35 Print journal/periodical subscriptions, and 51,519 reference books
- Collection of palm leaf manuscripts, rare books and archives
- Daisy Corner (Audio resources for visually impaired) and Ramp for physically challenged
- Reprographic services and drinking water facility

Other facilities

- Counselling Centre
- Ramps and washroom for differently abled staff and students
- Rain water harvesting unit
- Thumboormuzhi aerobic bin composting unit for organic waste management.
- 2 women's hostel
- Staff and students Cooperative store and staff cooperative society
- NSS office room, NCC office room, NCC store
- Well-furnished Canteen
- CCTV surveillance at college premises and examination halls
- Herbarium, Zoology Museum, Botany Museum, Botanical Garden, Green House
- Principal's Chamber, Administrative office, IQAC Room
- Drinking water facility in all blocks.
- Vehicle parking space

Student Support and Progression

Sree Narayana College, Kannur is dedicated in creating a student-focused and progressive atmosphere, preparing graduates to excel in the global landscape. Through a robust support system, the institution nurtures a positive learning environment, ensuring each student's path to success. This dedication is reflected in initiatives such as a proactive scholarship program, diverse skill-building and capacity development opportunities, a transparent grievance resolution process, and comprehensive sports and cultural amenities. Furthermore, specialized career guidance, counselling, and placement services equip students for future careers. The alumni contribute by offering financial support and conducting various programmes for the student growth and development. 79.22% of students were getting financial assistance from government and non-government schemes (Given by College, alumni and other agencies). To enhance soft skills, language and communication skills, and life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills) 38 programmes were conducted by the concerned clubs and the departments during the last five years. 60.09 % students were benefitted by career counselling and guidance for competitive examinations through various programmes conducted by different clubs in association with govt. and private agencies. The college is providing a transparent mechanism of timely redressal of student's grievances through the actively working grievance redressal cell and internal complaint committee, constituted as per UGC directions.. Students can submit their grievances through various modes (Online and offline). The campus is made ragging free for the last 5 years through the vigilant and active involvement of the anti-ragging cell and anti-ragging squad. A total of 68.37 % of students were placed / progressed during the last 5 years. 12.9 % students were qualified in the state / national competitive examinations. 952 awards and medals were received by our students in University/State/National and International level competitions (356 National / international) and the college is maintaining a top position in arts and sports in university / state level. Students participated in 414 different sports and cultural events conducted by the college/other institutions. The college institutional alumni (registered) and the alumni of various departments served as a backbone of the institution.

Governance, Leadership and Management

Governance, Leadership and Management: The Vision of the College is “Liberation and Enlightenment through Education” by imparting knowledge to various sections of society, giving prime importance to the socially, economically backward communities. The mission of the College is to impart holistic and transformative education that nurtures not only intellectual growth and global competency but also fosters character, ethical values, and a sense of social responsibility which may ultimately lead to socio-economic equality. Such education is attained through clear governance; participative management and stakeholder support.

The institution emphasises on participative management and decentralisation in decision-making at all levels. Regular stakeholder meetings are held, including department meetings, College council meetings, IQAC meetings and other sessions dedicated to decision-making and implementing action plans. The institution aims at Global Competency in Curricular and Co-curricular Realms, Excellence in Research and Innovation in Academic System, Faculty Excellence, Student Outcome, Creating ethically and professionally competent citizens working to achieve the vision of the college.

To enhance governance, the college has implemented e-governance in planning and administration, admissions, examinations, student activities, and finance, promoting transparency, participation, and accountability. The college focuses on the welfare of the staff and students such as academic progression, financial requirements and health. 255 faculty members had attended online or face-to-face Faculty Development Programmes during this period. Faculty members were provided with financial support for attending conferences, workshops and FDPs.

Quality initiative programmes organised by IQAC, including administrative and professional development programs, are organised for teaching and non-teaching staff during the assessment period. IQAC and the Principal reviews academic performance and provides suggestions for improvement. Feedback from various stakeholders and its follow up by the institution ensures quality appraisal, enhancement of professional competency.

The Institution has a proficient mechanism for mobilisation and management of financial resources. Financial auditing of the college accounts, both internal and external, guarantees transparency and accountability. Quality initiatives led by the IQAC include introduction of e-governance, Establishment of SMS and LMS platforms, introduction of OBE in academic evaluation.

Institutional Values and Best Practices

Sree Narayana College stands as a beacon of holistic education, championing the trifecta of 'Sustainable Environment, Social Justice and Equitable Education'. At the forefront of its mission, the college ardently promotes gender sensitivity and equity through meticulously crafted annual action plans. The Women's Forum serves as a vital platform, addressing the unique needs of female students and orchestrating impactful awareness programs. Notably, the college fosters an inclusive atmosphere, embracing gender neutrality across its diverse community.

Environmental stewardship is woven into the fabric of the institution. The college boasts state-of-the-art rainwater harvesting facilities and implements well-structured water conservation strategies. A comprehensive waste management system, bolstered by strategic partnerships with the municipality and NGO-recognized agencies, underscores the college's dedication to responsible disposal practices. The verdant campus is a testament to the institution's green initiatives, featuring a meticulously curated botanical garden, thoughtful landscaping, and a resolute commitment to maintaining a plastic-free, zero-waste environment. Regular quality

audits, encompassing Green, Energy, and Environmental assessments, further cement the college's unwavering dedication to sustainability—efforts that have garnered recognition and awards from governmental bodies.

Sree Narayana College's pursuit of inclusivity extends to creating a Divyangjan-friendly campus, replete with resources fostering a disabled-friendly, barrier-free environment. This ethos permeates through organized programs promoting inclusive environments and awareness campaigns highlighting constitutional obligations. The institution's cultural tapestry is enriched by annual celebrations of festivals like *Onam*, *Christmas*, *Eid Ul Fitr*, and Kerala's unique seasonal fest '*Karkidakanive*'. To ensure adherence to its lofty ideals, the college disseminates comprehensive handbooks and codes of conduct, complemented by annual awareness programs.

Two Best Practices stand out: '*Sangamitra*', an innovative village adoption scheme, and '**FOCUS**', a cutting-edge multidisciplinary seminar series. The college's institutional distinctiveness shines through '*Urjakiran*', an unwavering focus on Sustainable Development Goals, manifested in the widespread dissemination of sustainable environmental practices both within the campus and the broader society. This holistic approach to education and sustainability positions Sree Narayana College as a vanguard institution, nurturing not just minds, but fostering a generation poised to lead in an increasingly complex world.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SREE NARAYANA COLLEGE
Address	SREE NARAYANA COLLEGE KANNUR THOTTADA POST KANNUR-670007
City	KANNUR
State	Kerala
Pin	670007
Website	www.sncollegekannur.ac.in

Status of the Institution	
Institution Status	Private and Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details		
State	University name	Document
Kerala	Kannur University	View Document
Kerala	Kannur University	View Document

Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	17-06-1972	View Document		
12B of UGC	17-06-1972	View Document		

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

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	Ministry of Education
Date of recognition	12-08-2024

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	SREE NARAYANA COLLEGE KANNUR THOTTADA POST KANNUR-670007	Semi-urban	23.24	13779.22

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,English,	36	Plus Two	English,Malayalam	56	56
UG	BA,Malayalam,	36	Plus Two	English,Malayalam	55	55
UG	BA,Economics,	36	Plus Two	English,Malayalam	70	70
UG	BA,History,	36	Plus Two	English,Malayalam	71	71
UG	BSc,Mathematics,	36	Plus Two	English,Malayalam	50	36
UG	BSc,Chemistry,	36	Plus Two	English,Malayalam	50	44
UG	BSc,Zoology,	36	Plus Two	English,Malayalam	38	38
UG	BSc,Microbiology,	36	Plus Two	English,Malayalam	40	40
UG	BSc,Physics,	36	Plus Two	English,Malayalam	50	34
UG	BSc,Botany,	36	Plus Two	English,Malayalam	39	39
UG	BCom,Commerce,Income Tax	36	Plus Two	English,Malayalam	71	71
UG	BCom,Commerce,COOPERATION	36	Plus Two	English,Malayalam	64	64
UG	BBA,Management Studies,	36	Plus Two	English,Malayalam	65	65
PG	MA,English,	36	Under Graduation	English	19	19
PG	MA,Economics,	36	Under Graduation	English	20	9

PG	MSc,Mathematics,	36	Under Graduation	English	15	14
PG	MSc,Chemistry,	36	Under Graduation	English	13	13
PG	MSc,Zoology,	36	Under Graduation	English	15	15
PG	MSc,Physics,	36	Under Graduation	English	15	15
PG	MCom,Commerce,	36	Under Graduation	English	22	22
Doctoral (Ph.D)	PhD or DPhil,Chemistry,	36	Post Graduation	English	34	0
Doctoral (Ph.D)	PhD or DPhil,Zoology,	36	Post Graduation	English	4	0
Doctoral (Ph.D)	PhD or DPhil,Botany,	36	Post Graduation	English	4	0
Doctoral (Ph.D)	PhD or DPhil,Commerce,	36	Post Graduation	English	12	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				7				60			
Recruited	0	0	0	0	4	3	0	7	15	45	0	60
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				22			
Recruited	0	0	0	0	0	0	0	0	5	17	0	22
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				33
Recruited	7	3	0	10
Yet to Recruit				23
Sanctioned by the Management/Society or Other Authorized Bodies				16
Recruited	3	13	0	16
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	4	3	0	4	12	0	23
M.Phil.	0	0	0	2	0	0	1	10	0	13
PG	0	0	0	0	0	0	10	21	0	31
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	3	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	14	0	19
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	242	0	0	0	242
	Female	441	0	0	0	441
	Others	0	0	0	0	0
PG	Male	17	0	0	0	17
	Female	90	0	0	0	90
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	33	35	33	32
	Female	61	62	53	73
	Others	0	0	0	0
ST	Male	12	6	15	8
	Female	11	21	15	24
	Others	0	0	0	0
OBC	Male	150	143	143	142
	Female	323	354	440	396
	Others	0	0	0	0
General	Male	73	61	43	43
	Female	149	113	82	86
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		812	795	824	804

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Sree Narayana College, Kannur, adopts a strong interdisciplinary and multidisciplinary approach in curriculum design and delivery. This allows students to engage with diverse subjects across departments, enriching their learning experience and fostering a more globalized education. In the fifth semester, the college offers open courses with an interdisciplinary focus, where each department provides a course in its discipline, and students can choose based on their interests. This approach encourages cross-disciplinary exploration. Similarly, complementary elective courses are designed to promote an interdisciplinary and multidisciplinary understanding, ensuring that students gain knowledge beyond their</p>
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	<p>core subjects. Common courses in English, Malayalam, and Hindi integrate themes such as gender neutrality, human values, secularism, and sustainable development, reflecting a multidisciplinary perspective in their syllabus. The faculty also emphasize the importance of multidisciplinary research, and initiatives like the 'Focus Multidisciplinary Seminar Series,' organized by the PTA and IQAC, further globalize the teaching-learning process by incorporating interdisciplinary perspectives into academic discussions. Moreover, the implementation of the National Education Policy (NEP) has significantly reshaped the undergraduate programs, enhancing the scope for interdisciplinary learning and creating a more dynamic educational environment.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>As it is known the primary goal of the Academic Bank of Credits is to continue the aim of willing transformative education setup to facilitate the students to become academic account holders. Thereby paving the way for seamless student mobility between Higher Education Institutions. As per the circular number SWC/SWC II/18054/2021 received from the Kannur University, Sree Narayana College, Kannur registered with National Academic Depository Degilocker. Hence provision is given to the students to learn the best courses of interest on their own pace. The institute is promoting student-centric education by adapting different teaching methodologies and allowing the students to register for online courses. Systems are in place for Credit Recognition, Credit Accumulation, Credit Transfer, and Credit Redemption to promote distributed and flexible teaching learning for the convenience of the students. The students pursuing education in our institution can redeem the credits and rejoin the same program or any other institution in the future and continue their education.</p>
<p>3. Skill development:</p>	<p>Skill enhancement among college students is crucial for their academic success, personal development, and career readiness. With this aim in mind, the institution has established various skill clubs to provide hands-on learning experiences, allowing students to acquire practical skills that extend beyond textbook knowledge. The college offers a variety of programs aimed at strengthening students' soft, physical, digital, and linguistic skills. The</p>

