



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SAHYA ARTS AND SCIENCE COLLEGE

SAHYA ARTS AND SCIENCE COLLEGE , PALAMADAM, KARAD PO
MALAPPURAM DT
679328
www.sahyacollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sahya Arts and Science College (SASC), driven by the **Sahya Pravasi Cooperative Society** Ltd (Reg. No. M.862), represents a unique and dynamic educational venture. This Society is not merely a partner but the catalyst for the college's extraordinary growth and transformation. **Established in Wandoor in the year 2013**, Malappuram, SASC stands as a leading educational institution, strategically located in the serene landscape of Palamadam, just 4 KM from Wandoor town. Affiliated with the prestigious University of Calicut and accredited by the Government of Kerala and the UGC, SASC offers a comprehensive range of courses.

From its modest beginnings with 4 undergraduate programs and 93 students, SASC has evolved into a vibrant institution, now serving a diverse community of 1000 students through 9 undergraduate and 2 postgraduate programs. This remarkable journey was made possible by the **collective efforts of local residents and over 200 NRIs from the Middle East**, who recognized the transformative power of education for community development. As the first self-financing college in the region, SASC addresses the critical shortage of higher education institutions, serving nearly 5000 higher secondary graduates annually across eight Panchayaths.

In a short span, SASC has established a permanent campus, embodying its **noble mission: Empowering the Youth for a Brighter Future**.

Our college initially offered 11 undergraduate programs but has streamlined them to 9 due to modernization efforts and limited job opportunities in certain areas. Furthermore, 2 of these UG courses have been replaced to better meet current industry needs. Our graduates are now working around the world, demonstrating the global reach and impact of our alumni.

The college is recognized under section **2(f) of the UGC Act 1956** and has been awarded the **ISO 9001:2015 certification**, underscoring our dedication to providing quality education and our commitment to continuous improvement.

Vision

The vision of the institution is **“To become an exemplary institution that delivers intellectual and academic rewards”**.

Mission

1. Ensuring delivery of **high-quality education**, fostering **intellectual growth** among our students.
2. Creating a nurturing and **inclusive community**, where students, faculty, and staff provide a supportive network for **academic and personal development**.
3. **Embrace lifelong learning** and staying abreast of evolving knowledge and skills in an ever-changing world

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The institution's **exceptional vision and mission** set it apart as a beacon of greatness in the region.
2. **Quality Faculty and Staff:** Having experienced and qualified faculty and staff contributes to the quality of education and student satisfaction.
3. **Diverse Programs:** Offering a wide range of programs and majors attracts a diverse student population and caters to different interests and career goals.
4. **State-of-the-art Facilities:** Modern facilities, including libraries, laboratories, and recreational areas, enhance the learning experience, and attract prospective students.
5. The institute is experiencing rapid and significant **expansion in both its physical infrastructure** and the development of new educational programs, demonstrating exponential growth.
6. A variety of **experiential, participatory, and problem-solving learning** approaches are utilized, incorporating ICT tools to ensure an engaging and effective teaching-learning environment
7. The academic potential of the institute is reflected in the presence of numerous **highly talented students**.
8. **Add-on courses** are implemented to supplement the existing curriculum.
9. Over the past five years, the **average pass rate of students stands at 80.58%**.
10. Two exemplary practices include **'THANAL'** which nurtures social responsibility among students and focuses on extension and outreach programs benefiting the local community and **'VAACHASHAALA'** - empowering women through reading. The **'Veettammakoru Vayanashaala'** initiative delivers books to rural women, promoting reading for relaxation and empowerment.
11. The Institution hosts a **well-equipped Computer Laboratory, Physics Laboratory, Chemistry Laboratory, Geology Lab, and Psychology Lab**.
12. The institution has an **open-air stage and an amphitheater** for cultural activities.
13. **Divyangjan-friendly** campus
14. **Well-planned tutorial, mentor-mentee system, curricular and co-curricular delivery**
15. **Young and Dynamic Teachers**.
16. **Strong Alumni and PTA**.
17. **Financial Support to weak students as Scholarship and freeships**.
18. The college has **Indoor Gymnasiums, Solar Panels, an In-house Bio-waste management System, Rainwater harvesting and a well-recharging facility**.
19. **Happiness Centre (Counselling)**.
20. **LMS-ERP platform** Learn free program as a part of expansion and outreach programs
21. **Geological lab** equipped with a vast array of minerals,**Indoor Shuttle Court,Playground,Snacks bar,Canteen,Guest rooms/Teacher's quarters,Separate parking area for girls and boys,Cricket Net,Ladies hostel** with AC and Non-AC facility.

Institutional Weakness

1. **Financial Constraints:** Limited financial resources may restrict investment in infrastructure, faculty development, and student services.
2. **Limited Research Opportunities:** Insufficient funding and resources for research may hinder the Institution's ability to conduct meaningful research projects.
3. Grants received from Government and non-governmental agencies for **research projects/endowments in the institution are less**.

4. **The number of research papers** published per teacher in the Journals is not impressive.
5. **The number of books and chapters** in edited volumes/books and papers published in national/international conference proceedings per teacher is not impressive.
6. **Absence of a formal placement initiative.**
7. **High faculty turnover rate.**
8. **Lack of Research grants** due to 12b NIL status
9. Since the institution is located in a rural area, it is **difficult to deploy students for internships**, especially girl students.
10. The proportion of students who gained advantages from the institution's guidance for competitive exams and **career counseling is not noteworthy.**

Institutional Opportunity

1. **Online Learning:** Leveraging technology to offer online courses and programs can reach a wider audience and tap into the growing demand for flexible education options.
2. **International Partnerships:** Forming partnerships with international institutions can facilitate student exchange programs, joint research projects, and cultural exchange opportunities.
3. **Growing Demand for Higher Education:** As the demand for higher education continues to rise globally, there is an opportunity to attract more students, both domestically and internationally.
4. **Government Funding:** Accessing government grants and funding opportunities for research and infrastructure development can help address financial constraints.
5. **Community Engagement:** Engaging with the local community through outreach programs, internships, and service-learning initiatives can enhance the institution's reputation and contribute to societal development.
6. **The untapped potential of alumni remains to be fully explored.**
7. To **increase employability** through placement drives.
8. To be an **autonomous institution.**

Institutional Challenge

1. **Regulatory Changes:** Changes in government regulations and policies related to education funding, accreditation, and immigration can create uncertainty and compliance challenges.
2. **Technological Disruption:** Rapid advancements in technology may require significant investments in infrastructure and faculty development to keep pace with evolving educational trends.
3. **Absence of government grants** and funded projects.
4. **Absence of permanent affiliation with the University** for the unaided sector/institution.
5. **Faculty members are not represented in curriculum design committees.**
6. Peer influence on students to travel abroad, especially to Gulf countries often results in **dropping**

studies.

7. **Due to financial hardships**, some students have had to drop out seeking meger job.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- Sahya Arts and Science College, an affiliated institution of the University of Calicut, adheres to the predetermined syllabus provided by the parent university.
- **Diverse Program Offerings:** The College offers 9 UG and 2 PG programs spanning Arts, Science, Commerce, and Management Studies.
- The college implements a **choice-based credit system** and follows a semester system for all undergraduate and postgraduate courses, including elective subjects.
- The **curriculum delivery** incorporates a blend of direct classroom sessions, workshops, seminars, field trips, industrial visits, certificate courses, projects, and assignments.
- To ensure smooth academic operations and enhance academic standards, the college establishes clearly defined **Course Outcomes (COs) and Program Outcomes (POs)**.
- The institution's academic infrastructure is supported by an academic calendar prepared in alignment with the **University Calendar** issued by the University of Calicut. Additionally, timetables and teachers' diaries are created annually by the college.
- The college boasts a **well-equipped ICT support system** and a library stocked with books and journals catering to the needs of every student. Furthermore, the **institution features smart classrooms**, IT labs, and robust Wi-Fi access.
- Each department is encouraged to adopt a **student-centric approach** to teaching and learning, emphasizing quality education and ethical values.
- Faculty members actively participate in **Faculty Development Programs (FDPs)**, workshops, seminars, conferences, evaluations, and curriculum reviews to continually update their subject and curricular knowledge.
- Students engage in **field trips, industrial visits, internships, and projects** aimed at skill development and employability, addressing cross-cutting issues such as environmental sustainability, professional ethics, human values, and gender.
- The college enriches the curriculum with an additional **42 number of add-on** and certificate courses to complement the university-stipulated syllabus, staying abreast of global updates.
- A robust **tutorial and mentorship system**, coupled with a well-maintained library **offering ample books and e-resources**, strengthens the curriculum.
- The quality of teaching and learning is monitored through the **Internal Quality Assurance Cell (IQAC)** and other relevant bodies, which gather feedback from students and stakeholders.
- Regular **parent-teacher meetings** are conducted to ensure effective communication and collaboration.

Teaching-learning and Evaluation

- The institution upholds a **transparent admission** procedure in line with both the affiliating University's standards and the **institution's own admission policies**.
- Over the past five years, **an average of 66.13% of students** have been enrolled in the approved seats.
- Moreover, the institution **prioritizes filling the maximum number of reserved category seats** to promote student diversity and foster holistic development.

- All departments within the institution **identify both high-achieving and struggling students** and tailor programs accordingly to meet their academic needs.
- **Advanced learners** are offered opportunities within the curriculum to enhance their skills through certificate courses.
- Conversely, for students who require extra support, the institution employs various methods such as **multilevel remedial coaching, peer learning, and one-on-one sessions**, maintaining a favorable **student-teacher ratio of 17.55:1** to ensure personalized attention and effective guidance.
- A variety of **experiential, participatory, and problem-solving learning approaches** are utilized, incorporating ICT tools to ensure an engaging and effective teaching-learning environment.
- The **examination system is conducted systematically**, with student progress continuously evaluated through internal assessments, including Continuous Internal Assessment (CIA), routine tests, quizzes, assignments, oral examinations, problem-solving sessions, group discussions, and seminars.
- The institution is **proactive in identifying and addressing any challenges or grievances encountered by students regarding examinations**. Additionally, it ensures the timely filling of all approved teaching positions.
- **Program-specific outcomes and course objectives** for every program provided by the institution are outlined in the academic calendar and made accessible on the institution's website, with regular evaluations conducted to monitor their effectiveness.
- Over the past five years, the **average pass rate of students stands at 80.58%**.

Research, Innovations and Extension

The institution emphasizes the significance of research, innovation, and extension in advancing the institution's mandate and contributing to societal progress

- The Institution **organized 36 various International, National Seminars and Workshops and Webinars on IPR, Entrepreneurship and Research Methodology**.
- The institution achieved a notable milestone by publishing research papers in reputed journals and producing **3 ISBN proceedings/books, highlighting** its commitment to academic rigor and sharing of scholarly work.
- Sahya Arts and Science College Innovation Council (SIC) facilitates a platform to **strengthen innovation and collaboration, offering valuable insights into emerging opportunities for students**. The institution has a special apparatus for supporting and enriching innovations and has implemented an atmosphere for the transfer of knowledge. The Council supports the **ED Club** in executing various innovative programs. The programs under the council help the students to uncover pathways for progress and development, including the student seminar series, ICT enhancement, certificate courses, exhibitions and industrial visit, etc.
- The College has **functional MOUs to develop academic, practical knowledge** and awareness of the Job skills with various institutions and organizations.
- The college students were **recognized with 14 awards including appreciations** from the Kerala State Aids Control Society, Wandoor Palliative care, NIMS hospital, Najath College of Science and Technology, Karuvarakkundu, Mahilasamakhya society, Inkal Industry, Blood Centre govt. hospital Nilambur, Ashraya special School wandoor and st.mary's College, Puthanangadi
- The college also involves in **extension activities** in different categories like community development, Social work, Health awareness, medical camp, Blood donation camp, Environmental and health awareness etc.
- Various department conducted extension activities for the holistic development for the students

Infrastructure and Learning Resources

- The college has **adequate infrastructure** and is growing into an institute of higher learning and standards. The construction of the main building was completed in a **naturally beautiful and eco-friendly** land near the old railway station. The land is spread over a sprawling square area of 5 acres, with surroundings creating a fitting atmosphere for the pursuit of knowledge.
- The campus is **Wi-Fi enabled with CCTV camera installations**. To maintain discipline and decorum CCTV surveillance has been ensured with a wide selection of fiction.
- The college library is alluringly arranged with fiction, novels and short stories in Malayalam and English, along with multiple reference texts. Students and faculty members can utilize ample opportunities under the **N-list for all the e-resources**.
- The campus is becoming more **student-friendly** each year by implementing the facilities like Happiness Centre (Counselling), Canteen, Gym, Yoga Centre, Water Purifier, Photocopy centre, Playground. For safety measures the college has installed fire extinguishers.
- The campus has a generator, adequate power backup, Solar Panel (7KV) and UPS facilities. **The campus is equipped with 65 computers, 5 printers, including 3 color printer, scanners, LCD Projectors, Photocopy machines and online admission portals.**
- There are **5 fully-equipped laboratories** Computer Laboratory, Physics Laboratory, Chemistry Laboratory, Geology Lab and Psychology Lab
- The canteen which provides both vegetarian and non vegetarian food
- The Cultural Committee engages and nurtures students keeping with the vision and mission of the college to support the holistic development of students' all-round personality development.
- We have an **open air stage and an amphitheatre for cultural activities**

Student Support and Progression

Sahya Arts and Science College is dedicated to its motto, "**Empowering the youth for a brighter future,**" by supporting students in acquiring quality education and achieving professional success. The college has a robust student support system and takes proactive measures to assist students in their academic and other pursuits.

- On average, **41% of students receive scholarships** and freeships from government and non-government agencies.
- The college management also sponsors students from economically disadvantaged families annually, **with 1113 students benefiting from the SASC Scholarship Scheme** and fee waivers totaling Rs 17,24,713/-.
- **31.93% of outgoing students secure placements** or progress to higher education.
- To enhance students' skills, the college organized 30 programs focusing on soft skills, language and communication skills, computing/ICT skills, and life skills.
- The Career Guidance and Placement Cell, along with various departments, **conducted 25 career counselling, guidance, training for competitive examinations**, and placement programs. Students' ICT and computing skills are improved through the use of online platforms, a digital library, Google Classroom, and Zoom.
- In the past five years, students have **won nine awards for outstanding performance in sports and cultural activities** at university, state, and national levels.
- The college provides both offline and online facilities for students to report grievances, which are promptly addressed by the **Students Grievance Redressal Cell**.

- The College Union collaborates closely with teachers and the management to organize various activities and programs.
- The **SASC Alumni Association** (Reg. No: MPM/CA/629/2022) actively participates on campus, working with the management, staff, and students to support the development of college infrastructure.

Governance, Leadership and Management

- The institution is overseen by the **Sahya Pravasi Cooperative Society Ltd** (Registration Number M 862), dedicated to enhancing the well-being and esteem of individuals, particularly those from disadvantaged backgrounds.
- Sahya College has a **transparent and multi-layered governance system**. The Governing Body of the college meets on a regular basis to discuss issues related to the overall development of the institution.
- The Principal receives support from various entities including the **Internal Quality Assurance Cell (IQAC)**, the College Staff Council, departmental staff gatherings, and administrative staff, all of which convene **regularly to facilitate decentralized planning and execution** of teaching, learning, and administrative initiatives for enhanced effectiveness.
- The institution has established a professional system for **evaluating the performance** of both teaching and non-teaching staff, ensuring a comprehensive approach to assessing their contributions and effectiveness.
- A system of **e-governance has been implemented** to streamline processes such as admissions, fee payments, and other administrative formalities, formalizing the operations of the administrative department for enhanced efficiency and convenience.
- Faculty members receive **support through various welfare measures** including **Provident Fund (PF)**, **Employee State Insurance (ESI)**, and other welfare schemes. Additionally, financial assistance is provided to enable their participation in **Faculty Development Programs (FDPs)**, short-term courses, and conferences, fostering continuous professional development.
- **The IQAC conducts regular reviews** of the teaching-learning process, ensuring alignment with the **Outcome-Based Education (OBE)** policy.
- The IQAC convenes at **regular intervals to analyze feedback** for continuous improvement, fostering collaboration with quality-focused institutes, and orchestrating various quality enhancement initiatives.
- As a self-financing institution, **the college does not receive financial support from the UGC**. Instead, it adheres to a comprehensive fund mobilization policy, sourcing resources from both internal and external sources. **The college has established a well-defined policy for mobilizing funds** and ensures their optimal utilization in alignment with institutional goals and priorities.
- The institution conducts **internal and external financial audits regularly**, with the preparation of the annual budget.
- **Annual Academic and Administrative Audits**, along with ISO audits, are conducted to verify the effective functioning of various organizational bodies within the institution, ensuring compliance with established standards and practices.

Institutional Values and Best Practices

- SAHYA College **promotes gender sensitiveness** through various programmes organized by Women's cell and other Department associations.
- The institution ensures **safety and security by installing** nearly 70 CCTV cameras throughout the campus with Gated compound and 24x7 security.

- The College provides **Ladies room, Napkin Incinerators, Sanitary napkin vending Machine, Counselling Center, Hostel and Transportation facilities.**
- **Inclusiveness and tolerance** are practiced through activities such as celebration of festivals and observance of birth/death anniversaries of national leaders and visiting old age homes and helping hands for needy people etc.
- **More than 40 national and international commemorative days**, events and festivals were organized to instill national integration and harmony.
- Institution facilitates alternate sources of energy and **energy conservation** such as solar, LED bulbs and energy efficient devices etc.
- A **MoU is signed with Haritha Karma Sena of Wandoor Gramapanchayath for Waste management.** The institution promotes water conservation facility such as rain water harvesting.
- SAHYA is a **Plastic free campus** banning single use plastic items.
- Institution provides facilities to cater to the needs of the Differently abled.
- The institution **proactively promotes eco-friendly practices** and sustainable methods.
- The College has an **effective waste management system.** Biodegradable and non-biodegradable wastes are collected separately
- **Green audits** are conducted to assess the performance of the college in green initiatives and to spread the message of environmental consciousness among students.
- **Two exemplary practices** include **'THANAL'** nurturing social responsibility among students, and focusing on extension and outreach programs benefiting the local community, and **'VAACHASHAALA'**-Empowering women through reading. **'Veettammakoru Vayanashaala'** initiative delivers books to rural women, promoting reading for relaxation and empowerment.
- The **unique characteristic of our institution lies in the banner, PRAVASI COOPERATIVE SOCIETY**, under which it works. College stands as a standard-bearer for academic excellence and community empowerment, advancing a brighter future through transformative education and collaborative initiatives.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|---|
| Name | SAHYA ARTS AND SCIENCE COLLEGE |
| Address | Sahya Arts and Science College , Palamadam, Karad PO Malappuram Dt |
| City | Wandoor |
| State | Kerala |
| Pin | 679328 |
| Website | www.sahyacollege.ac.in |

| Contacts for Communication | | | | | |
|----------------------------|----------------------------|----------------------------|------------|-----|--------------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | C.k. Abdul Rabbi Nistar | 04931-246400 | 9447680714 | - | naacsahyacollege@ gmail.com |
| IQAC / CIQA coordinator | Nathaksha N | 04931-246555 | 8289864868 | - | naacsasc@gmail.co m |

| Status of the Institution | |
|---------------------------|----------------|
| Institution Status | Self Financing |

| Type of Institution | |
|---------------------|--------------|
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details | |
|-----------------------|--|
| | |

| State | University name | Document |
|--------|-----------------------|-------------------------------|
| Kerala | University Of Calicut | View Document |

| Details of UGC recognition | | |
|----------------------------|------------|-------------------------------|
| Under Section | Date | View Document |
| 2f of UGC | 04-07-2023 | View Document |
| 12B of UGC | | |