Department of Botany is actively engaged in diverse plant propagation techniques, including layering, cutting, grafting, and budding, enabling students to gain essential expertise in plant cultivation and propagation. Meanwhile, the Department of Zoology focuses on researching parasites affecting commercially important fish species such as mackerel, sweetfish, and sardine, which are vital to the fishing industry. This research seeks to improve seafood quality by mitigating the impact of parasites on these species. The Department of Chemistry consistently conducts water quality analyses for nearby households, ensuring the safety and well-being of local residents by maintaining high drinking water standards. The SN Skill Club, a collaborative effort between the Department of English and the Alumni Association, aims to enhance the English diagnostic skills of Kannur Engineering College students. Through personalized counseling and targeted training, the club helps students achieve the language proficiency necessary for academic and professional success. In line with the vision of the four-year UG programme, the department has conducted a skill enhancement programme for its students, in collaboration with ASAP an undertaking by the Higher Education department of the Kerala Government. In addition, the Department of Microbiology has introduced a skill development program focused on mushroom cultivation and fermented foods, providing participants with practical experience in growing mushrooms and mastering fermentation techniques. The Department of Commerce has developed a program on taxation, with a special emphasis on the Goods and Services Tax (GST), specifically designed for Kudumbasree workers. This initiative empowers participants by offering a comprehensive understanding of GST regulations, enabling them to manage financial matters more efficiently in their entrepreneurial ventures.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

Our college has engaged in a series of programmes aimed at exploring and preserving the rich dimensions of the Indian Knowledge System. 1. From Samba to Yoga: A Spiritual Journey One of our flagship events was the programme titled "From Samba to Yoga: A Spiritual Journey". The programme was conducted under the aegis of the

	<p>Research Forum of the Dept of English on 29 November 2023. Ms Juliana Fiuza a Brazilian scholar was the resource person for the programme. This initiative emphasized yoga's holistic approach to mental and physical well-being, drawing parallels between different cultural expressions of spirituality. The title itself reflects a global resonance, connecting Brazil's energetic Samba dance with India's ancient yogic tradition, underscoring the universal nature of spiritual practices.</p> <p>2. Film Workshop: Myth and Ritual in Indian Cinema Another significant event was the Film Workshop on Myth and Ritual in Indian Cinema, conducted by the renowned filmmaker Ashish Avikuntak. The Research Forum Of the Dept of English in association with the Film Club of the college conducted this programme on 20 Dec 2023. Cinema, being one of India's most influential mediums, often draws deeply from mythological and ritualistic traditions. Ashish Avikuntak, through his extensive work, has delved into the interplay between myth, ritual, and cinematic narrative, making this workshop a thought-provoking experience for the attendees. The event fostered a deeper understanding of how the Indian Knowledge System informs creative expression, particularly in the realm of cinema.</p> <p>An Award for Distinguished Service in Kakatiya Kalari, or Kalaripayattu, one of the world's oldest martial arts traditions, also finds its roots in the Indian Knowledge System. Practiced in Kerala, Kalari combines physical agility with spiritual discipline, making it not just a martial art but a way of life. Dr CP Satheesh, the Principal in Charge of our college has been honored with an award for his distinguished service in promoting Kalari, recognizing his dedication to preserving this ancient art form.</p>
5. Focus on Outcome based education (OBE):	<p>Sree Narayana College, Kannur, is committed to implementing Outcome-Based Education (OBE) to provide a student-centric learning experience focused on skill development and knowledge enhancement. The college gives high priority to the attainment of Course and Programme Outcomes (POs) for all courses offered. Each program's outcomes are mentioned in the respective syllabi, ensuring transparency and clarity for students and faculty. The Principal monitors these outcomes in coordination with the Academic Monitoring Committee (AMC),</p>

	<p>which comprises faculty members and the Internal Quality Assurance Cell (IQAC) Coordinator. At the beginning of each course, the Programme and Course Outcomes are introduced to the students, and the faculty of each subject explains the course objectives, evaluation patterns, marking schemes, and expected outcomes. This process ensures that students are well-informed about what they need to achieve. The college employs a continuous evaluation system to track progress and address varying levels of student performance. Internal examinations and periodic assessments are conducted to measure the attainment of the desired outcomes. Based on these evaluations, slow learners, are recognized.. Slow learners receive remedial teaching and additional classes to help them catch up. In line with its commitment to OBE, the college has defined and displayed the outcomes of all programs and courses on its website and departmental notice boards, ensuring that these are accessible to students and other stakeholders. The IQAC plays an essential role in promoting OBE by organizing Faculty Development Programs (FDP) and awareness sessions to introduce the principles of OBE and outcome mapping to the faculty members. The college also conducts a one-week induction program at the beginning of the academic year, during which new students are familiarized with the learning outcomes, goals, and objectives of their respective programs Overall, Sree Narayana College, Kannur, has adopted a holistic approach to Outcome-Based Education by systematically planning, implementing, and monitoring program outcomes, ensuring that all students achieve the intended educational objectives and graduate attributes.</p>
6. Distance education/online education:	<p>The college has embraced the possibilities offered by online and distance education, incorporating various tools and methodologies to enhance the teaching-learning process. By integrating asynchronous learning modes and blended or flipped classrooms, the institution has taken significant steps to ensure quality education. The college regularly hosts online and hybrid conferences, facilitating interactions between students, teachers, and eminent academicians and scientists, fostering holistic development. To further support students, training is provided during induction programs and at regular intervals, ensuring they can effectively access and</p>

utilize e-resources, including NLIST. Various online platforms, such as Google Classroom, Google Meet (via the educational G Suite), and the LMS-et LAB, are used to streamline the teaching and learning processes. E resources, along with asynchronous classes, are shared through the LMS, and remedial classes for slow learners are provided in both synchronous and asynchronous modes via the LMS or Google Classroom. Additionally, the college offers MOOCs classes to students through platforms like Coursera and NPTEL, ensuring diverse learning opportunities. The digital library, which includes a repository like KOHA, offers extensive e-resources, further supporting the academic needs of students and staff. SN College Kannur is one of the best distant study centers of Indira Gandhi Open University (IGNOU). Around 3000 students depend on this center for their learning process. IGNOU students from various part of Kerala are depending the instrumentation facilities and laboratory facilities of science departments as a part of their curriculum. College offer contact classes for the IGNOU students and they are using the Library facility of the college for their academic references. SN College also act as the distance learning centre of Kannur University.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?

Yes. The institution has established an Electoral Literacy Club (ELC) aimed at enhancing awareness among students regarding their electoral rights and familiarizing them with the processes of voter registration and voting. This initiative aligns with directives from the Election Commission of India (No. 4175/EE2/2016/Elec/Dtd 20/12/2017) and the Department of Collegiate Education, Kerala (G4/46891/17 Dtd 06/04/2018), as well as guidance from the District Election Office. The ELC was officially constituted on July 30, 2018. Objectives of the Electoral Literacy Club

- Promote Electoral Awareness: The primary objective is to disseminate knowledge about electoral rights among students, faculty, and the broader community.
- Support Local Communities: The club aims to leverage the skills and expertise of its members to assist local

	<p>communities in understanding electoral processes.</p> <ul style="list-style-type: none"> •Facilitate Voter Registration: The ELC is dedicated to streamlining the voter registration process for eligible individuals who have yet to register. •Link Electoral ID with Aadhar: A campaign has been initiated to help students and their families link their electoral identification with their Aadhar cards, ensuring a smoother identification process during elections. •Organize Awareness Programs: The club regularly arranges various programs to raise awareness about electoral participation within the college community. Through these objectives, the ELC seeks not only to educate students but also to cultivate a culture of active participation in democracy, ensuring that every eligible voter is informed and empowered to exercise their rights.
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The Electoral Literacy Club (ELC) is an active and dynamic organization on campus, dedicated to fostering electoral awareness among students. The club comprises a diverse group of office bearers, including faculty and student representatives, who are appointed periodically. Each academic year, following the college union elections, the principal recommends new members for the ELC. Structure of the Electoral Literacy Club</p> <ul style="list-style-type: none"> •Faculty Coordinator: Miss Sophia D. J. (Department of Economics) •Joint Coordinator: Mr. Sreenish T. V. (Department of Political Science) •Student Coordinator: Mis. Sreenandana (Department of Economics) •Additional Student Coordinator: Mrs. Prayag Murali (Department of English) •Student Secretary: Mr. Sudev. P (Department of Chemistry) <p>The club consists of a nine-member committee led by the faculty coordinator, along with a fifteen-member student committee that represents all departments within the college. ELC represents all sections of the students and staffs in the college. Additionally, there is a twelve-member executive committee responsible for managing the day-to-day operations of the ELC.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under</p>	<p>The Electoral Literacy Club (ELC) at the college has actively engaged in a variety of initiatives to promote electoral awareness and participation among students and the local community. These activities include:</p> <ul style="list-style-type: none"> •Conducting Awareness Classes: The ELC organizes informative sessions to educate students about the electoral process, their voting rights, and the importance of civic engagement. •Voter Registration

privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.

Camps: Camps are held to facilitate the registration of new voters, ensuring that eligible individuals can easily enrol to vote. •Linking Electoral ID with Aadhar: The club assists students and their families in linking their electoral identification with their Aadhar cards, streamlining the verification process during elections. •Celebrating National Voters Day: The ELC commemorates National Voters Day with a pledge-taking ceremony, reinforcing the commitment to participate in the democratic process. In addition to these activities, both teaching and non-teaching staff members serve as Presiding Officers and Polling Officers during elections, demonstrating their dedication to the electoral process. The college facilities are utilized for various election-related operations, including: • Establishing polling booths • Setting up distribution centres • Creating counting stations for Union, parliamentary, and Panchayat elections organized by the Election Commission Furthermore, members of the college's NCC Unit act as Student Police during elections, assisting district administration in maintaining law and order throughout the electoral process. Key Contributions of the Electoral Literacy Club •Voter Enrolment Facilities: Providing resources and support for voter registration. •Voter Awareness Campaigns: Implementing campaigns that educate the community about voting rights and responsibilities. •Administrative Support:Offering assistance to the electoral process at various levels, including Parliament, State Legislative Assembly, and Local Bodies. •Collaboration with District Election Office: Providing adequate support for election-related matters. •Community-Level Campaigns: Conducting voter enrolment awareness campaigns aimed at new voter registration. •Support for Disabled and Senior Citizens: Offering transportation and other assistance to ensure that disabled individuals and senior citizens can cast their votes without hindrance. •Digital Campaigns for Inclusivity: Launching targeted digital campaigns to raise awareness among transgender individuals about their voting rights. •Ethical Voting Education: Periodically educating students about ethical voting practices and the importance of maintaining the secrecy of their votes. Through these comprehensive efforts, the ELC strives to cultivate an informed electorate that actively participates in shaping democracy.

4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.

4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. The college has made significant strides in promoting democratic principles through various socially impactful projects and initiatives related to electoral matters. Each year, the Electoral Literacy Club (ELC) compiles a comprehensive report on the College Union elections, analyzing student participation and voting behavior. This analysis not only highlights trends but also helps in understanding the factors influencing student engagement in the electoral process. The ELC has been instrumental in coordinating virtual sessions that encourage students to take the National Voters Day pledge, fostering a sense of civic responsibility and emphasizing the importance of active participation in democracy. In collaboration with the Political Science Department, the club distributes informative pamphlets detailing election procedures, polling guidelines, and the code of conduct for elections. Additionally, the ELC conducts preliminary surveys and prepares reports on voter turnout for local body elections, particularly focusing on the nearest ward councils. This initiative is crucial for assessing community engagement and identifying areas for improvement in voter participation.

Key Activities of Electoral Literacy Club

- Detailed Election Reports: Annual reports analyzing student participation and voting behavior in College Union elections.
- Virtual Engagement: Coordinating online sessions to inspire students to pledge their commitment to voting on National Voters Day.
- Informational Pamphlets: Distribution of materials covering election processes, polling procedures, and ethical conduct during elections.
- Local Body Election Surveys: Conducting preliminary surveys and reports on voter turnout for local body elections, enhancing understanding of civic engagement at the community level. Through these initiatives, the ELC not only promotes awareness about electoral rights but also actively engages students in the democratic process, reinforcing their role as informed citizens committed to participating in shaping their governance.

5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

Sree Narayana College, Kannur, has actively undertaken various programs aimed at new voter enrollment, demonstrating a strong commitment to enhancing democratic participation among students. Last year, the Electoral Literacy Club (ELC) launched a comprehensive campaign on campus with the ambitious goal of achieving 100% voter enrollment. This initiative was organized in collaboration with the District Election Office, Kannur, which provided essential technical support for the enrollment process. As a result of these efforts, an impressive 95% of students aged 18 and above successfully registered to vote. The ELC members played a crucial role in raising awareness among newly admitted students about the importance and procedures of voter registration. They facilitated information sessions and distributed materials that outlined the steps necessary for enrollment, ensuring that students understood their electoral rights and responsibilities.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
2224	2236	2240	2144	2044
File Description		Document		
Upload Supporting Document		View Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 84

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
69	74	74	74	84

3 Institution

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
64.36164	57.57831	93.21071	66.84486	53.74522

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The institution follows the Kannur University syllabus. Teachers have direct involvement in the syllabus from its incubation stage

as most of the teachers are Board of Studies members. The college prepares an academic calendar every year. The college has a well-established learning management system (LMS) called etlab through which online classes, attendance, and Online exams were conducted during the post-pandemic-covid-19 period. The Academic Monitoring Committee (AMC) was established in college during the 2021-22 academic year. AMC constantly monitors the academic performance of each department by conducting academic auditing meetings. The research output of our faculty and research students has stood us in good stead during the last few years due to the constant encouragement from IQAC. In their various departments, like zoology, chemistry, botany, English, commerce, and physical education, the faculty includes some very talented researchers who actively support and continue research efforts. Classes for IGNOU, Distance Education, PSC, CA examinations, and nearly all competitive exams can be held with excellent advantage due to the geographic location and proximity to the district headquarters. The college has been known for its championship triumphs in games and sports for many years. NCC has achieved both national and international success by taking part in the Republic Day Parade and international youth exchange programs. The reputation of the college has greatly benefited from the energetic and socially committed NSS volunteers.

SN College Kannur's strict adherence to the academic calendar for Continuous Internal Evaluation demonstrates its

dedication to delivering a structured and student-focused educational experience, ensuring that evaluations and assessments are carried out efficiently and transparently.

The college has an Academic Monitoring Committee (AMC) to monitor the academic activity of the institution.

The College council and AMC will decide the schedule for the conduct of Continuous Internal Evaluation based on the college's academic calendar.

The college emphasizes punctuality and precision in following the academic calendar, ensuring that all academic events, including Continuous Internal Evaluation, are conducted as scheduled.

It is a reflection of the college's dedication to providing quality education by conducting evaluations and assessments at the right times, enabling a comprehensive learning experience.

Following the academic calendar enhances transparency in academic operations, ensuring that all stakeholders, including students and faculty, are well-informed about evaluation schedules.

The college's commitment to the calendar also reflects its ongoing efforts to improve the academic

process and adapt to changing educational needs.

Adhering to the calendar enables the college to conduct assessments and gather feedback from students, which, in turn, aids in continuous improvement in the quality of education.

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

1.2 Academic Flexibility

1.2.1

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

Response: 34

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

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 22.62

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

2023-24	2022-23	2021-22	2020-21	2019-20
488	568	470	358	579

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

1.3 Curriculum Enrichment**1.3.1**

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

Response:

Sree Narayana College, Kannur, affiliated with Kannur University, offers 13 undergraduate, 7 postgraduate, and 5 doctoral programs, following the university's curriculum. Despite being an affiliated institution, the college has developed an efficient system to ensure the curriculum is implemented effectively. The IQAC plays a crucial role in this process by managing academic calendars, department plans, and action plans, supplemented by regular department meetings, internal exams, and mentoring programs. Involvement in the Board of Studies and the use of e-resources further enhance curriculum delivery.

The college promotes academic flexibility through interdisciplinary approaches, allowing students to select open and generic elective courses across departments. This broadens students' exposure to different fields of study and fosters a more holistic education. Recent additions include the New Generation PG Programme in M.Sc. Mathematics, offering specialized areas like Multivariate Calculus and Financial Risk Management. The institution also provides value-added and certificate courses to enhance students' skills beyond traditional academics.

Sree Narayana College is committed to social responsibility and environmental sustainability, integrating

human values, gender equality, and eco-friendly practices into campus life. Initiatives like “Podichoru,” where meals are provided to the underprivileged, and the development of biodiversity-rich spaces like the butterfly garden and Miyawaki forest, reflect the college’s dedication to community welfare and environmental stewardship. Sustainable practices such as rainwater harvesting and composting also reinforce this commitment. The institution collects feedback from stakeholders to continuously improve its curriculum and maintain high academic standards.

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

1.3.2

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

Response: 52.16

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

Response: 1160

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
812	795	824	804	738

2.1.1.2 Number of sanctioned seats year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
812	795	824	804	738

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 42.86

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

2023-24	2022-23	2021-22	2020-21	2019-20
277	289	275	292	199

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

2023-24	2022-23	2021-22	2020-21	2019-20
590	621	699	674	524

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 32.23

2.3 Teaching- Learning Process

2.3.1

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

Response:

Apart from regular classroom teaching, teachers adopted student-centric methods to aid in inculcation students with knowledge and passion for the perseverance of knowledge. These student-centric methods have helped to ease the teaching and learning approaches and prioritize students needs, interests, and abilities. Unlike traditional teacher-centric methods, where the teacher is the primary source of knowledge and directs the learning process, student-centric methods empower students to take an active role in their education. Some of the methods incorporated in our college to make the learning process active and enjoyable for students are:

1. Active Learning: The approach involves students in the learning process through activities like group discussions, debates, case studies, and problem-solving. It encourages participation and engagement, leading to a deeper understanding of the subject matter.

2. Project-Based Learning (PBL): In PBL, students were encouraged to work on real-world projects that require them to apply their knowledge and skills to solve complex problems. This method fosters collaboration, critical thinking, and creativity.

3. Flipped Classroom: In flipped classrooms, students learn new content at home through videos or online materials and use class time for activities, discussions, and clarifying doubts. This approach allows students to learn at their own pace and receive personalized support.

4. Problem-Based Learning: Similar to Project Based Learning, this method presents students with complex, real-world problems and challenges them to find solutions. PBL encourages teamwork, research, and problem-solving skills.

5. Inquiry-Based Learning: In this approach, students explore topics and concepts through questioning, investigation, and research. Teachers guide the inquiry process, and students actively participate by asking questions, conducting experiments, and analyzing information.

6. Collaborative Learning: Collaborative learning involves group activities where students work together to achieve a common goal. It enhances communication skills, promotes teamwork, exposes students to diverse perspectives, and motivates them to work together for a social cause.

7. Peer Teaching: Students take on the role of teachers to explain concepts to their peers. This method reinforces their understanding of the subject matter while promoting a supportive learning community. This method also helps weaker students overcome the fear of learning and also aids in better understanding of the subject by the students.

8. Game-Based Learning: Educational games and simulations can make learning enjoyable and interactive. Games were designed to teach specific concepts, problem-solving skills, or critical thinking. Quiz competitions were organized at college campus and online quizzes were conducted using online platforms (<https://quizizz.com> / <https://kahoot.it>).

9. Model-based learning: Using models/ charts helps in easy understanding and to keep them interested in the learning process. Models helps student's in visualisation of something that is difficult to understand or see.

10. Institutional visits, Field trips: Field visits to institutions and organizations related to the field of study help in broadening their outlook and interest in the study area. For example, field visits to biodiverse rich areas promote keen observation and analytical skills. Visits to institutions of national importance in respective areas could give them the inspiration to work hard so as to excel in the selected area.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 98.68

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

2023-24	2022-23	2021-22	2020-21	2019-20
74	74	74	74	84

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

2.4.2

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

Response: 94.13

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

2023-24	2022-23	2021-22	2020-21	2019-20
70	75	63	63	82

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

2.5 Evaluation Process and Reforms**2.5.1**

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

Response:

The continuous evaluation system at Sree Narayana college, is designed to ensure a comprehensive and well-organized assessment of students' progress. Evaluation is conducted by two steps. End semester evaluation and internal assesment. End semester evaluation is conducting by University and internal assessment by college, based on University regulations. By implementing clear criteria, training educators, and engaging students can create a more justifiable assessment system. As we strive for educational equity, transparency in evaluations must be a fundamental priority, paving the way for a brighter future for all learners.

Methods implemented to foster transparency in internal evaluation

Internal Examination calendar: The college has a well organised exam schedule to reduce students stress and ensure smooth assessment coordination. Tentative dates of Internal examination is published in Department notice boards, which helps students to better plan their academic endeavours. Faculty members will prepare the question papers for internal examinations. The invigilation and evaluation process mirror those used in the end semester examinations, ensuring consistency and fairness of the

entire exercise.

Result publication and verification: All exam scores are accurately entered into a prescribed format. Double-checked the data for errors or discrepancies. This can involve cross-referencing with answer sheets. We have established a mechanism for students to appeal their grades if they believe there's been an error. The final marks are published in the department notice board. After the publication of results, the college gathers feedback from students and faculty on the entire process during the end of sessions.

Attendance: The distribution of marks for attendance typically involves awarding grades to the students based on their regular presence in class or other academic activities. These marks are often used to assess a student's commitment to their studies and their level of engagement in their course. The goal is to encourage students to participate actively in their education by attending classes and fulfilling their academic obligations.

Robust Grievance Redressal Mechanism: The students have diverse channels to voice their concerns and grievances. If they have any grievance, students are free to submit their written complaints to the Head of the Department. If the departments couldn't solve the complaint, it will hand over to the Academic Monitoring Committee. The final decision will be taken in by the college council.

For Academic excellence, Sree Narayana College is committed to keep transparency in continuous internal evaluation, and stands as a corner stone of our educational philosophy. The methods we have implemented, ranging from effective orientation programmes to a robust grievance redressal mechanism and seamless access to results via our academic monitoring committee (AMC); all dedicated to create an environment where transparency thrives. With transparency at the core of our internal evaluation system, we believe that we empower our students to reach their full potential; equip our educators with the tools they need to support their growth, and to create a learning environment that thrives on fairness and clarity. We are dedicated to continually improving and refining our approach that our students' educational experience remains paramount.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Program outcome (PO) and course outcome (CO) are integral segments of the curriculum. In strict accordance with the objectives of outcome-based education, the program outcomes and course outcomes

are framed by the Board of Studies members which includes subject experts from various institutions. It is further reviewed and discussed in the University academic council. The final sanctioning of the proposed outcome objectives will be done by the university senate and university syndicate. PO and CO are incorporated into the syllabus so that the students will get an idea of what they accomplish at the end of the program. The college is affiliated to Kannur University and follows the PO and CO as prescribed by the University for all programmes. The overall design of the course ensures students to attain certain set of skills and competence that a student must gain at the end of the programme. The Academic Monitoring Committee through its periodic meetings discusses, and will monitor the execution of POs and COs of each department through the stakeholders. The Programme Outcome and Course Outcome of every department is displayed in the college website through specific links. The PSOs and COs are elaborated to students by HoD and class teachers during the student induction programme and also during the course introduction. Electronic copies of syllabus containing PSO and CO are distributed to students on their first day.