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

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

| Location and Area of Campus | | | | |
|-----------------------------|--|-----------|----------------------|--------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | Sahya Arts and Science College , Palamadam, Karad PO Malappuram Dt | Rural | 5 | 4499 |

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 | BCom,Pg Department Of Commerce And Manage ment,Co operation | 36 | Pass in Plus Two Examination | English | 73 | 52 |
| UG | BCom,Pg Department Of Commerce And Manage ment,Finance | 36 | Pass in Plus Two Examination | English | 73 | 52 |
| UG | BCom,Pg Department Of Commerce And Manage ment,Comput er Application | 36 | Pass in Plus Two Examination | English | 53 | 25 |
| UG | BBA,Pg Department Of Commerce And Manage ment,Human Resource Management | 36 | Pass in Plus Two Examination | English | 73 | 54 |
| UG | BSc,Pg Department Of Psychology, Psychology | 36 | Pass in Plus Two Examination | English | 57 | 22 |
| UG | BA,Departm ent Of Englis h,English | 36 | Pass in Plus Two Examination | English | 72 | 20 |
| UG | BA,Departm ent Of Econo | 36 | Pass in Plus Two | English | 73 | 54 |

| | | | | | | |
|----|---|----|------------------------------|---------|----|----|
| | mics,Economics | | Examination | | | |
| UG | BSc,Department Of Chemistry,Chemistry | 36 | Pass in Plus Two Examination | English | 30 | 6 |
| UG | BSc,Department Of Geology,Geology | 36 | Pass in Plus Two Examination | English | 29 | 15 |
| PG | MCom,Pg Department Of Commerce And Management,Finance | 24 | Pass in Degree Examination | English | 24 | 14 |
| PG | MSc,Pg Department Of Psychology,Psychology | 24 | Pass in Degree Examination | English | 24 | 19 |

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 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 2 | | | | 47 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 31 | 0 | 46 |
| Yet to Recruit | 0 | | | | 2 | | | | 1 | | | |

| Non-Teaching 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 | | | | 10 |
| Recruited | 5 | 5 | 0 | 10 |
| 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 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 |
| PG | 0 | 0 | 0 | 1 | 0 | 0 | 12 | 33 | 0 | 46 |
| 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 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

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 | 121 | 0 | 0 | 0 | 121 |
| | Female | 168 | 0 | 0 | 0 | 168 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 1 | 0 | 0 | 0 | 1 |
| | Female | 30 | 0 | 0 | 0 | 30 |
| | 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 | 7 | 3 | 2 | 5 |
| | Female | 3 | 1 | 3 | 6 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 2 | 0 | 0 | 2 |
| | Female | 1 | 0 | 0 | 1 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 36 | 20 | 12 | 30 |
| | Female | 9 | 8 | 13 | 14 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 88 | 62 | 48 | 64 |
| | Female | 47 | 58 | 66 | 60 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 157 | 109 | 105 | 130 |
| | Female | 72 | 88 | 77 | 70 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 422 | 349 | 326 | 382 |

Institutional preparedness for NEP

| | |
|--|--|
| <p>1. Multidisciplinary/interdisciplinary:</p> | <p>The NEP 2020 prioritizes fundamental shifts in education, including structural reforms, regulatory changes, and a comprehensive curriculum. Our institution is actively facilitating interdisciplinary learning, with students and faculty engaging in various activities such as extension programs, outreach initiatives, conferences, and social events to promote both physical and mental well-being and encourage critical thinking. Additionally, we're introducing certificate and add-on courses in diverse multidisciplinary fields to evolve into a holistic educational establishment. Through community service projects, our undergraduate and postgraduate students are involved in initiatives like promoting</p> |
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|--|--|
| | women's education, hygiene, elderly care, water conservation, energy efficiency, and cleanliness drives in adopted villages. This multifaceted approach aims to nurture individuals with a broad spectrum of skills and knowledge |
| 2. Academic bank of credits (ABC): | The college administration fully supports the Academic Bank of Credits (ABC) concept as proposed in the NEP 2020 and commits to its complete integration once implemented by the affiliating University in the upcoming academic sessions. A designated Nodal Officer has been appointed to supervise ABC and related admission procedures. Furthermore, the college aids students in setting up DigiLocker accounts for document storage, streamlining the transfer process to their ABC accounts, and facilitating direct downloads of ABC cards |
| 3. Skill development: | SAHYA, an affiliated college, strictly adheres to the curriculum mandated by the affiliating University. The institution offers a diverse array of skill development courses, including language skills, PowerPoint presentation skills, Microsoft Office automation, E-applications in business, Personality Development, Life Skill acquisition, and Competent Skills for professionals. It actively promotes vocational education and soft skill development through organizations like the Institutional Sahya Commerce Skill Development Cell and the Cell for Entrepreneurship. SAHYA has established Memorandums of Understanding (MOUs) with reputable institutes, facilitating activities such as industrial visits, technical talks, workshops, and internships to enhance students' skills. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | The university adopts a bilingual approach to teaching, using both Malayalam and English to enhance subject comprehension. Additionally, it offers language learning systems in Malayalam and Hindi, catering to the preferences of the learners. To foster an appreciation for Indian arts, culture, and traditions, the institution encourages participation in cultural activities such as Malayali Manka and organizes programs featuring experts who emphasize the Indian Knowledge System (IKS). The curriculum promotes the study of literature, local languages, history, art, and culture through various activities. These include discussions, debates, field trips, |

| | |
|--|--|
| | heritage visits, and the commemoration of days of national significance, all aimed at enriching the students' understanding and engagement with India's cultural heritage. |
| 5. Focus on Outcome based education (OBE): | The college introduced Outcome-Based Education (OBE) for new students, requiring teachers to undergo training in OBE and Course Outcomes (CO) mapping. Faculty Development Programs (FDPs) were conducted, enhancing teachers' skills. Comprehensive orientation programs were implemented, explaining course outcomes to students, promoting transparency. Course outcomes were displayed in classrooms for easy access. A Professional Development Workshop strengthened teachers' proficiency in CO-PO mapping, aligning education with precise objectives, ensuring a structured and transparent approach to learning. |
| 6. Distance education/online education: | As students who grew up with technology at their fingertips, they are happy to see ICT resources introduced..We tried to implement various online courses like MOOC,SWAYAM,NPTEL among the students and Frequently we are conducting orientation sessions regarding the same.At the same time,some of the students are using various online platforms courses. |

Institutional Initiatives for Electoral Literacy

| | |
|--|--|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | YES |
| 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? | YES |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, | Voters Awareness Class and Aadhar Linking Camps are conducted in the college.The session focused on enlightening students about the importance of voting, the electoral system, and the significance of linking Aadhar to voter IDs. Experts in the field were invited to provide valuable insights and address queries from the students. Voters List Enrollment Camp- The camp aimed to streamline the voter registration process, ensuring that eligible students were duly |

| | |
|---|--|
| <p>commercial sex workers, disabled persons, senior citizens, etc.</p> | <p>enrolled in the electoral roll. Volunteers and club members actively assisted their peers in completing the necessary documentation, emphasizing the importance of being an active participant in the democratic process. We conducted an orientation programmes regarding Democracy and its importance in the institution.</p> |
| <p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p> | <p>NO</p> |
| <p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p> | <p>Sahya organized a voter registration camp to enroll unregistered students. The initiative aimed to empower students by ensuring their participation in the democratic process. Through this campaign, eligible individuals were facilitated in registering as voters, fostering civic engagement within the student body. In addition, our Electoral Literacy Club conducted a voter awareness campaign, providing practical sessions on the usage of voting machines. This initiative aimed to equip students with the necessary knowledge and skills for effective participation in elections, promoting informed decision-making and fostering a sense of civic responsibility among the student community</p> |

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 983 | 1003 | 971 | 931 | 824 |

| 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: 100

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

2.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 56 | 49 | 48 | 53 | 47 |

3 Institution

3.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 270.8 | 40 | 33.72 | 54.06 | 48.96 |

| 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 curriculum prescribed by the University of Calicut

- **The College Council and IQAC** oversee the institution's **Annual academic plans**, which include the **College Council's** and the preliminary dates for Internal Examinations. The **College Calendar** is created following the University's **academic calendar**.
- The master schedule is created by the **Timetable** Committee with the workload of faculty members in mind.
- Each department creates **Annual action plans** that include estimated dates for academic/extracurricular program implementation.
- **Department meetings** are held before the start of each semester to assign faculty members' courses and academic, and extracurricular responsibilities. **Monthly department meetings** make decisions about academic programs, and the subsequent college council meetings ratify them.
- The purpose of the **Teacher's Diary** is to record academic routines, which are duly monitored by the HOD, Principal, and IQAC. It contains properly filled components such as **course plans, semester plans, course completion reports, timetables**, and other academic activities.
- The **ICT-equipped classrooms** at the institution support instructors and students in creating and preparing **ICT-based lecture notes, PowerPoint presentations**, and course materials, as well as in successfully delivering the material.
- **Semester Plan:** A detailed outline of the topics, assignments, exams, and other activities planned for each course or subject during a semester
- **Tutorial Book:** An extra resource that provides extra practice, explanations, or problems to supplement what is learned in class.
- **Monthly Performance Report:** A summary of a student's or faculty member's behavior, attendance, and academic performance for a given month.
- The Institution also provides numerous **add-on courses** for the students who are interested in participating. These courses provide an opportunity for students to increase their advanced skills, and they may provide different universal career opportunities.
- **Daily hour-based attendance of students** is collected through the institutional **ERP system(Embase)** to observe the attendance percentage at a time.
- **Internal Examinations Committee (IEC)**The committee is responsible for designing, organizing, and overseeing internal assessments and examinations within the institution.
- **Program Outcomes (PO) and Course Outcomes (CO)** are statements that specify what knowledge and skills students should possess upon completion of a program or course, respectively.
- **Remedial Classes:** Special attention is given to slow learners through remedial classes and extra

instruction is given to students who require it to better understand academic material or achieve better Competitive examination training is given to advanced learners.