The college evaluates the fulfilment of learning outcomes through various methods. One method is the Course-level Assessment which includes: Continuous Assessment, End semester Examination, lab examination, seminars, project evaluation and viva voce examination depending upon course type. Another method is evaluating the progression in the performance of a student through parents' Open House at the end of each semester. The Internal Quality Assurance Cell (IQAC) of the HEI in collaboration with the College Council, has taken the initiative to formulate OBE aimed at delivering a student-centered education that equips learners with the essential knowledge, skills, and competencies needed to excel in their chosen fields. The IQAC conducts critical analysis on the feedback submitted online and evaluates the attainment of PO, PSO and CO of all courses. Online feedback facility is also available for students of the college, indirectly assessing the fulfilling of the programme learning outcomes.

Outcome-Based Education (OBE) is a student-centered learning model that focuses on measuring student performance through outcomes. OBE emphasizes on learning outcomes, flexibility in learning and continuous assessments. OBE provides educators with a framework for evaluating student progress and measuring the effectiveness of their teaching strategies.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The implementation of Outcome-based education practices, which encompass defining Program Outcomes (POs) and aligning them with Program-Specific Outcomes (PSOs) and Course Outcomes (COs), serves as a robust framework ensuring that students acquire the targeted knowledge and skills in their selected program of study.

The College has implemented an outcome based assessment method since the adoption of OBE (Outcome Based Education) to evaluate the teaching- learning process. This student- centric learning process has resulted in a steady progress in the enrolment of students and their pass percentage. As the outcomes are clearly defined and stated in the syllabus itself, various strategies are planned to attain them through the teaching learning process. Through meticulous evaluation of course attainment and soliciting feedback from students, the college not only assesses the effectiveness of its educational delivery, but also fosters a culture of continuous improvement.

The attainment of POs and COs are carried out at our college in multiple manner.

Continuous Internal Assessment: Continuous Internal Assessment (CIA) is an important evaluation system used to assess the learning ability of students, and to understand the subject in detail. Multiple evaluation methods such as assignments, presentations, quizzes and tests, practicals, class participations were engaged for this.

Feedback survey from students: Online feedback forms were circulated among students to gather insights about the learning process. Such a well-designed survey mostly provided valuable information on different aspects of academic exercises, facilities, faculty, and overall satisfaction during the respective sessions.

The results generated through all such methods are used to evaluate the various outcomes attained by the students. The Departments review them from time to time and, if needed, necessary modifications are made in the Curriculum with the approval of the Governing Council.

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

2.6.3

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

Response: 76.58

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

2023-24	2022-23	2021-22	2020-21	2019-20
547	587	584	517	509

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

2023-24	2022-23	2021-22	2020-21	2019-20
746	738	722	689	688

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.26

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 5.08

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	5.08

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Innovation Ecosystem

- The college has established a robust ecosystem for innovation, fostering creativity among its students. This initiative is primarily driven by the Institution Innovation Council (IIC) which plays a pivotal role in promoting innovative ideas and facilitating their development.
- The college has created an incubation ecosystem that encourages students to submit innovative projects, particularly through Young Investors Programme (YIP), an initiative of Kerala Start Up Mission, Govt, of Kerala. Notably one student of the college was recognized for the development of Eco friendly toothbrush in YIP programme in the year 2020. Faculty member of the college has participated as an evaluator in selecting innovative ideas from college students at State Level programme in collaboration with Kerala Start Up Mission.
- The college promotes academic innovation through various means such as seminars, projects and

assignments to expose students to new ideas and trends for innovation.

Indian Knowledge System (IKS)

- Faculty of the college was granted a rupees five lakh, Major Research Project by Indian Council of Historical Research and a two-day international seminar-cum-workshop on Indian Martial Arts on the topic *Martial Arts as Embodied Knowledge: Historicity, Paradigms and Perspectives* was conducted as part of the MRP. An academic seminar in a higher education institute, on the history, theory and aesthetics of Indian Martial Arts, is the first of its kind not just in Kerala, but in the whole of the country. Following the seminar, several workshops, one-day seminar and allied programmes were conducted by the college. The College launched India's first online martial arts journal named, www.thejournalofindianmartialarts.com.
- In the year 2023 and 2024, faculty of the college was invited to Brazil to lead a six-member team of Kalarippayattu experts and Theyyam performers to participate in the six-day Vedanta Festival, conducted by a 2000-odd member community of Brazilians following Hindu religion and Vedanta spiritual practices.
- The institutional alumni conducts regular cultural performances showcasing India's rich cultural heritage.

IPR and Research Initiatives

- The college has taken significant steps to enhance awareness of IPR among its students, research scholars and faculty members. The establishment of IPR cell is a pivotal initiative aimed at providing guidance at various aspects of intellectual property including patent filing, Copy Right act and Plagiarism.
- The college has successfully conducted around seven seminars and workshops inviting experts from various fields focused on different aspects of IPR.
- A dedicated patent clinic has been initiated to offer personalized assistance to individuals seeking guidance on patent related queries.
- The college offers a robust research environment through its four research departments. There are 51 research scholars registered under the guidance of 20 research guides. The college has established a Research Promotion Council and Research Forum for facilitating collaboration, conducting seminars and workshops and for taking research initiatives to get research funds.

Incubation Centre and Entrepreneurship Initiatives

- The college created an entrepreneurial thinking in minds of students to get a business opportunity to achieve social and economic progress. The college has initiated ED club which is mentoring the students to promote entrepreneurship and start ups.

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

3.2.2

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

Response: 35

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

2023-24	2022-23	2021-22	2020-21	2019-20
21	10	2	1	1

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

3.3 Research Publications and Awards**3.3.1**

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

Response: 0.98

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

2023-24	2022-23	2021-22	2020-21	2019-20
8	14	29	16	15

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

3.3.2

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

Response: 0.23

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

2023-24	2022-23	2021-22	2020-21	2019-20
6	4	7	0	2

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

3.4 Extension Activities

3.4.1

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

Response:

Over the past five years, various extension activities have significantly impacted neighbouring communities, particularly in sensitizing the students to social issues and promoting their holistic development. The key activities and their outcomes are:

- Activities fostering altruism and community services in health care for supporting those battling illness including multiple blood donation camps, hair donation for cancer patients, fund collection for medical emergencies for the needy, health check up camps, anaemia campaigns etc.
- Activities fostering to develop essential skills to respond to disasters and there by enhancing community resilience , strengthens community bonds and ensures vulnerable populations receive necessary support including distribution of essentials, food packet distribution, cleaning affected areas, fund raising during floods.
- Awareness campaigns to enhance student's understanding about social issues such as anti-diabetic campaigns, cancer awareness campaigns, anti-drug awareness programmes, AIDS awareness programmes, Gender Justice awareness programmes etc.
- Activities fostering empathy, social responsibility and culture of acceptance at an early age such as visit to old age home for caring senior citizens, palliative care, visiting schools of differently abled children, activities in "Betipadavo Betibachavo" scheme etc.
- Management of Covid 19 initiatives which contribute to public health efforts during pandemic including blood donation to covid patients , involvement in the funeral of patients died due to Covid, Covid vaccination campaigns, hand sanitizer preparation training programs and distribution to the community, mask preparation and distribution etc.
- Activities which encourage environmentally responsible behaviour such as energy conservation by giving training for assembling solar lamps, LED bulbs, Energy conservation campaigns etc. for giving awareness to the community about energy-saving practices promoting sustainable living habits that can reduce overall energy consumption.
- Instillation of values of cleanliness and environmental stewardship by participating in cleanliness drives under "Swach Bharath Abhiyan" including multiple beach cleaning drives, Road cleaning etc.,
- Fostering a sense of unity and patriotism by National Integration Activities by involving in National Days observation, Amruth Kalash Yathra under Meri Mitti Meri Des scheme.
- Activities taking responsibilities of educating society by involving in activities such as Children's Day celebration and distribution of study materials for school students, awareness class on reading habit as part of reading day for school children, training for preparing solar eclipse glasses for school students etc.
- Activities for women empowerment by providing them essential skills for financial independence and self-sufficiency.by conducting e-filing workshops , mushroom cultivation training , self defence training classes for women to enhance their confidence and personal safety.
- Fostering the ability for Nature conservation by conducting organic farming initiatives for encouraging sustainable agricultural practices while enhancing food security within communities and by conducting activities such as tree plantation.

The outcomes of these activities not only address immediate needs but also contribute to long-term societal benefits such as increased resilience, improved public health, enhanced social cohesion, and

environmental stewardship.

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

3.4.2

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

Response:

AWARDS AND RECOGNITIONS

- The college has been acknowledged as the Best College for Sports achievements for the year 2019-20 by Kerala State Sports Council, Govt. of Kerala.
- Dr. K. Ajayakumar, Head, Department of Physical Education , SN College, Kannur has been awarded as Best Physical Education Teacher in College Level for the year 2019 by Kerala State Sports Council, Govt. of Kerala.
- Department of Botany, SN, Kannur has been recognized for Urjakiran Outstanding Performance Excellence Award by Centre for Environment and Development, Govt. of Kerala in the year 2021 for the exceptional performance in Energy Conservation.
- Kalam Jyothi Award By Vraj Lok Sahithya Sanskrithi Academy has been presented for outstanding contributions in Literature and Cultural activities to Dr. Rethika. P.K and Remaya Balan , Department of Hindi.
- NCC Unit of SNC, Kannur 31 K BN NCC has received Best Institution award (Senior Division) for the year 2023-24.
- Eight NCC cadets of SNC, Kannur have been acknowledged for their participation in Republic Day Parade during the period from June 2019 to May 2024.
- Mr. Akash, NSS volunteer of the college has been recognized for his sincere efforts and active participation in the successful execution of Covid- 19 Air port Screening Project by Micro Health Laboratories in the year 2021.
- Mr. Amal K.C and Mr. Shamal Venus MP , NSS volunteers of the college have been recognized for his valuable contribution for the successful execution of Data Entry Work done at Kannur International Airport as part of Covid 19 survellance activities in the year 2021 from District Collector, Kannur.
- Dr Rathika P K and Dr Remya Balan have been recognised for their scholarly contribution in the field of lierature at Nepal- India Literature Festival in Nepal in the year 2022.
- The College has been recognized by Kerala State AIDS control Society and Kerala State Blood Transfusion Council for their valuable contribution in Blood Donation Programme in the year 2023.

- Mr Athul C V participated in volunteer leadership camp "Sadbhavana" 2021 organized by Kerala State higher education department and State NSS office, Govt. of Kerala.
- SN College NSS units have been appreciated by Kannur District Panchayath , Govt. Homeo Hospital for conducting community services in connection with World youth Day 2024.
- NSS units of SNC, Kannur have been appreciated by Malabar Cancer Care Society , Nodal Agency of Govt. of Kerala for Cancer Control for their valuable contributions in Community Services.
- NSS Units of SN College, Kannur have been recognized by Kerala Sasthra Sahithya Parishath , Kannur District Committee in the year 2023.
- NSS Units of SNC , Kannur have been appreciated by District Suchitwa Mission, Kannur Corporation for their valuable contributions in community services.
- NSS Units of SNC have been appreciated by District Women and Child Health Department, Govt of Kerala for their valuable contributions in community services.
- SNC Kannur Student's Union has been awarded as the Best Union in the academic year 2023-24 by Kannur University
- SNC Kannur has awarded II place in Student's Magazine award for the academic year 2019-20 by Kannur University.