- **Audit course** helps students more about learning for personal enrichment for gaining knowledge in a subject without the pressure of grades affecting CGPA.
- The institution maintains a strong **Mentor-Mentee System** to further strengthen the bond between teacher and student.
- **Daily College Reports (DCR)** records College day-to-day academic and non-academic activities through online spreadsheets. These can be easily accessed by the college at any time.

The **college handbook** is a comprehensive guide that typically includes information about academic programs, course offerings, campus facilities, student services, policies, procedures, and important dates. It serves as a valuable resource for students to navigate their academic journey and make informed decisions about their 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: 31

| 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: 61.88

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 602 | 522 | 655 | 648 | 489 |

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:

Response:

The college is immaculate in making conscious efforts towards integrating **cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment, and Sustainability in transacting the Curriculum**. The preliminary step is to recognize traversing issues included in the syllabus offered by the affiliating University and also to proffer ample value-added courses regarding the curricular outcomes.

Gender

The organization has put in place rules that specifically address gender equity and have made sure they are included in all of the organization's strategy and goals. To achieve gender equity and eradicate gender-based discrimination, the institution has equal opportunity policies in place that set equitable hiring,

promotion, and remuneration procedures.

The College promotes and Conducts

- The curriculum incorporates **32 courses** on gender equality.
- Admission policy is gender-neutral.
- Parliamentary mode union elections are gender-neutral.
- The **Women's Development Cell (WDC)** coordinates women's development activities alongside managing Institute Complaints and Grievance Cells.
- WDC conducts pre-marital awareness classes for sensitization, **Women's Day Mother's Day, Webinars on menstrual hygiene**, etc...
- Curricular and co-curricular programs are gender-neutral.
- The sports campus is gender-neutral.
- Important days related to **Women and their achievements are celebrated**
- **Self-defence classes** for the students by the Police Department of Wandoor

Human values

- The college emphasizes a robust code of conduct, monitored by the ethics committee, showcased on the website and bulletin board.
- The curriculum integrates **38 courses on Human Values**, fostering moral development.
- Various altruistic activities include blood donation drives, childcare, flood relief, and building homes for students.
- Students engage in awareness campaigns, debates, and flash mobs to promote social responsibility. Audit courses and seminars further instill human values and citizenship.
- Additional initiatives encompass visits to Old Age Homes, a Hair Donation Camp for cancer patients, and volunteering in flood relief efforts.
- The college offers Add-on Courses in Counselling and NSS volunteers actively support community causes, including fund raising for medical treatment and organizing protests against injustices at Valayar

Professional Ethics

- The curriculum incorporates **37 courses** focused on professional ethics.
- Programs addressing **Intellectual Property Rights (IPR)** and **Research Methodology** were arranged.
- Industrial Visits, Fieldwork, and Internships were organized.
- Professional seminars were organized for students

Environment and Sustainability

- **46 courses** offered on Environment and Sustainability.
- **Audit course** on Environmental studies for 1st year students.
- **Biodegradation of Plastics on Campus** done effectively and organic farming promoted.
- Traditional knowledge of farming practices is imparted to students as part of **experimental learning**.
- **Plastic-free campaigns**
- Campus cleaning activities are conducted with systematic and efficient solid and liquid waste

management system

- **Energy conservation methods** implemented on the campus nurtures a sense of environmental sustainability and responsibility among the students

Audit Course

3 Audit courses namely Environmental Studies, Human Rights, and Gender Studies help the students recognize the importance and the need of core learning in these areas.

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

1.3.2

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

Response: 32.55

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

Response: 320

| 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: 61.71

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 355 | 305 | 333 | 398 | 285 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 545 | 626 | 652 | 517 | 376 |

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: 14.83

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 58 | 30 | 32 | 58 | 24 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 278 | 312 | 326 | 258 | 188 |

| 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: 17.55

2.3 Teaching- Learning Process

2.3.1

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

Response:

The institution has given thrust to student-centric pedagogy as a practice to acquire skills to face the future challenges of 21st-century learners. Some of the important **Student-Centric Methods** practiced by the institution are given below.

Experiential learning

- The different departments employ diverse student-centric methods to enhance learning.
- In the **English department**, students participate in **debates, panel discussions**, and presentations on topics such as gender issues and politics.
- **Chemistry department** students engage in **industrial visits**, interact with water quality **analysis experts**, and **observe Ozone Day**.
- **Geology department** students conduct extensive studies on geological terrains, sharing findings through exhibitions.
- **Commerce department** students interact with professionals for career development, while **Psychology** offers programs on mental health awareness and community work.
- **Economics department** programs include presentations and debates. Additionally, all departments organize study tours and industrial visits, providing practical exposure alongside theoretical learning. These initiatives collectively enrich students' educational experiences and prepare them for real-world challenges.

Participatory Learning

- **Spell-bee and** quiz Competitions, creative writing, workshops, wall magazines as part of the literary fest
- **Webinar series**- on different topic
- Commerce fest (**EMPORIO**), literary fest and film fest.
- Psychological exhibition (**JAMAIS VU**) for high school students
- **Peer teaching** (Offline and e-Contents), seminars and group discussions.
- Exhibition named "**AQUA**" as part of Chemistry Association inauguration programme.
- **Product launch** competition for students
- Psychology Department conducted **Psychodrama** on different topics
- Economics Department conducts **mime** on the topic of poverty.

Problem solving Methodology

- **Chemistry department** organized a workshop on generation of **tri-colors** (part of the Independence day celebration)
- **Department Psychology** organized a psychological assessment camp by using psychological tests, **SPSS**
- The PG commerce department organized **NET/SET coaching** for PG students.

Teachers use ICT-enabled tools for effective teaching-learning processes

Before the COVID-19 pandemic, the institution prioritized integrating technology into the teaching-learning process. An ICT committee oversaw network connectivity and ICT facilities. Teachers utilized platforms like **Google Classroom, EMBASE, Teachmint**, and Campus technology for online classes

and assessments. Additionally, **12 classrooms were equipped with available bandwidth 75-100 Mbps Wi-Fi.**

- **LCD projectors, 39 computers, 08 laptops, video conferencing and e-content development facilities.**
- The Institution has access to **6,293 electronic journals and 31,95,809 e-books through N-List and a college component of E-Shodh Ganga.**
- E-resources of UGC, **e-PG Pathshala**, are also used by teachers and students.
- Students are encouraged to use digitized library facilities like **KOHA and INFLIBNET along with the e-Library facilities of various departments.**
- Live online classes are conducted through Google Meet and Teachmint.
- Use of **Kahoot** and Google Forms for online quizzes
- The college has One **official YouTube channel(Sahya College)** with more than **350 subscribers.**
- Subject-specific visual presentations in the form of documentaries, movies, and scientific and educational videos.
- Students are provided e-notes available are utilized on the **UGC e-Patshala website.**
- There is a Digital question bank comprising question papers from University exams, competitive exams, multiple choice questions via **the EMBASE App and Google forms**
- Communication between the faculty and student through informal platforms like WhatsApp and Telegram.

| 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: 99.61

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 56 | 49 | 48 | 54 | 47 |

| 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: 21.34

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 10 | 11 | 13 | 9 | 11 |

| 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 institution has an effective and **meticulous internal assessment system** that not only assesses but also records, publishes, and stores the assessment data. This is mainly accomplished by establishing an **Internal Examination Cell (IEC)**, which follows the rules & regulations stipulated by the University of Calicut and has derived strategic reforms within the framework in terms of frequency, transparency, and mode of conduction to ensure productive outcomes.

Assignment and Seminar

The Internal examination scores constitute 50% of the overall internal assessment and the rest of the scores are assigned to **seminars, attendance, and assignments**. The seminars, attendance, and assignment valuation mechanisms are as follows.

- Students are expected to develop seminar materials, and they have access to all available instructional resources, such as **whiteboards or Power Point presentations**.
- The responsible teacher evaluates the presentation and provides scores taking into account the effectiveness of the **classroom delivery, topic understanding, language delivery, and quality of the materials**
- **The Assignments** are valued, due within the allotted period, and are then returned. Normally, there will be one or two assignments per semester. Subject to the course's requirements.
- Apart from the **college Grievance Redressal Forum**, where students can file complaints and concerns about the internal assessment system with a guaranteed response, an efficient individual IEC Grievance Redressal Mechanism is in place to discuss quality issues and grievances on the internal examination.

Internal Exams

Internal Examination Cell is a unit in the college that systematically conducts the internal exams for the students. Each member of the committee follows a common procedure every year to set up the exam patterns. The **syllabus** to be covered in the exam is manually structured by the concerned subject teachers. For every semester an Internal Examination is conducted, if any discrepancy, the concerned faculty members based on the corrections identified by the learners

Exam marks are compiled and submitted to departments, then published after scrutiny by department heads. Exams adhere to Calicut University's Continuous Internal Assessment guidelines, graded based on credit points per the updated circular.