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

3.4.3

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

Response: 44

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

2023-24	2022-23	2021-22	2020-21	2019-20
16	7	5	6	10

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

3.5 Collaboration

3.5.1

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

Response: 29

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

College regularly enhances its infrastructure and maintains existing facilities for efficient resource utilization. The college has 23.24 acres of land in its possession. Total Built up area is 13779.22 sq.m

Facility	No.	Description
Classrooms	54	Classrooms are spacious, well-ventilated and has sufficient number of lights and fans. Adequate seating facilities are provided. Out of 54 classrooms, 12 are smart classrooms, 8 are ICT enabled classrooms
Laboratories	13	<ul style="list-style-type: none"> • UG Laboratories: Physics-1, Chemistry-2, Botany-1, Zoology-1, Microbiology-1 • PG Laboratories: Physics-1, Chemistry-1, Zoology-1 • Research Laboratories: Zoology Research Labs: 2, Botany Research Labs : 1, Chemistry Research Labs : 2
Computer Labs	4	Two common and two departmental computer labs
Seminar Halls	3	1) Seminar Hall-I Air conditioned ,120 seats with Interactive panel, Audio visual and LCD projection facilities with toilets at a nearby point

		<p>2) Seminar Hall-II</p> <p>60 seats with Audio visual and LCD projection facilities</p> <p>3) Seminar Hall – III</p> <p>80 seats with Audio visual and LCD projection facilities</p>
Video Conference Room	1	Ultra HD 4K camera, True WDR, 18X Zoom, Speakerphone with full duplex microphone array and 49” Display Full HD
Staffrooms	14	Well furnished, attached toilet facility (12) Computer with internetconnectivity, printer and scanner
General Library	1	Fully automated,ramp for physically challenged and assistance to visually challenged
Other facilities		<ul style="list-style-type: none"> • Botanical Garden • Green House • Museums: Zoology 1, Botany 1 • Aerobic Bin (Thumburmuzhi model) • Herbarium • Butterfly garden
Digital Infrastructure		
ICT enabled classrooms		Out of 54, 20 classrooms are ICT enabled
ETLAB Campus ERP		ETLAB's LMS features enhance student engagement and academic performance through efficient course management, content delivery, assessment tools, and virtual classrooms. Simultaneously, its ERP capabilities facilitate seamless management of student information, faculty data, attendance, grades, fees, library, hostel, and transportation services.
DLM Impact Language Lab		The e-Language Lab integrated with e-Examiner together create a singularly unique virtual learning
Campus		WiFi enabled
Facilities for sports and cultural activities		

Sports and Games		<ul style="list-style-type: none"> • UGC funded indoor stadium of size 36mX24mX12.5m • Gymnasium • Football and Hockey Field • Basket ball Court • Shuttle badminton Court • Ball badminton Court • Table Tennis Arena:2 • Wrestling Arena • Rest room for girls
Cultural Activities		<ul style="list-style-type: none"> • Multipurpose Auditorium with Seating capacity -1000, Audio Visual facility, Acoustics properly maintained, Balcony Seating, stage equipped with light and sound arrangements • Seminar hall with Audio Visual Equipments • Open stage for various activities • Art corners • 2 Porticos used for various activities
Yoga Center	1	Inside Indoor Stadium
Other facilities		
Women's Hostel	2	Can accommodate 110 (60+50) persons, Dining Hall, Kitchen and Recreational space are provided
Cooperative store	1	Books and stationery, sweets and confectionary at subsidized rates
Staff cooperative society	1	Provides financial services to members
Disabled friendly campus		Ramps and washroom for differently abled staff and students
NSS Office Room and Store Room	1	Area 100 sq. feet
NCC Office Room	1	Area 90 sq. feet
NCC Store Room	1	Area 140 sq. feet
Canteen	1	Providing foods at subsidized rates
Principal's Chamber	1	Conference area with attached toilet, pantry and dining space
Administrative Office	1	With attached toilet and dining area, reprographic facility
CCTV	35	At college premises and

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

4.1.2

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

Response: 55.32

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

2023-24	2022-23	2021-22	2020-21	2019-20
42.32452	25.64084	59.70814	40.59059	17.47853

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

General Library Overview

The General Library operates on all working days and Saturdays, with the exception of Second Saturdays. The Reference section is open from 9:30 a.m. to 4:30 p.m. on weekdays. Overall, the library

hours are from 9:00 a.m. to 5:00 p.m. on all working days, including Saturdays, and remains open during vacations.

Facilities and Resources

The computerized General Library serves all students, research scholars, and staff, spanning about 3,840 square feet. It features a stack room, reading room, reference section and a digital section for PG students and research scholars.

Reading Room: The newly constructed reading room spans 1,200 square feet and it includes

- Journal and Periodical Section
- Newspaper Section
- Palm leaf manuscripts collection
- Rare book collection
- Reading area
- Quiz corner
- A distinctive collection of books and resources based on the teachings and philosophy of Sree Narayana Guru, the renowned social reformer.

Ground Floor includes

- Stack Room
- Digital Section

First Floor includes the following sections:

- Reference Section
- Archives

The library contains an extensive collection of **51,519 books, 15 print journals, and 25 periodicals/dailies** all organized and displayed for easy access. It also houses bound volumes of journals and maintains a separate collection of books for competitive examinations.

Automation and Technology

All library functions have been automated using the **KOHA Integrated Library Management Software**. The key features of the Koha system include OPAC, full cataloging, circulation, acquisition, patron management, and branch management. An RFID card-based Koha integrated **RFID Library e-Gate** has been installed at the library --entrance to automatically track usage reports. First-year and second-year students are issued RFID cards for easy access.

A Koha-integrated **touch screen kiosk** is available for book searches. The library employs barcode technology to facilitate speedy issue and return operations.

The General Library subscribes to the following online resources:

- **N-LIST (INFLIBNET)**- covers 6,000+ journals & 1,99,536 e-books
- **NPTEL** - holds over 20000+ video lectures.
- **Digital Library**-holds around 25000+ e-books, NET questions, Kerala PSC questions, UPSC questions and keys, General Knowledge questions, Indian railway examination questions, Google Books and online journals –Springer, IEEE and DOAJ.

Additional features include:

- **DSpace repository** (University examination previous Question papers, in-house publications etc.)
- **Daisy Corner** (audio resources for the visually impaired).
- **Library Portal**
- **Literariness.org**

Current Awareness Services are provided by displaying the latest issues of periodicals and highlighting new arrivals in the General Library. The reprographic services are also available for users, and a drinking water facility is provided within the library.

Library Advisory Committee

The Library Advisory Committee plays a crucial role in guiding the library's operations and development.

Department Libraries

In addition to the General Library, each department has its own library, which contains a specialized collection of books in relevant subjects.

Extension Activities

In observance of reading day, the General Library extends its services to the nearby lower primary school students by providing books and fostering reading habits from a young age.

- conducts quiz programs, book reviews, elocution, debates etc.
- organizes yearly orientation programs for First year students
- distributes outstanding reader recognition awards for consistent reading habits

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

S N College has made significant upgrades to its ICT infrastructure, enhancing teaching, learning, and research experiences. The substantial augmentation of IT infrastructural resources over the last 5 years includes

Updation in internet facilities:

- High-speed internet connectivity is ensured throughout the campus and its facilities
- Upgraded to BSNL FTTH of 40 Mbps speed in 2020
- Kerala Vision Broadband connection of 100 Mbps and unlimited data in 2021
- Hardware Components: 7 Giga Switches, 7 Modems, 23 Routers

- 29 Indoor Access Points and 2 Outdoor Access Points
- High-speed wi-fi enabled internet connectivity throughout the campus
- Extended Wi-Fi connectivity to two outdoor points in 2023-24, ensuring comprehensive campus coverage

Internet Service Providers and Bandwidth:

- BSNL: 40 Mbps
- Kerala Vision: 100 Mbps (unlimited data)
- Airtel :100 Mbps (unlimited data)

Updation in Computers/ICT facilities

- 4 computer labs, 160 computers, with 47 purchased in the last 5 years
- ICT-enabled classrooms and seminar halls
- ICT-enabled conference hall in 2020-21
- 3 high-end all-in-one printers for examination purpose and 1 wireless printer purchased in 2021-2022
- 8 more classes equipped with interactive white boards in 2023
- 8 classes equipped with LCD projectors occasionally
- New Interactive panel in seminar hall in 2024
- ICT facilities in research scholars' room in all research departments updated occasionally
- 35 CCTV cameras installed across the campus in 2021-2022

Updatations in softwares

- ETLAB purchased in 2020-21: ETLAB's LMS features enhance student engagement and academic performance through efficient course management, content delivery, assessment tools, and virtual classrooms. Simultaneously, its ERP capabilities facilitate seamless management of

student information, faculty data, attendance, grades, and fees

- DLM Impact Language Lab established in 2023-24: The e-Language Lab integrated with e-Examiner together create a singularly unique virtual learning and the mentoring environment through which courses can not only be instantly delivered, accessed from anywhere, monitored in real-time and progress reports generated but also appropriately assessed and certified.
- College has enhanced its ICT infrastructure with G Suite for Education, purchased in 2020. This comprehensive platform provides customized email IDs, unlimited Google Drive storage, Google Docs, Sheets, Slides, Classroom and Meet benefiting students, faculty, and staff.

Facilities in Library

- Fully automated using the Koha Integrated Library Management Software since 2023
- N-LIST and NPTEL facility
- Digital Library, it holds around 25000+ e-books, NET questions, Kerala PSC questions, UPSC questions and keys, General Knowledge questions, Indian railway examination questions, Google Books and online journals Springer, IEEE and DOAJ
- D Space repository: University examination's previous Question papers, in-house publications etc in 2022
- Daisy Corner : Audio resources for the visually impaired
- Library Portal (Library website)- provides information on rules and regulations of library, working hours, staff details, Web OPAC, Links to relevant documents.

Maintanance

S N College maintains a robust ICT infrastructure through routine maintenance and timely repairs of its computer systems. By conducting regular diagnostic checks and promptly addressing technical issues, the college minimizes disruptions, optimizes productivity, and extends the lifespan of its equipment. This proactive approach ensures a reliable and efficient technology environment, seamlessly supporting teaching, learning, and research endeavors for students, faculty, and staff.

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

4.3.2

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

Response: 13.9

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

Response: 160

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 6.06

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

2023-24	2022-23	2021-22	2020-21	2019-20
4.45156	10.49492	4.07486	0.8185	0.49091

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 79.22

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

2023-24	2022-23	2021-22	2020-21	2019-20
1798	1710	1868	1595	1654

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 60.09

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

2023-24	2022-23	2021-22	2020-21	2019-20
1008	1499	1230	1280	1526

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 65.31

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

2023-24	2022-23	2021-22	2020-21	2019-20
439	476	350	296	231

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

2023-24	2022-23	2021-22	2020-21	2019-20
547	587	584	517	509

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

5.2.2

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

Response: 11.34

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

2023-24	2022-23	2021-22	2020-21	2019-20
41	16	23	13	15

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

5.3 Student Participation and Activities

5.3.1

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

Response: 190

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

2023-24	2022-23	2021-22	2020-21	2019-20
46	49	2	41	52

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

5.3.2

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

Response: 20.8

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

2023-24	2022-23	2021-22	2020-21	2019-20
15	21	13	36	19

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

5.4 Alumni Engagement

5.4.1

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

Response:

The Sree Narayana College is Known for its commitment to social justice, quality education, and holistic development, the college has produced a wide range of successful alumni who have contributed to society in various fields, including politics, education, arts, sports and social work. Sree Narayana College Kannur Institutional Alumni Association is registered as per orders no KNR/CA/156/2023.

Notable Alumni of SN College, Kannur:

Political Leaders:

Many alumni have entered politics, particularly in Kerala's political landscape, and have held positions such as Members of the Legislative Assembly (MLA),MP, local body representatives, and ministers.

Educators and Academics:

The college has produced a significant number of professors, researchers, and scholars who have contributed to academia, both in India and abroad.

Writers and Artists:

SN College, Kannur, has nurtured a number of talents in the field of literature, with several alumni becoming renowned poets, writers, and literary critics in various fields

Many have also ventured into the fields of drama, cinema, and music, contributing to Kerala's vibrant cultural scene.

National and International players:

The college sport department produced many alumni who are in the list of national and international players in sports

Social Workers and Activists:

Some have established NGOs and social organizations, actively working towards rural development and

social equality

Alumni Activities:

The alumni association of SN College, Kannur, plays an active role in maintaining the connection between the college and its graduates. Some of the key activities include:

Networking and Mentorship Programs:

The alumni association often organizes events and seminars where current students can interact with successful alumni. This helps students gain insights into various career paths and receive mentorship.

Social Welfare and Community Engagement:

Alumni engage in various social welfare initiatives, including organizing blood donation drives, environmental conservation programs, and supporting education for underprivileged students.

Contributions to local development and participation in relief efforts during natural calamities are also notable.

Scholarships and Endowments:

Several alumni have contributed to the establishment of scholarships and financial aid programs for deserving students, helping economically disadvantaged students access quality education.

Annual Alumni Meet:

The alumni association holds regular meetups where former students gather to reconnect with their peers and faculty. These events often include discussions about how alumni can contribute to the growth of the institution and support current students.

Cultural and Sports Events:

The alumni are often involved in organizing cultural programs, sports competitions, and other extracurricular events for students, fostering a sense of community and encouraging talent in diverse fields.

The alumni of SN College, Kannur, continue to play a vital role in contributing to society, upholding the values of social justice and equality imparted by the college and the teachings of Sree Narayana Guru.

Alumni officials:

- | | |
|------------------------|-------------------|
| 1. Dr. C P Satheesh | President |
| 2. Mr. Suresh Babu M K | Working President |
| 3. Mr. Vineesh O K | Vice President |

4. Mr. Mahesh Chandra Baliga	Vice President
5. Dr. N Sajan	Secretary
8. Dr. Jitha Kunhikrishnan	Treasurer

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Sree Narayana College, Kannur, christened after the great sage and social reformer Sree Narayana Guru, follows his vision of "Liberation and Enlightenment through Education." Inspired by Guru's belief that education is key to socio-economic progress, political development, intellectual and moral awakening. The college upholds his mission of reforming socially and educationally backward communities, particularly minorities in North Malabar, since its inception. It serves as a key centre for higher learning, catering to both rural and urban populations in the region. Special reservations are provided for the 'Thiyya' community at UG and PG levels, and scholarships are awarded based on merit and means.

The mission of our college is to mould a community of students dedicated to truth and excellence, having global outlook. It aims to uplift backward and marginalised sections of society by providing transformative education that fosters intellectual growth, global competency, character, ethical values, and social responsibility. We empower students to become lifelong learners and leaders who contribute positively to society and invest in knowledge economy. Through inclusive, value-based education, the institution enables academic excellence and empowerment, ultimately promoting socio-economic equality and nurturing socially committed young individuals.

System of Governance: The Management of the College, Sree Narayana Trusts, Kollam, Kerala, consists of General Secretary as Manager and 13 elected members as executive committee. Major policies of the college are formulated by the management and the college in turn implement the same while abiding by the rules and regulations of Kannur University and the Directorate of Collegiate Education. The Principal is assisted by the College Council, Heads of the Departments, and administrative staff in the execution of policies.

The effective leadership is visible in various institutional practices such as decentralisation and participative management. The College has a hierarchy of micro-level management for the planning and execution of academic and non-academic programmes. The college follows a decentralised system, where everyone has important roles, right from the Convenor of the Regional Development Council (RDC), who is in charge of the overall management of the college, to the student union.

Decentralisation and Participation:

In line with the National Education Policy (NEP), the college has formed a committee to coordinate the implementation of the Four Year UG Programme. Efforts focus on enhancing quality education and innovative research by focusing on curriculum, intellectual growth, branch specialisation, opportunities, equality and inclusiveness. The Principal, as Chairperson of the College Council, works with department

heads, the librarian, and the office superintendent to make academic decisions and oversee administration. All activities follow the IQAC's academic calendar. The Principal supervises the college's activities with support from IQAC, PTA, the Library Advisory Committee, Alumni Association, the College Union, various committees, clubs, and forums, IQAC promotes sustainable quality enhancement and competence through ICT-enabled classrooms, e-platforms(Etlab), and library e-resources. The superintendent of the office, along with his staff, perform office administration. The institution ensures that students from underprivileged and marginalised groups receive quality education, upholding the slogan "One Caste, One Religion, One God for all."

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institution prioritises decentralisation of power and duties among its departments and committees. This shift enables swift responses to the needs of all stakeholders associated with the college. Specific responsibilities for individuals in various roles are clearly outlined. The positive effects of these defined roles are evident through improved university examination results. Tutors and department heads actively engage parents/guardians, encouraging their involvement in their wards' education. The Parent Student Teacher Association (PSTA) meetings and one-on-one sessions with students (and occasionally parents/guardians) serve as platforms to exchange ideas and address concerns. By nurturing their strengths, students are motivated to pursue extracurricular activities that contribute to a more secure future. The achievement of this approach stems from the dedicated efforts of not only students but also the faculty and parents. Yearly enhancements to this comprehensive program are made based on student's needs and the quality of outcomes from previous years. Various committees collaborate cohesively to ensure individual student well-being and the provision of opportunities for their advancement.

Administrative Set up :The Principal is supported by the College Council, IQAC, Department Heads and Administrative Staff. Principal is empowered and accountable for carrying out the policies and decisions of the College Council, Management, and higher authorities, such as Kannur University, the Directorate of Collegiate Education, Government of Kerala.

Appointment and Service Rules: All the staff in the college are bound to abide by the Kerala Service Rules (KSR), formulated and published by the Finance Department, Government of Kerala. Kannur University Statutes and UGC regulations are followed in the appointment and on matters pertaining to the service and conduct of teaching faculties. In addition, employees have to comply with the regulations of the university

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution employs a performance appraisal system, monitored through the submission of Academic Performance Indicator (API), furnished in the UGC prescribed PBAS format, by the faculty with an objective of improving academic standards. The API helps in self-assessment and CAS promotion and provides details of refresher courses, orientation programmes, FDP etc attended by the faculty during a specific period, which is considered mandatory for promotion to the next grade. The teaching performance is assessed along with the teacher's involvement in curricular and co-curricular, activities. Special consideration is given to innovative and unique contributions made by the teacher. The Principal and the Internal Quality Assurance Cell (IQAC) assign grades to the teachers based on the overall report and make recommendations to higher authorities for necessary actions. Work diary is maintained by every faculty to record daily activities. Student feedback on faculty performance is collected after the completion of the course which is reviewed by the AMC and appropriate measures are taken in response to the feedback.

Non-teaching staff are promoted in accordance with the rules and regulations of the Government of Kerala, following their service period and clearance of department tests. To equip the teaching and non-teaching personnel professionally, professional development courses, workshops and training programmes are conducted. Their Academic progress is supported, and measures are taken to ensure their wellbeing and enable them to reach their full potential. The college encourages teaching staff to pursue doctoral and postdoctoral studies. The Ph D awardees are felicitated in the Staff Club programmes and motivated to achieve higher goals in their academic profile. The institution motivates the faculty to function in the capacity of resource persons within and without the state. Faculty members are encouraged to attend orientation, refresher, short term and Mook courses and FDP to enhance their academic profile. The state government directly pays the salary and amenities to the faculty and administrative staff. Benefits upon retirement, such as monthly pension, gratuity surrender of earned leave etc. are given in a timely manner. The teaching and non-teaching personnel can take 15 days and 20 days of casual leave, respectively. The teaching staff can avail of 20 days of half-pay leave annually. Women employees are entitled to 6 months of maternity leave and male employees are entitled to 10 days of paternity leave. The following monetary and non-monetary welfare measures are also available for the teaching and non-teaching staff. Teachers are provided financial support to attend conferences, workshops and towards membership fees of professional bodies. Financial support is provided to organise national & international workshops/conferences. Free Wi-Fi facility on campus and email addresses using the domain name of the institution are provided to the staff. Attractive remuneration packages are given to staff appointed by the management on adhoc basis. Group Insurance Scheme (GIS), Group Personal Accidental Insurance Scheme (GPAIS), State Life Insurance (SLI) and Medical Insurance (MEDICEP) are provided to all permanent employees. The college has a credit society, a well equipped Indoor stadium, Gymnasium and Basketball Court. The Staff club organises annual staff picnics, and common celebrations.

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

6.3.2

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

Response: 30.67

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

2023-24	2022-23	2021-22	2020-21	2019-20
13	18	39	28	17

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

6.3.3

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

Response: 25.41

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

2023-24	2022-23	2021-22	2020-21	2019-20
13	16	39	28	12

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

2023-24	2022-23	2021-22	2020-21	2019-20
10	10	10	10	10

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The institution employs various strategies to secure funds. These funds originate from stakeholders, non-governmental organisations, individuals, alumni, and the Parent-Teacher Association (PTA). They are channelled towards student programmes, awards and scholarships for both deserving and underprivileged students. Additionally, financial backing for conducting and attending seminars and other academic

endeavours. As it is an aided institution, Management contributes towards the institutional infrastructure development in terms of the construction of buildings, and purchase of books, furniture, and equipment. During this period, the construction of the College Indoor Stadium was completed utilising UGC, Management and PTA funds. The management also provides vital support for organising sports and cultural activities. Furthermore, the remuneration of auxiliary staff (such as sanitation and computer assistants) is covered by the management fund. The College Council and the Internal Quality Assurance Cell (IQAC) oversee fund mobilisation to ensure that allocations are used for the designated purposes. The Purchase Committee ensures that purchases are done properly. Each department, as the direct recipient of allocated funds, is encouraged to employ them judiciously and effectively. Periodic meetings of the College Council involve a review of fund mobilisation and resource utilisation. Thorough internal and external audits ensure proper utilisation of expenditures. In totality, a multi-level fund management system guarantees optimal efficiency in the allocation of every rupee

Sree Narayana College, Kannur follows a well planned and systematic strategy for fund mobilisation. A transparent and accountable financial system for effective utilisation of resources for funds is employed. The college requires funds for salary, infrastructural development, routine academic and non-academic activities, sports, games, arts and cultural programmes, competitions, participation in university and inter-university sports and games, for providing scholarship and other kinds of financial assistance. The major fund source of the college is assistance from the Government of Kerala, non-government agencies, The management of the college, individuals, alumni, and the Parent-Teacher Association (PTA). Efforts are also made to generate funds for infrastructural development from philanthropists and MLA funds. The College Council and the Internal Quality Assurance Cell (IQAC) oversee fund mobilisation to ensure that allocations are used for the designated purposes.

Other Funding Sources:

1. Fee collected from students such as Tuition fee, Special fee which includes athletic fee, association fee, calendar fee, audio-visual fee, student insurance, student aid fund, stationery fee, university union fee, women's welfare fee, magazine fee, sports affiliation fee, medical inspection fee and Examination fee.

3. Grand-in-aid for salary and other benefits

4. Financial aid from the funding agencies UGC, KSCSTE, State government funds for Bhoomitra Sena Club, ASAP (Additional Skill Acquisition Programme), WWS (Walk with the Scholar Programme) and SSP (Student Support Programme)

5. Scholarships from various state and central government schemes.

Internal and external financial audits are conducted regularly

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Quality Assessment and Academic Planning:

The Internal Quality Assurance Cell (IQAC) of Sree Narayana College, Kannur plays a vital role in institutionalising quality assurance strategies. IQAC regularly reviews teaching-learning processes and outcomes through department-level meetings, recording inputs for academic improvement and fostering a learner-centric atmosphere with innovative methods. An academic calendar is circulated at the beginning of the academic year. The academic monitoring committee (AMC) evaluates the teaching learning process regularly. IQAC organises orientation for new students, covering evaluation methods, grading, open course system and elective subjects. Entry tests and bridge courses are conducted to enhance learning. Students are motivated to join various programmes like Student Support programmes, WWS and ASAP. Individual teachers prepare systematic teaching plan for their allotted topics and completion of portions is ensured. Tutors monitor student progress, with PTA meetings reviewing the teaching-learning process. Tutors/mentors conduct regular meetings with the mentee and based on this a mentor-mentee report is documented. Result analysis, peer learning, group discussions, projects, field visits/study tours, and internships at various research institutes are emphasised. Extension and outreach programmes are conducted to inculcate social responsibility and overall personality development. Meritorious students are awarded cash prizes and awards sponsored by philanthropists, PTA and alumni. Multidisciplinary certificate courses are encouraged.

Faculty, student, and staff development: Faculty development programmes for teaching and non-teaching staff are conducted by the college IQAC. IQAC encourages ICT-enabled teaching and learning strategies. Faculty members are given financial aid to attend Faculty Development Programmes. IQAC organised a District level skill orientation program and career growth awareness in collaboration with ASAP for students. IQAC collects curriculum feedback from students, parents, alumni, employers, and stakeholders. Analysis of the feedback helps to take remedial measures for improving academic quality.