Internal Examination Cell Minutes: The IEC minutes are maintained chronologically with dates and Concerned changes in the syllabus and exam pattern.

The IEC follows the most important files properly for the easy conduction of the examinations:

- Time Table of Internal Examination
- Duty list of Teachers
- Exam Hall and seating Arrangements
- Resolution of grievances at the Internal Examination Cell

Within the cell, the first stage of the grievance redressal process begins. The complaints are submitted to the class tutors via the appropriate procedures, who then confirm and forward them to the principal.

Addressing grievances at the institutional level

Via the HODs, the class tutors address and revalue all of the students' complaints about the exams. Instructors document the complaints made by students and address them.

| 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:

Learning outcomes help faculty and students come to a common understanding of the purpose and goals of a course or academic program. By providing clear and comprehensive learning outcomes, faculty begin to provide a transparent pathway for student success.

The **curriculum offered** by the affiliating University is designed with **Programme Specific Outcomes (PSOs), Programme Outcomes (POs), and Course Outcomes (COs)**. The outcomes stated in the syllabi define what the students are expected to attain at the end of their study.

The University publishes the **PO, PSO, and CO** on its website along with the curriculum which is revised periodically. The same is displayed on the institution's website for the programs offered, to make it convenient for the students as well as the faculty to access easily.

The College ensures that the **CO and PO** are achieved to the maximum extent and implements appropriate steps to make this possible. The Program Outcome and the Course Outcome are communicated to the teachers, students, and parents at the beginning of the Academic Year. Also, the **Student Handbook** and **academic calendar** are prepared with the necessary information on outcomes and are distributed to every student.

The performance of the students is also monitored with the **CO and PO attainment**, attendance, internal and external examinations, and additional support is given to the students who are performing below adequate levels. Remedial classes are conducted for these students to improve their scores. Advanced learners are also given special coaching to achieve greater heights.

In **Outcome-Based Education (OBE), Curriculum Mapping (CO-PO Mapping)** plays a crucial role in ensuring alignment between educational objectives, teaching methods, and assessment strategies. By mapping each component of the curriculum to specific learning outcomes, educators ensure that everything taught and assessed directly contributes to the achievement of those outcomes. By

systematically evaluating the alignment between curriculum components and learning outcomes, educators can identify areas for improvement and make necessary adjustments to enhance the effectiveness of the curriculum. **The CO and PO are uploaded to the College website for everyone to access whenever needed.**

The IQAC organizes faculty development programs and orientation programs on **Outcome Based Education (OBE)** articulating the idea of what students are expected to know and be able to do after completing their program of study. This helps the faculties to understand the importance of OBE and to adapt new pedagogical approaches

Add-on Courses: The College offers certificate programs. Each program's goals are explained when students get the course information. This info is on the website so students can choose programs that match their interests or can help them get better jobs.

| 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 institution's teaching-learning process is focused on the attainment of outcomes. The college has a well-defined mechanism to track and monitor the attainment levels for program outcomes, course outcomes, and program-specific outcomes. Faculty Members define the assessment methodologies and each question of the internal assessment is mapped to the program outcome and course outcome.

Internal Assessments include the First Internal Exams, Model Exams, Assignments, and Seminars for every semester besides other indirect means of assessment like discussions, debates, quizzes, and other class activities. The institution analyses internal and external examination scores of students to identify the attainment of program and course outcomes.

The direct method includes the following constituents

- Examinations and Assessments
- Assignments & Seminars
- Project / Dissertation
- External Examinations

The indirect method also includes the below components

- Student feedback:

Student feedback is the data collected from students about their experience in their educational institutes. IQAC collects student feedback each year, and compiles and analyses them for action.

Alumni feedback: Annually collected alumni feedback through online forms is used to understand whether the desired outcomes are attained.

Employer feedback: This feedback is taken from the employer to apprehend whether the employee has attained the specific outcomes to pragmatically perform as an ideal employee in their respective workplaces

Placement and Progression to Higher Studies: The placement of students in reputed firms and their progression to higher studies in esteemed institutions is a legitimate way to quantitatively measure the attainment of program outcomes.

The **IQAC** regularly monitors the attainment level for every course. In case the attainment level of any course is below the threshold level, then additional measures such as remedial classes, add-on classes, tutorial classes, additional assignments, counseling, etc. are conducted.

The recruitment of the Faculty is based on their qualification, experience, and their skills in effectively achieving the POs and COs. Faculty Members are also encouraged to update their subject knowledge and stay up-to-date with changing trends in teaching methodology and delivery by pursuing higher studies, and participating in Faculty Development Programmes and Seminars as it enhances the effective attainment of POs and COs.

The attainment of PO and CO is linked to teaching tools that are employed. Faculty Members have evolved from the traditional chalk-and-talk teaching technique and use experiential learning techniques like conducting group discussions, quizzes, seminars, workshops, and organizing field visits and internships. Infrastructure is another focus for the attainment of POs and COs.

Regular assessment and evaluation of the attainment of outcomes are performed to upgrade the quality of the teaching-learning process which ultimately ensures the academic quality of students.

| 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: 80.58**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 244 | 307 | 203 | 190 | 218 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 321 | 349 | 271 | 241 | 260 |

| 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:** 3.69

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

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

Sahya Arts and Science College Innovation Council (SIC) is established with the motto "**REVOLUTIONIZING MINDS, CATALYZING CHANGE, TRANSFORMING FUTURE**". It monitors the activities to develop the culture of Entrepreneurship among students and to equip them with skills and provides the following platforms to demonstrate their talents.

ED CLUB

The institute has a sophisticated **Entrepreneurship Development Cell** enhancing the skills and knowledge of entrepreneurs regarding the development, management and organisation of a business venture while keeping in mind the risks associated with it. The motto of the cell was carried out through training programs and sessions which are aimed at accentuating entrepreneurial acumen. Seeking a career in this field, attempting to encourage the development of skills in aspiring entrepreneurs, and help them to overcome their challenges, the cell organises sessions for the students to impart managerial skills among their peers. Workshops on **paper bag making, App Development, Ethical hacking, and jewel making, Painting, stitching** etc are lessons taught to the students to find their way out to the world of negotiations.

CERTIFICATE COURSES

Targeting the academic growth of the students, also the institution has implemented **Add-on courses**, and industry-centric **value-added courses** along with placement and training programmes. In collaboration with industry experts, the institution conducts several **seminars, workshops and awareness classes** to increase the confidence of the students in building self-business ventures.

EXHIBITIONS AND INDUSTRIAL VISITS

Food and economic-related **exhibitions** are made to enrich the **marketing and business skills** of the students. Students are taken to tea factories, to become accustomed to the employable skills of managing a business.

VOTER ID AND AADHAAR CARD LINKING CAMP

NSS has initiated conduct **voter ID and AADHAAR** card linking programme for neighbours, it also ensures the involvement of students in the procedure.

STUDENT SEMINAR SERIES

The Student Seminar Series is an engaging platform designed to foster intellectual curiosity, collaboration, and professional development among students. Through the series of **interactive seminars, workshops, and presentations**, students have the opportunity to showcase their **research**, share insights on various topics, and learn from peers and experts in their field of interest.

TECHNOLOGY ENHANCEMENT

The innovation of technology enhancement is the continuous process of introducing novel ideas, methods, and technologies to improve existing systems or create entirely new solutions. It involves the exploration and application of cutting-edge concepts, such as artificial intelligence, machine learning, nanotechnology, and biotechnology, among others. This innovation is driven by the need to address emerging challenges, enhance efficiency, and capitalize on new opportunities. Key aspects of technology enhancement innovation include research and development, collaboration across disciplines, experimentation, and iteration.

| 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: 9

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 7 | 2 |

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

3.3 Research Publications and Awards**3.3.1**

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

Response: 0.01

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 0 | 0 |

| 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: 0.03

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

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

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

3.4 Extension Activities

3.4.1

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

Response:

3.4 Extension Activities

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.

The goal of SAHYA ARTS AND SCIENCE COLLEGE, WANDOOR is to produce a generation of well-adjusted social and political thinkers as well as competent professionals. Humanitarian concerns are always nourished by the goals. The neighborhood's most noteworthy extension activities are mentioned below.

Over the last five years, Sahya Arts and Science College, Wandoor, engaged in community development and social awareness activities, significantly impacting student sensitization and holistic development.

One such program is the **Aadhaar Card and Voter ID Camp**, which aims to assist citizens in obtaining essential identification documents. By organizing camps and providing guidance, the program ensured more people had access to Aadhaar Cards and Voter IDs, thereby enhancing their ability to participate in civic processes.

The **Mega Blood Donation Camp** addressed the perpetual shortage of blood in local hospitals through extensive promotion and community involvement. It successfully collected a large number of blood units.

The **Bhavanam Projects** focused on providing affordable housing solutions to economically disadvantaged families. By constructing and allocating houses based on need, the projects aimed to improve living conditions and foster community development, particularly among marginalized populations.

During times of natural disasters like floods, the **Flood Relief Program** responded to the urgent needs of affected communities. By mobilizing resources and collaborating with various stakeholders, it provided immediate assistance in the form of essential relief supplies and services.

The **Palliative Care Fund Collection initiative** aimed to raise funds to support patients with life-limiting illnesses and their families. By organizing fund raising events and engaging donors, it facilitated the provision of palliative care services, enhancing the quality of life for those facing terminal illnesses.

The **Helping Hand program** centered around providing support and assistance to individuals or communities in need through various activities such as **distributing food, and clothing, or offering financial aid.**

Additionally, programs like the **Food Fest** combined the joy of food with the noble cause of **helping others** by organizing food festivals to raise funds for charitable causes. Environmental Plantation initiatives focused on promoting greenery and sustainability by planting trees and other vegetation.