Infrastructure and Facilities: The library is automated with Koha software and equipped with digitised documentation, D Space and Daisy Corner. E-resources can be accessed through N-LIST and NPTEL. The UGC-sponsored indoor stadium, inaugurated by Sri. Pinarayi Vijayan, the Chief Minister of Kerala, has six badminton courts and one volleyball court. Rain water harvesting project was set up using the asset development fund (Govt. of Kerala) of Shri Ramachandran Kadannapally, MLA, which costs Rs. 20 lakhs.

Some of the other major initiatives of IQAC during the assessment period are:

- Introduction of et-lab to manage online academic database, evaluation, and assessment.

- Wi-fi facility in all departments
- Introduction of 34 certificate courses.
- Participation in AISHE and NIRF.
- Organising skill enhancement and career guidance programmes.
- Academic and administrative audits are conducted annually.
- Collaborations with various academic institutions and industries through MoUs
- Green protocol maintenance at the campus.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Sree Narayana College is committed to nurturing future leaders and fostering gender equality. The college addresses the concept of gender inclusiveness and it reflects through the teaching learning process, facilities provided in the campus, activities and celebrations organized by the college. The curriculum followed by the college emphasizes the concept of gender by including courses that gives awareness on the theme. Co-curricular activities of the college are intended to encourage involvement of students and faculties, creating an environment in which they may follow their interests regardless of gender. Furthermore, Sree Narayana College prioritizes safety and security in campus, putting in place rules and procedures to ensure that all members of the community feel safe and secure. This comprehensive strategy demonstrates the college's consistent commitment to fostering a campus culture that promotes diversity, inclusion, equitable opportunity and gender sensitivity.

A. Gender Audit

A Gender Audit at Sree Narayana College, Kannur, highlighted a significant trend of female dominance across key institutional structures. The audit revealed that women outnumber men in several aspects of college governance, including academic and administrative committees. Female faculty and staff play a prominent role in decision-making, and women are well-represented in student activities as well. This reflects a shift toward greater gender balance and empowerment, with women taking on leadership roles across the institution. The findings underscore the progress being made in promoting gender equality within the college's organizational framework

B. Gender Parity in Governance

Sree Narayana College ensures gender parity in leadership by including both men and women in all major committees and clubs, fostering balanced decision-making. Additionally, the college promotes inclusivity by encouraging the participation of transgender individuals in campus activities, reinforcing its dedication to diverse representation.

C. Gender Sensitization Programs

The college conducts various initiatives to raise gender awareness. Regular workshops and seminars educate students and staff on gender sensitivity, rights, and responsibilities. Events such as International Women's Day highlight women's achievements and spark discussions on gender equality through awareness campaigns.

D. Curriculum Integration

Gender-related issues are integrated into the curriculum through cross-cutting themes on gender equality, human values, and ethics. This fosters a broad understanding among students across different disciplines. The college also encourages research on gender dynamics, offering students opportunities to explore societal gender roles and issues through academic projects.

E. Support Mechanisms

Sree Narayana College has established several support structures to safeguard student well-being. Grievance Redressal Committees promptly address complaints related to sexual harassment and discrimination, while professional counselling services offer assistance for gender-related challenges, ensuring a supportive environment for all.

F. Community Engagement

The college is deeply involved in community outreach, collaborating with local organizations to promote gender justice and challenge traditional societal norms. Special initiatives are focused on supporting transgender individuals, aligning with the college's broader mission of fostering social justice and inclusivity.

G. Health and Hygiene

Preliminary medical care, supported by neighboring hospitals, is readily available to all. Women's Students Welfare Unit, along with the NSS and NCC organizes programs on vital topics such as menstrual hygiene, adolescent health awareness, and pre-marital counseling. In addition, holistic wellbeing initiatives, including yoga and physical fitness classes, are regularly conducted to promote a balanced and healthy lifestyle.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

INCLUSIVE ENVIRONMENT

Sree Narayana College plays a crucial role in fostering an **inclusive environment**, promoting **tolerance**, and encouraging **harmony** among students, staff and community as well. Fostering harmony across different gender identities, religious beliefs, and social backgrounds is critical for building a tolerant college environment. Conducting training and workshops on issues like social justice, conflict resolution, non-violent communication, and bias reduction. Clear policies that prohibit discrimination and harassment based on gender, race, religion, caste, sexual orientation, etc. Enforcement of these policies should be rigorous with a focus on creating a safe space for everyone. Offering courses that cover topics like **human rights, gender studies, diversity, multiculturalism, and ethics**, which help students engage with issues of equity and justice. Embedding themes like **environmental sustainability, human values, and gender equity** across subjects can sensitize students to the need for inclusive and responsible behavior. Establishing student-led committees or clubs focused on diversity, inclusion, and social justice issues. These platforms can engage students in discussions, events, and advocacy efforts. Fostering an inclusive environment and promoting tolerance and harmony in colleges requires a multi-faceted approach, involving policy-making, infrastructure, student engagement, and cultural shifts. By implementing such initiatives, colleges not only contribute to the personal and intellectual growth of their students.

A. Cultural and Regional Diversity

Sree Narayana College fosters cultural and regional diversity by celebrating festivals such as Onam, Christmas, Eid Ul Fitr, Kerala Piravi, and Ethnic Day. These events, alongside art performances, help transmit cultural heritage and regional pride among students and faculty, promoting a sense of shared identity and inclusivity across the campus.

B. Linguistic and Communal Harmony

The college celebrates linguistic diversity through literary competitions organized by various departments, clubs, and organizations. Events like National Hindi Day and Sanskrit Bhasha Week encourage the appreciation of national languages, with a dedicated Sanskrit department promoting awareness of Sanskrit literature. These activities foster communal harmony by embracing and promoting diverse linguistic traditions.

C. Socio-Economic Inclusivity

Through initiatives led by the National Cadet Corps (NCC) and National Service Scheme (NSS), the college addresses socio-economic issues such as homelessness, hunger, and environmental sustainability. The NSS and NCC's jointly supported the program *pathayoram*, which provides food for orphans, received national recognition, and both NCC and NSS have been instrumental in building homes for the homeless. Their activities also extend to farming, blood donation, COVID-19 response, road safety, and drug awareness.

D. Constitutional Obligation

The college instils constitutional values in students through celebrations of Independence Day, Republic Day, and other national events. Competitions on themes of national importance and the display of the

Constitution's preamble across the campus reinforce these values. The student union elections, conducted in a parliamentary style, promote democratic principles, while the national anthem is played daily to foster patriotism.

Conclusion

Inclusive environment strengthens community bonds, improves creativity and innovation, and leads to a more productive, respectful, and harmonious setting. It requires ongoing commitment, adaptability, and intentional efforts to challenge biases and support diversity in all forms.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice-I

Title of the programme: 'SANGAMITRA'-The Village Adoption Programme

'Sangamitra' is a humane project of the institution to succour the comprehensive development dynamics of the adopted village Yadavatheru near Thazhe Chovva, Kannur. The word 'Sangamitra' denotes socially friendly.

Objectives of the Programme:

- To chip in to the socio-economic development of the adopted village Yadavatheru.
- To conduct survey on socioeconomic status of the adopted village.
- To extend the educational and economic support to the community living in Yadavatheru
- To create a rapport with domestic traditions and customs.
- To create awareness among the people of the locality regarding the need for preserving their health.
- Imparting the knowledge regarding child health and the importance of nutritious food habits.
- To develop intellectual awareness and value of education among school going children of the village

The Context

The higher education institutions in India are mostly involved in teaching and research but rarely in community engagement. 'Village Adoption' can be one of the ways for institutions of higher learning to have regular development engagement with rural community. The college initiated this programme to develop the village through the students.

The Practice

- *Educational support:*
- *Health care*
- *Socio-economic survey*
- *Entrepreneurship training*
- *Well water analysis*
- *Soil analysis*
- *Sustainable energy practices*
- *Entomological Survey*
- *Employment opportunities*
- *Cooperation in religious festivals*

Evidence of Success

- The project has been evidently influential in impacting the life of the people of the village.
- The project is successful in making realise the value and importance of education as there is no case of school or college dropouts among the children in Yadavatheru.
- People in the Yadavatheru village are now aware of the sustainable energy practices and they are effectively applying it their day-to-day life.
- Provision of employment opportunities to the women belonging to Yadavatheru by the college have increased their standard of living of living and made them financially independent.
- Spreading of vector borne diseases is largely controlled in Yadavatheru village.
- Through the activities, the students are made to realize the objectives of the project.

Problems Encountered and Resources Required

The programme encountered challenges such as resource constraints and varying community expectations especially during the pandemic time. However, valuable lessons were learned, including the importance of local collaboration, adaptive management, and sustained community engagement.

Conclusion and Future Directions

Sree Narayana College, Kannur aims at transforming the students into socially responsible citizens. The curriculum and the faculties focus on widening their knowledge realms by and beyond texts. Actively interacting with and working for the vulnerably marginalized communities, the students develop habits of caring for each other which guide them to prioritize humanity over every other shallow material aspect of life. These realizations, in turn contribute to the better social ambience in the society.

This report reflects our commitment to fostering sustainable development through targeted actions. The positive impact observed in the adopted village motivates the institution to expand this initiative to more communities, forging partnerships and mobilizing resources for a sustainable and inclusive future.

Best Practice-II**Title of the programme: 'FOCUS'-The Multidisciplinary Seminar Series**

FOCUS seminar series is a regular annual academic programme of Sree Narayana College, Kannur since 2010 which includes academic discourses of 14 prestigious departments of the college which has been strengthening the quality of the students to reach academic excellence. Focus is organised by Internal Quality Assurance Cell and Parent Teacher Association in academic collaboration with Kerala State Higher Education Council.

Objectives of the Programme:

- To provide a platform for the students and faculties to share and discuss their research findings and perspectives on various topics, enhancing collective understanding.
- To encourage interdisciplinary collaborations by bringing together different academic disciplines promoting a diverse range of viewpoints and methodologies.
- To promote an interdisciplinary approach to education by integrating diverse subjects into discussions, aligning with the National Education Policy (NEP) 2020.

The Context

The multidisciplinary seminar series contribute to create a rich learning environment that benefits participants academically and professionally. The seminar series as a best practice within colleges not only aim to elevate the academic standards through faculty training but also actively engage students in vital societal issues while promoting research and community involvement.

The Practice**Focus 2024**

Organized by: Internal Quality Assurance Cell and Parent Teacher Association in academic collaboration with Kerala State Higher Education Council.

Schedule: 17 to 29th February 2024

Number of Presentations of academic scholars from different universities and institutions: 18

Focus 2023

Organized by: Internal Quality Assurance Cell and Parent Teacher Association in academic collaboration with Kerala State Higher Education Council.

Schedule: 15 to 27th February 2023

Number of Presentations of academic scholars from different universities and institutions: 17

Focus 2022

Organized by: Internal Quality Assurance Cell and Parent Teacher Association in academic collaboration with Kerala State Higher Education Council.

Schedule: 12 to 25th March 2022

Number of Presentations of academic scholars from different universities and institutions: 16

Focus 2021

Organized by: Internal Quality Assurance Cell and Parent Teacher Association in academic collaboration with Kerala State Higher Education Council.

Schedule: 20 to 30th March 2022

Number of Presentations of academic scholars from different universities and institutions: 15

Evidence of Success

- The programme helped the students who presented their papers in seminar to enhance their oral communication abilities.
- The programme helped the students to develop their soft skills such as teamwork, problem-solving, and adaptability.
- It is evident that the programme has created interest in research among students as many students who attended the annual Focus seminar series regularly, have enrolled for Ph.D programme after completing post-graduation from the college.

Problems Encountered and Resources Required

- Prominent academics often have busy schedules and may decline invitations due to prior commitments.
- Choosing the right date and time for the seminar was little cumbersome task.