Clean Drives organized community efforts to clean up **public spaces**, enhancing the cleanliness and aesthetics of the environment. **Visiting Community Care Centres, Medical Camps, NSS Camps and Eye Camp** provided essential services and support to underserved populations and engaged youth volunteers in community service and social development activities.

Furthermore, extension programs like **Literati, Arbitrates Help Desk, Thanal, Scholar's Meet, and Protest Rallies** aimed to enhance students' communication skills, provide assistance and education on critical issues, and foster a sense of social responsibility and civic engagement.

Through these extension activities, Sahya Arts and Science College, Wandoor has made significant strides in sensitizing students to social issues and promoting their holistic development, thereby contributing to the betterment of the neighborhood community.

| 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:

The recognitions received from the authorized agencies frame the services of the college. Each recognition and appreciation is collected as a golden stone onto the crown of the institution. The fervent appreciation to the college is flowing from the neighboring populace.

The awards and recognition received by the institution are jotted below :

- A Certificate of Recognition by the **NIMS HOSPITAL WANDOOR, APPRECIATING THE CONDUCT OF A MEDICAL CAMP**
- A Certificate of Recognition by the **NIMS HOSPITAL WANDOOR, APPRECIATING FOR THE INITIATION OF A THE CANCER AWARENESS CLASS**
- A Certificate of Recognition by the **NIMS HOSPITAL WANDOOR, APPRECIATING THE CONDUCT OF A BLOOD DONATION CAMP ON 08-10-2022**
- A Certificate of Recognition by the **KERALA STATE AIDS CONTROL SOCIETY/ KERALA STATE BLOOD TRANSFUSION COUNCIL APPRECIATING FOR CONDUCTING THE BLOOD DONATION CAMP ON 07-08-2023**
- A Certificate of Recognition by the **BLOOD CENTRE GOVT. DISTRICT HOSPITAL**

NILAMBUR APPRECIATING THE CONDUCT OF A BLOOD DONATION CAMP ON 08-02-2022

- A Certificate of Recognition by the **KERALA MAHILA SAMAKHYA SOCIETY APPRECIATING THE CONDUCT OF COMMUNITY EXTENSION WORK FOR CHILDREN** twice in the assessment year
- A Certificate of Recognition by the **ASHRAYA SPECIAL SCHOOL APPRECIATING THE CONDUCTING COMMUNITY EXTENSION WORK FOR THE CHILDREN**
- A Certificate of Recognition by the **NAJATH COLLEGE OF SCIENCE AND TECHNOLOGY, KARUVARAKUNDU** for the student exchange program
- A Certificate of Recognition by the **WANDOOD PALLIATIVE CARE ASSOCIATION** for participation in the palliative fund collection twice in an assessment year
- A Certificate of Recognition by the **INKEL EDUCITY, MALAPPURAM** for the Industrial Visit
- A Certificate of Recognition by the **ST. MARY'S COLLEGE PUTHANANGADI** for the faculty exchange program.

| 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: 0

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

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

| 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: 13

| 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:

The Institution has adequate infrastructure and physical facilities to support the best teaching-learning environment. The institution is spread over a vast sprawling square **area of five acres** with a calm surroundings creating a fitting atmosphere for study this includes the **Main block, and MP Fund block with the following amenities:**

- **Classrooms and laboratories**
- **Seminar Hall and an Auditorium**
- **Happiness Centre (Counselling)**
- **Principal's room, Board room and Administrative Office**
- **IQAC Office**
- **NSS Office**
- **Sports room**
- **Ladies room**
- **Physical Fitness centre**
- **Open-air stage**
- **Amphitheater.**

Classroom facilities:

There are **29 spacious classrooms** of which **12 classrooms are well equipped with overhead short-throw LCD projectors with whiteboards.** All departments have separate staff rooms

Laboratories:

The college is equipped with a well-advanced computer lab with **more than 16 computers.** The clarity in the mind of students with the subject can be defined only through practice for such scientific **innovations & experiments.** The **Chemistry Lab, Physics Lab, Geology Lab and Psychology Lab** facades are available

Seminar Hall and Auditorium:

For academic upgradation, a **separate seminar** hall has been updated for the teaching-learning process.

The seminar hall is structured with a **seating capacity of 60** along with a lecture stand, a smart board, **sound system, and WiFi access**. For the cultural and creative biennale, a palatial auditorium has been arranged inside the college campus.

Library:

The college campus is equipped with a spacious library with a **large collection of books including novels both in English and Malayalam**, which is the attraction of the library. The access is documented through a barcode scanning system. **The reading corner has a seating capacity of 50**. A digital library that enables students and faculty members to **remote access to INFLIBNET N-List** and other open-access resources provided on the library website.

IQAC Room:

A spacious IQAC room equipped with **sufficient WiFi access and a printer**

Placement Facility:

The college has a Career and Placement Cell which supports the career life of every outgoing student. The cell works as a bridge between students and potential employers to provide career guidance, training, and placement services to the students.

Office:

A well-furnished office with separate workspace for each faculty member with computers having internet access. To document paper files sufficient cupboards with locker facilities are arranged.

Sports:

The institution has a wide playground measuring close to **130000 sq ft for conducting sports and games**. The college has a multipurpose court for **playing volleyball, Football and Cricket**. A special area for cricket training has been arranged (**Cricket Nets**.)

Cultural Activities :

Cultural activities provide the chance to develop skills beyond reading and writing.

Yoga and Fitness Centre:

A sound mind rests in a sound body is the motto of the **Fitness Club and Yoga Center**.

CCTV Surveillance:

97 Cameras with vision facilities are installed to ensure safety.

ICT Enabled classrooms:

There are **12 ICT-enabled classrooms with Projector**

Counselling Room

To guarantee the mental health of the students, the Psychology department hosts a counselling room.

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

4.1.2

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

Response: 66.39

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 228.72 | 13.69 | 16.45 | 22.49 | 15.79 |

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

4.2 Library as a Learning Resource**4.2.1**

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

Response:

The **college library** is a dedicated space on the college campus where students and faculty can access a wide range of academic resources, including books, national, and international journals, periodicals, and magazines both in printed and e-format. To enhance the existing facilities, the institution makes periodic purchases of adequate books both printed and online. The library is embellished with textbooks for issue and reference, books for competitive examinations, general knowledge books, fiction, poems, novels, and dramas in both English and Malayalam to escalate the reading habits of students in result in their all-around development. To amplify the competence of students for appearing in University exams, the library makes provision for the previous year's University question papers.

Library Automation:

- To confront technological advancement and also to cut back on the frailties of manual handling, the institution has automated the entire library system using **KOHA Software**
- All the books are barcoded and a barcode scanner is used while transacting.
- To save the time of the reader and to intensify reading quirk, the library provides OPAC where the readers can browse the whole library collections, using the search facility by name of author, title, subject, keyword, etc.

Subscriptions to E-resources:

- The digital library has 9 **computers** with a browsing speed of **50 Mbps**. It enhances the reader's potential to make use of technology-driven reading systems.
- The library has an active subscription to **INFLIBNET N-List** which provides easy access to various **e-books and e-journals**.
- The digital library platform acts as a facility that can be accessed from anywhere at anytime
- **Question banks** containing previous year University question papers are available on the library website
- **Shodhsindhu** is provided

Per Day Usage of Library:

- The college library serves as a fulcrum for the young readers who consistently employ the library facilities.
- The library is open from 9:30 am to 4:30 pm, which can be accessed by all the stakeholders not only for reading but for reference, accessing internet facilities, etc. The library is proficiently maneuvered by the librarian.
- The library caters to varying requirements of readers by providing **4 daily newspapers** both in English and Malayalam along with an affluent assortment of **6 journals and 5924 books**.
- On average, more than thirty percent of students and faculty utilize the library facilities.

Amount spent on purchase of Books and Journals:

- In cogitation of ameliorating the library provisions, the institution makes purchases of essential books and journals as per the requisites every year.

- The total expenditure for the purchase of books and journals is **Rs.24377** for the year 2022-2023.

| 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:

Activities carried out through digital and interactive tools increase students concentration and they estimate concepts more quickly. Therefore the college believes in updating the ICT facilities for the advancement of the learners.

Computing Resources:

32 Computers spread across the computer lab and library

18+ systems upgraded with SSD for peak performance.

Networking Resources:

- Campus buildings are interconnected using Fibre Optic Cables.
- Wi-Fi extenders which help provide flawless connectivity for the stakeholders.
- The campus has upgraded the internet bandwidth from 75 Mbps to 100 Mbps
- Complete network is Firewall protected

Digitalization of Library

The institution's **Library has 9 computers** in the digital library section. The library has automated its operations fully using one of the most used and a very user-friendly **Integrated Library Management System KOHA ILMS**.

The ILS is used in the acquisition, cataloging, and circulation of library resources

User-friendly **Online Public Access Catalogue (OPAC)** for searching the books in the library. All the

books are barcoded using the ILS; issues, return and renewal of books are carried out using the barcoded ID cards. Library usage statistics is managed by **ILMS through automated Gate Register by recording the entry to and exit from the library by the members**. A screen reader **Software NVDA (Non-Visual Desktop Access)** has been installed in the library for the benefit of visually challenged students.

ICT Facilities for Teaching and Learning:

There are **12 classrooms** with ICT infrastructure.

IT Lab is equipped with ICT facilities to enable faculty to transact pedagogical ideas in a more advanced and effective manner. Faculty development programmes to improve the ICT skills of the teachers

Power Infrastructure:

The institute has extensive investments in upgrading and maintaining power infrastructure.

A 2 kVA single phase, 15kVA single phase generator, and 7kVA Solar have been installed to ensure all Computing and Network equipment is maintained in excellent condition. Uninterrupted Power supply is maintained in laboratories and administrative offices as well as departments with a total capacity of 2kVA Power Backup.

| 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: 30.72

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

Response: 32

| 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: 29.27

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 32.31 | 24.31 | 13.95 | 30.30 | 30.14 |

| 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: 39.45

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 181 | 511 | 408 | 404 | 355 |

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: C. 2 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: 31.62

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 480 | 414 | 223 | 198 | 175 |

| 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: 31.93

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 110 | 92 | 65 | 51 | 53 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 244 | 307 | 203 | 190 | 218 |

| 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 |
| 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 |
| 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: 3.16

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 12 | 9 | 2 | 1 | 1 |

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

5.3 Student Participation and Activities

5.3.1

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

Response: 9

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 4 | 0 | 1 | 3 | 1 |

| 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: 16.4

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 27 | 18 | 9 | 14 | 14 |

| 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:

Sahya Arts and Science College, wandoor has a registered alumni association that contributes significantly to the development of the institution named **SASCA (Sahya Arts and Science College Alumni)** under the Registration Act 1860, with the **Registration No: MPM/CA/629/2022**. It is a dynamic association purposes to develop, foster, maintain and support a mutually beneficial connection between alumni, students, faculty and staff members. The Executive Committee, elected by the Council of SASCA comprises of enthusiastic individuals willing to take on the organizational initiatives and sustain the pride of the institution. The Mission of SASCA is to form a global network and forum that connects and engages the alumni with their Alma Mater.

OBJECTIVES:

- To build a bridge between college life and career life and to make them judicious in facing the challenges that may emerge in their career path.
- They provide valuable networking opportunities for current students about career paths, job searchers, and professional development.
- To promote best practices in different areas of social life for the benefit of society to promote the institutional motto “Towards Life in its Fullness” through the lives of Alumni.
- The association is also engaged in social activities and always represents itself at the forefront to raise funds for the organization, to grant scholarships and financial assistance to the needy.
- Alumni donations are essential for supporting the mission of our institution which signifies satisfaction of successful grades and their gratitude towards Alma mater.
- Alumni extend their support by contributing to an alumni fund after their graduation.
- Alumni are often involved in fund raising efforts, contributing financially to the college through donations, endowments, and sponsorship.

Overall, alumni play a crucial role in the success and growth of a college, both during and after their time as students.

The events organized by the Alumni:

- The Onam celebration with the Alumni, the alumni sponsored the Onasadhya to the students and teachers.
- Alumni Tournament, a tournament among the alumni and college teachers were organised.
- During the COVID pandemic the members of Alumni Association acted as a great solace for the management of the college.
- The help of the union in the admission process and other advertising is noteworthy.
- The contributions of the Alumni is a notable factor in this venture.
- Regular Alumni Meets are conducted by the association.
- Alumni sponsor achievement awards for the toppers every year.

Amount contributed in each academic year:

2018-2019 - Rs. 3, 06,770./-

2020-2021 -Rs. 49,700 /-

2022-2023 - Rs. 1, 75,800 /-

Office Bearers of SAHYA Alumni Association 2022-23

| Name | Position held | Designation. |
|------------------|---------------------------|-------------------|
| Mohammed Fazil T | Assistant professor ,SASC | President. |
| Shinila A | Assistant professor ,SASC | Vice president. |
| Asif Muhammed | Alumni | Secretary. |
| Athira | Assistant professor ,SASC | Joint secretary. |
| Nikhil Raj E | Accountant, SASC | Treasurer. |
| Meena Raj | Alumni | Executive Member. |
| Mishab T | Alumni | Executive Member. |
| Muhammed Afsal | Alumni | Executive Member. |

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The **vision** of the institution is *“To become an exemplary institution that delivers intellectual and academic rewards”*.

Mission

- Ensuring delivery of **high-quality education**, fostering **intellectual growth** among our students.
- Creating a nurturing and **inclusive community**, where students, faculty, and staff provide a supportive network for **academic and personal development**.
- **Embrace lifelong learning** and staying abreast of evolving knowledge and skills in an ever-changing world

To fulfill its **mission**, the college operates in a **decentralized, participatory manner with all relevant parties involved**:

Governance Mechanism:

- The institution's governance mechanism is characterized by effective leadership through **decentralization and participatory management**.
- **The Managing Committee**, adhering to university regulations, sets policy parameters and completes strategic plans.
- **The Principal** oversees day-to-day operations with support from the **College Council, statutory bodies, administrative offices, PTA, and Alumni Association**.
- **The College Council**, composed of department heads and the Principal, discusses procedures and plans, with faculty engagement ensuring participatory decision-making.
- **Various statutory bodies, including the ICC, Grievance Redressal, Discipline Committee, and Anti-Ragging Cell**, are overseen by faculty members.

NEP Implementation

Our institution prioritizes **interdisciplinary education**, engaging both students and faculty through **extension activities, outreach, and conferences**. We await the integration of the **Academic Bank of**

Credit (ABC) from NEP 2020. Since 2023, we've ensured **transparency and accountability through Outcome Based Education (OBE)**, supported by teacher training and visible course outcomes.

Effective leadership is visible in various institutional practices such as decentralization and participative management

- Participation in decision-making is encouraged, with **every faculty member included on multiple committees and student representation advised.**
- The institutional governance structure comprises the **Managing Committee, Principal, College Council, PTA, Alumni Association, and IQAC, along with statutory committees like Grievance Redressal and Anti-Ragging Cells.**
- Assistant Professors overseeing departments and department heads constitute the **College Council**, chaired by the Principal, advising on internal matters.
- To ensure stakeholder involvement, the institution has additional committees such as **Admission, Discipline, Women Development Cell, Entrepreneurship Development Club, Advisory, Timetable, Career Guidance & Placement Cell, Fine Arts, Internal Exam, Library Advisory, Scholarship, Magazine, and various clubs.**
- Regular gatherings at different administrative levels, including **managing committee, College Council, staff council, and department meetings, along with multiple club and committee meetings**, promote decentralization and participative management.
- These platforms provide opportunities for faculty, staff, and students to contribute to institutional matters.
- The **College Students' Union**, elected under the University of Calicut's policy, holds a pivotal role in campus activities, representing student interests and facilitating engagement.

Case Study- Movement of Ladies Hostel into the Campus

- The relocation of the Ladies' Hostel into the Campus exemplifies **decentralization and participatory management.**
- Students raised accessibility concerns, prompting **discussions at the warden and forwarded to the college council.**
- The College Council, upon consultation, forwarded the matter to the **Principal, who presented it to the Managing Committee.**
- Following deliberation, the Managing Committee **approved the relocation**, resulting in the conversion of the canteen into a hostel facility and shifting the canteen in to a new facility
- The hostel, operational since **2023, provides essential amenities like prayer halls, combined study areas, and restrooms.**

| 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 direction and purpose of Sahya College's ongoing journey are guided by a meticulously crafted Strategic Plan, developed through extensive discussions and collaborations with stakeholders, academics, and experts. Based on an **Institutional SWOC analysis** and thorough consultations, the **Strategic Plan 2018-2023** was formulated. It revolves around five core pillars aimed at achieving the college's vision. They are:

- **Infrastructure and resource learning**
- **Student support**
- **Community outreach**
- **Green initiatives**
- **Industry collaboration**

The Strategic Plan 2018-2023 is the roadmap document of the institution that defines its strategy, direction, and helps realize its vision and objectives. The organisation is well-funded and has a rigid bureaucratic framework to protect its managerial and institutional operations. The institution is well-liked in the surrounding district because it offers high-quality instruction and fosters a values-oriented learning environment.

Statutory and Non-Statutory Bodies

College Committee

The College Committee, comprising the management team, principal, department heads, and staff representatives, is pivotal in safeguarding the institution's academic and extracurricular programs, ensuring the enhancement of the teaching and learning process. It bears responsibility for decision-making regarding academic staff hiring, firing, and other academic-related matters for the academic year. As the institution's head, the principal holds ultimate authority for executing these decisions effectively.

IQAC

The team members and the IQAC coordinator exert diligent efforts to ensure the delivery of top-notch education to the institution's students. The IQAC members actively promote the organisation of seminars, workshops, and various departmental initiatives to enhance the educational experience.

Recruitment: Positions are filled based on merit-based, advertised on the college website and social media. Applicants apply online via a designated email. Interviews, following university guidelines, involve the Principal, Department Heads, and external specialists. Selection criteria encompass qualifications, demonstration class performance, and interview evaluation.

Service Rules: In matters concerning leave policies, conduct expectations, disciplinary protocols, and other relevant issues, all staff members adhere to the HR Policy and Service Rules Handbook provided by the organization. Additionally, compliance with regulations outlined by the Directorate of Collegiate Education and the University is mandatory for employees.

Mechanism for Grievance Redress: A senior faculty member heads the Grievance Redressal Cell, where staff members are encouraged to voice any grievances. Alongside, the college houses both an anti-ragging cell and an Internal Complaints Cell (ICC). The grievance resolution framework consists of three levels: Departmental, Collegiate, and University levels. Moreover, a specialized college-level unit addresses grievances concerning internal examinations. Students can anonymously lodge complaints via the college website, and comprehensive details about the institution's redressal mechanism are disseminated to both faculty and students.

DEPLOYMENT

The institution has achieved notable milestones, including:

- **ISO certification**
- **2(f) Recognition under UGC Act 1956**
- **launching a PG in Psychology and a B.Sc in Geology with remote sensing.**
- **It embraces ICT-enabled teaching**
- **Provides INFLIBNET N-List access**
- **Offers skill-based training, and fosters partnerships through MoUs.**
- **Infrastructure enhancements include girls' hostel, library block and Amphitheater.**
- **Geen campus initiatives.**

| 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 exemplifies a commitment to the holistic well-being and advancement of its faculty and staff members, **both teaching and non-teaching**, through a comprehensive array of welfare measures, leave-related benefits, and the provision of physical facilities. These proactive strategies underscore the institution's recognition of the pivotal role played by human capital in fostering academic progress and institutional excellence.