Conclusion and Future Directions

In conclusion, the Focus seminar series that is being annually conducted at our college successfully fostered an environment of learning and engagement among students and faculty alike. Moving forward, we aim to expand the seminar series by incorporating more interdisciplinary themes and hands-on workshops to cater to a wider audience.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Sree Narayana College, Kannur, embodies the vision of its revered founder, Sree Narayana Guru, encapsulated in the motto "Enlighten through education, Strengthen through Organisation." This institution stands as a beacon of hope and empowerment for marginalized communities in the region, actively promoting social justice, sustainability, and equity. The college has implemented three distinctive schemes that reflect its commitment to these ideals.

1. Urjakiran: Sustainability and Energy Conservation

The **Urjakiran Programme**, initiated in 2015, under aegis of EMC and continuing until 2023. Centre for Environment and Development is the Resource Agency (RA) for coordinating the activities of URJA KIRAN – Energy Conservation Awareness Campaign (ECAC) in Kerala, it focuses on sustainability and energy conservation. This initiative serves as an extension program primarily targeting local communities, particularly the Kudumbasree members across various legislative assemblies in Kannur District. Key activities include:

- **Training Programs:** The college conducts workshops on LED bulb manufacturing and energy conservation techniques.
- **Community Engagement:** Short video-making sessions have been organized to raise awareness about energy conservation in the Kannur and Payyanur area.
- **Artistic Outreach:** Wall painting competitions are held to engage the community creatively.

Each event typically attracts **150-250 participants**, fostering a sense of collective responsibility towards sustainable practices.

Activities

This program, in general, focuses on enhancing environmental awareness and fostering critical thinking and problem-solving approaches among participants, by helping them to become actively involved in the exploration of their immediate environment through understanding certain concepts and undertaking some selected activities' related to Energy conservation and energy efficiency. The intention is to encourage an approach which takes some of these basic ideas and adapts them to suit local needs. Thus the activities of the ECAC program consists of an awareness component to be conducted as an initial phase followed by an action component to be initiated by the PAs as a follow up program.

- 1. Energy Conservation Awareness Workshops/Seminars:** 1 to 2 Workshops/Seminars **conducted** in Legislative Assembly Constituencies of Kerala
- 2. Energy Conservation Rally, Pledge and Signature Campaign:** To celebrate National Energy Conservation Day/Week between December 13th to 20th December one each in all 140

Legislative Assembly Constituencies in Kerala with the participation of MLAs.

3. Aimed at giving a good message to people on Life and Energy Efficiency through short videos with followable models and good practices in energy conservation and energy efficiency at local level highlighting the environmental benefits and to disseminate the videos using social media along with other resource materials developed by EMC.

4. Innovative Approaches for public awareness on energy conservation and efficiency: Encourage Participating Agencies to create awareness among public about energy conservation and efficiency through various innovative approaches like volunteering artists for graphic wall paintings, cut outs etc. in city centers

5. District level Electric Vehicle Owner's Meet: To honor the front runners in EV and to share their experiences and encourage others to Go Electric by utilizing media.

2. Caring for Community Animals

Sree Narayana College, along with Department of Zoology and People for Animal Welfare (PAW), Kannur work for the welfare of stray and abandoned animals.

Following are the some of our activities:

1. Adoption of puppies on the campus: In locality of our college there are many community dogs. By using social media and other mode of communication we donate the puppies to interested persons and find them to good homes.
2. Vaccination of dogs: All the dogs in our campus are vaccinated. They were given both multi component vaccines and antirabbies regularly.
3. Sterilisation of dogs: With the help of PAW and Animal husbandry Department in Kannur steriised dogs in the campus.
4. Treatment: To provide medical treatment.
5. Awareness programs: The department of Zoology organised various awarenes programmes on prevention of zoonotic disese both pet and stray animals.
6. Adoption camps: The Zoologu department in association with PAW, Kannur conducted adoption camp for stray animals.
7. Vaccination and deworming camps in local animal shelters
8. QR tagging of community dogs within the campus: QR tagging is an new initiative of IQAC and Zoology Department. By this project we install QR tagg all th estray dogs in our campus. This will help to monitor the community animals.

3. 'Sadhana' 'To promote Equity' (Endowments and Free ships to the needy students for empowerment)

In alignment with its mission of promoting social justice, Sree Narayana College has established over **thirty-eight scholarships, endowments, freeships, and aid funds** to our students. . These initiatives are supported by alumni and the Parent-Teacher Association (PTA), emphasizing the institution's commitment to social equity. Every scholarship and endowment have a selection criterio, the merit and financial and social position is significant factor for the selection.

- **Empowering Students:** Scholarships are awarded to deserving students from marginalized backgrounds, enabling them to pursue their educational goals.
- **Cultivating Values:** The college instills a sense of humanity and civic responsibility in students,

encouraging them to contribute positively to society even after graduation.

This approach not only enhances educational access but also nurtures a culture of giving back among alumni.

4. 'Pathayoram' Sharing the Care a social justice initiative (Free Midday Meal Programme)

The **Sharing the Care Programme** is a unique initiative that provides free midday meals to those in need within the community. Organized by students and faculty every Friday, this program specifically targets:

- **Patients and Caregivers:** Meals are distributed to patients and their attendants at various hospitals in Kannur City.
- **Community Involvement:** Over **300 meals** are collected from students and staff each week and distributed within the premises of the Kannur Municipal Corporation.

Conclusion

Through these innovative schemes—'**Urjakiran**' for sustainability, **Caring for community animals**, '**Sadhana**', Equity-by scholarships and endowments, and '**Pathayoram**' Social justice, Free Midday Meal program—Sree Narayana College, Kannur not only honors the teachings of Sree Narayana Guru but also actively contributes to societal transformation. By prioritizing education for marginalized communities and fostering a culture of social responsibility among its students, the institution truly embodies its motto of enlightenment through education and strength through organization.

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

5. CONCLUSION

Additional Information :

NAAC 2nd Cycle Recommendations	Action Taken and Outcomes
New courses like Journalism, home Science, Music can be introduced	New media-based courses and studies with elements of journalism are offered by English, Malayalam, History and Political Science departments. Now with FYUGP or Kerala's version of NEP 2020, the possibility of introducing Home Science, Music and such other various disciplines are very much possible.
Research centres are to be strengthened to attract larger grants.	Key initiatives include fostering interdisciplinary research collaborations, organizing workshops and training programs for faculty to develop grant proposals, and upgrading research facilities
IQAC needs to be strengthened and utilised to continuously monitor quality and progression of student and teachers	IQAC has vigorously worked to monitor and ensure quality by convening meetings with departments. Student progression and faculty quality enhancement have been given special emphasis
Language laboratory is to be essential along with courses in communication skills and coaching for competitive examinations	A Digital Language Lab, named DLM Impact Language Lab has been instituted and became functional from the academic year 2023.
Skill based Add on courses and certificate courses be introduced	College introduced 118 skill-based add-on and certificate courses, benefiting 2518 students. This initiative enhanced employability skills, placement opportunities, and industry partnerships, bridging the academia-industry gap.
Collaborations with industries, Central Laboratories and Universities and colleges are to encouraged. Memorandum of understanding should be encouraged.	SN College has significantly enhanced its collaboration with industries and academic institutions over the past five years, establishing 44 functional Memoranda of Understanding.
Consultancy chances in different departments should be tapped and to be encouraged	Most of the departments are offering consultancy services. It includes e-filing, accounting, water and soil analysis, microbial analysis etc. Moreover, research departments are offering their instrumentation facilities as consultancy services
Placement opportunities should be tapped and campus recruitment should be improved.	Placement cell constituted and is actively working to facilitate successful career outcomes for students.
Entrepreneur incubation cell and placement cell be encouraged	College has initiated ED club which conducts various programmes to encourage creativity and innovation and equip the students with entrepreneurial skills

Concluding Remarks :

The commitment to quality assurance and excellence is an ongoing endeavor at our college. This Self-Study

Report (SSR) documents the academic and related activities undertaken in alignment with NAAC accreditation over the past five years. We have meticulously verified the data for accuracy and factual integrity. A comprehensive overview of the institution's extensive range of activities is presented, highlighting our dedication to both academic service and contributions to the broader community. We submit this SSR to NAAC, anticipating an assessment and grading that reflects our significant achievements during this evaluation period, particularly as a higher education institution situated in a rural context.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p>																														
2.1.2	<p><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>590</td> <td>621</td> <td>699</td> <td>674</td> <td>524</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>277</td> <td>289</td> <td>275</td> <td>292</td> <td>199</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	590	621	699	674	524	2023-24	2022-23	2021-22	2020-21	2019-20	277	289	275	292	199	2023-24	2022-23	2021-22	2020-21	2019-20					
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2.4.1	<p>Percentage of full-time teachers against sanctioned posts during the last five years</p> <p>2.4.1.1. Number of sanctioned posts year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>76</td> <td>76</td> <td>76</td> <td>76</td> <td>86</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>74</td> <td>74</td> <td>74</td> <td>74</td> <td>84</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	76	76	76	76	86	2023-24	2022-23	2021-22	2020-21	2019-20	74	74	74	74	84										
2023-24	2022-23	2021-22	2020-21	2019-20																											
76	76	76	76	86																											
2023-24	2022-23	2021-22	2020-21	2019-20																											
74	74	74	74	84																											
2.4.2	<i>Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last</i>																														

five years (consider only highest degree for count)

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
76	76	64	64	83

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
70	75	63	63	82

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
77.04	65.55	40.02	21.86	6.43

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	5.08

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
21	13	3	1	1

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
21	10	2	1	1

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

during the last five years

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
11	15	8	40	20

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
8	14	29	16	15

Remark : Values have been updated excluding the journals not found on UGC care list/Scopus indexed has not been considered as per NAAC SOP.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
7	7	11	0	4

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
6	4	7	0	2

Remark : Values have been updated excluding the books without ISBN no. and ISBN no. not found on <https://isbnsearch.org/isbn/> and <https://isbn.gov.in/Home/SearchIsbnNew> has not been considered as per NAAC SOP.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
17	8	6	7	16

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
16	7	5	6	10

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

Answer before DVV Verification :

Answer After DVV Verification :29

Remark : Values updated excluding the MOUs signed for less than one year; Also excluding the MOUs signed for activities like sports, seminar, workshop, certification courses, field trips, journal publication has not been considered.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
44.87219	27.53872	61.79115	43.99559	31.21137

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
42.32452	25.64084	59.70814	40.59059	17.47853

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

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

Answer before DVV Verification : 160

Answer after DVV Verification: 160

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20

16.44633	26.28261	29.01436	20.19511	18.67865
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Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
4.45156	10.49492	4.07486	0.8185	0.49091

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
460	489	364	296	267

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
439	476	350	296	231

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
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5.2.2 **Percentage of students qualifying in state/national/ international level examinations during the last five years**

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
44	16	24	13	15

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
41	16	23	13	15

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
68	60	76	84	68

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
46	49	2	41	52

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
110	80	90	79	55

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
15	21	13	36	19

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
76	18	57	76	18

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
13	18	39	28	17

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
85	19	57	76	18

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
13	16	39	28	12

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
9	9	10	13	14

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
10	10	10	10	10

6.5.2 **Quality assurance initiatives of the institution include:**

	<ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented 2. Academic and Administrative Audit (AAA) and follow-up action taken 3. Collaborative quality initiatives with other institution(s) 4. Participation in NIRF and other recognized rankings 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc. <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above</p>
7.1.2	<p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none"> 1. Alternate sources of energy and energy conservation measures 2. Management of the various types of degradable and nondegradable waste 3. Water conservation 4. Green campus initiatives 5. Disabled-friendly, barrier free environment <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: A. 4 or All of the above</p>
7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 76 Answer after DVV Verification : 84</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>76</td> <td>76</td> <td>76</td> <td>76</td> <td>86</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>69</td> <td>74</td> <td>74</td> <td>74</td> <td>84</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	76	76	76	76	86	2023-24	2022-23	2021-22	2020-21	2019-20	69	74	74	74	84
2023-24	2022-23	2021-22	2020-21	2019-20																	
76	76	76	76	86																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
69	74	74	74	84																	