Welfare Measures for both Teaching and Non-Teaching Staff:

- **Employee Provident Fund (EPF)**
- **Employee State Insurance (ESI)**
- **Incentives such as PhD/M.Phil./NET allowance increments.**
- **Financial assistance enables faculty members to engage in professional development through training programs, seminars, workshops, and conferences.**
- **Festival allowances**
- **Staff picnics and recreation.**
- **Free transportation** for teachers to access the college
- **Salary advance** is given for needy staff members.
- **Vacation salary** provided to one year completed service.
- **Annual increment** provisions subject to performance.
- **Interest-free small term loans**
- **Medical Camps** within the campus
- **Counseling facility.**
- **Rent free accommodation** for needy staff.

- **Traveling expenses is allowed for Teachers to take students to participate in events.**
- **The family functions or weddings** of the staff members are attended with a **sense of favor.**
- **Free uniforms** provided for designated staff members.
- **Special allowance** to staff for additional works
- **Awards and rewards for meritorious contributions.**
- **Complimentary refreshments**
- **Farewell parties to staff.**

Leave-Related Benefits:

- **Maternity leave**
- **Medical leave**
- **Casual leave**
- Provisions for **Duty Leave** for the teaching staff.

Physical Facilities :

- **Separate lunchrooms, washrooms, and parking lots.**
- **Laptop facility with adequate WiFi settings in all Departments, Libraries, and offices.**
- **Gymnasium** for fitness and wellbeing.

Avenues for Career Development and Progression:

- **Annual orientation, and workshops** for teaching staff at the beginning of every academic year
- Initiation and **training programmes** for the newly recruited staff
- **Faculty Development Programs.**

INSTITUTION'S PERFORMANCE APPRAISAL SYSTEM

The institution's performance appraisal system ensures a comprehensive evaluation of **both teaching and non-teaching staff**, thereby fostering continuous improvement and excellence. The following criteria are used to conduct the appraisal:

Staff Self-Appraisal

Faculty members complete a **scheduled self-evaluation form** distributed department-wide. It covers academic background, teaching experience, professional development, research publications, participation in seminars, committee activities, and institutional responsibilities, aiding in comprehensive self-assessment.

Students' feedback

Students provide semester-by-semester feedback on teachers' pedagogical performance via a form. Candid responses are valued for improving instructional standards campus-wide, fostering a culture of continuous enhancement.

Evaluation Report by the HOD

Department heads confidentially assess faculty's academic performance, noting strengths and weaknesses in a prescribed format.

Evaluation Report by the Principal

The principal combines HOD evaluations and student input to create a confidential report on teachers, reviewed by the Managing Committee for incentives. Lower-scoring staff receive training and workshops for improvement.

Evaluation of the non-teaching staff

Non-teaching staff undergo annual performance evaluations utilizing criteria like:

- Job Expertise
- Productivity
- Interpersonal skills
- Punctuality

The Administrative Officer uses a standardized evaluation form developed by the IQAC. The Principal reviews confidential reports, providing feedback and recommendations. This appraisal system significantly enhances motivation and performance across the institution.

| 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: 44.66

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 20 | 25 | 22 | 25 | 21 |

| 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: 83.78

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 56 | 49 | 54 | 53 | 36 |

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

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

| File Description | 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:

Primary sources of institutional revenue includes:

- **Tuition fees** and ancillary incomes
- **Support from the management society**
- Revenue from **hostel fees, transportation, PTA contributions, alumni support, and sponsorships**
- **Endowments provided by the institute and supporters of the institute.**

Optimal utilization of resources

- Before the financial year begins, The Principal and Account section prepares the College budget, The allocation of fund is decided by the Co-operative Society.
- The institutional budget encompasses regular expenditures such as salaries, infrastructure development, maintenance, scholarships, allowances, bonuses, increments, procurement, and administrative expenses.
- The college operates with a Governing Body, Infrastructure and Maintenance Committee, Library, and several other affiliated entities that aid in the planning, distribution, allocation, and utilization of funds.
- Library and sports services have been fortified.
- Laboratories and IT infrastructure have been augmented.
- National and International Conferences, workshops, seminars, invited lectures, field trips and industrial visits etc. are organized for students and staff.
- All funds are deposited into bank accounts, and all expenses, whether recurring or non-recurring, are made via checks or electronic transfers. Only individuals authorized by the management are permitted to conduct transactions through the bank.

- The budget undergoes examinations and approval by senior management and the Finance Committee.

The resources are utilized in accordance with the college's **resource mobilization policy**. The institution has set up a system to perform **annual internal and external audits** of financial transactions to ensure adherence to financial regulations.

Process of the internal audit:

- Internal auditing is an ongoing process that occurs after each financial transaction, with the college itself conducting the initial phase of internal audit.
- The chief accountant closely oversees income and expenditures. Additionally, an internal auditor, appointed from within the college, validates accounts and verifies financial data. Conducting a comprehensive analysis of fiscal details, the internal auditor submits a report to the Principal, Manager and the Society.
- All requests for purchases, bills, and vouchers are presented to the Principal for authorization. Following approval, quotations are gathered, and the lowest one is sanctioned by both the Principal and the Cooperative Society.

Process of the external audit:

- The institution operates under a Cooperative Society registered entirely with the Kerala Cooperative Department.
- The accounts of the college undergo regular auditing by a chartered accountant in compliance with government regulations. External audits occur annually upon the conclusion of each financial year.

Following the audit, the auditor verifies that all payments are properly authorized. The audit report is then submitted to the management for review. Any inquiries arising during the audit process are promptly addressed, accompanied by the necessary supporting documents within the designated time frame.

| 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:

The Internal Quality Assurance Cell (IQAC) is responsible for identifying, planning, executing, and overseeing the institution's quality assurance strategies. It ensures the adoption of modern teaching methods, promotes research initiatives, and upholds professional standards. The IQAC was established in the year 2018 in December. The prime aim of the IQAC is to nurture and promote student-friendly education to the learners, to enhance the quality in the academic and other genres in the institution. IQAC has designated gauges and the levels to be adopted to achieve the standards set.

IQAC's Quality Assurance Initiatives

- Enriching the curriculum with **add-on and certificate courses**.
- Guiding the **annual planning process** for each department with qualitative insights.
- Establishing a systematic process for collecting and analyzing **stakeholder feedback** to drive enhancements.
- Creating and managing **databases** (Embase) for students, teachers, and administrative staff.
- Maintaining **comprehensive records of the institution's academic, extracurricular, and co-curricular activities**.
- Fostering **institutional collaborations**.
- Implementing an **efficient documentation** process in accordance with NAAC requirements.
- Tracking and recording **student progression** toward higher education or placement, as well as maintaining records of student scholarship details.
- Developing and applying quality benchmarks in **academic and administrative activities**.
- Coordinating **orientation, training, and workshop** initiatives for students, teachers, and support staff.
- Conducting **audits on infrastructure, administrative, academic, energy, environmental, and green** aspects.

Review of Teaching-Learning Process

- Develops a comprehensive **academic calendar** with year plans of activities and exam schedules.
- Collects departmental **semester plans** at the beginning of each semester and monitors their effective implementation.
- Recommends **innovative pedagogical methodologies**, supplementing curriculum completion with assignments, class tests, tutorials, etc.
- Promotes a **culture of research** among students by organizing research workshops.
- Introduces the collection and analysis of **performance appraisals** for both teaching and non-teaching staff.
- Collects, analyzes, and communicates student and **stakeholder feedback** on general and curriculum aspects.

Review of Structures & Methodologies of Operations

- **Conducts green, energy, and environmental audits.**

- Performs **academic and administrative audits**.
- Conveys audit recommendations to the relevant departments for their attention and action.
- Oversees the implementation of corrective actions following audits.
- Monitors the **mentoring and remedial systems**.

Review of Learning Outcomes

- IQAC has initiated the introduction of **Outcome Based Education (OBE)**.
- Analyzing **CO attainment and communicating corrective measures**.
- Organized number of programs to enhance the efficiency and professionalism of students, faculty, and non-teaching staff.

Incremental improvement during 2018-23

- Introduced **Two new Programmes, BSc Geology and MSc Psychology**
- **MoUs/collaborations** to facilitate a wide range of academic initiatives and activities.
- Conducted **Workshops/seminars/conferences** on Research Methodology, IPR and entrepreneurship.
- **ISO Certification.**
- **UGC 2(f) recognition.**
- The **computer count has increased** to 48 numbers.
- 41% of classrooms have been equipped with **ICT facilities**.
- Campus were upgraded to **fully WiFi-enabled**.
- Upgraded **Integrated College Management System and Library Management System Software**.
- College Library was automated with **ILMS and RFID INFLIBNET & N-LIST Subscription**.
- Construction of **Amphitheatre, Ladies hostel and Gymnasium**.
- **Solar Panel Installation.**

These initiatives collectively contribute to the institution's commitment to excellence and continual enhancement across various facets of academic and administrative operations.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Sahya Arts and Science College, nestled in the serene landscapes of Wandoor Kerala doesn't merely function as an educational hub but rather stands as a beacon of gender equity and inclusivity. Since its establishment in 2013, the college has placed paramount focus on gender sensitization, evident through its meticulously crafted syllabus, impactful projects, and diverse co-curricular activities aimed at empowering women and promoting a culture of equality and respect.

One of the core pillars of the college's commitment to gender equity is its comprehensive gender audit. The institution has initiated several measures in gender equity and sensitization in the curriculum, which can be seen through courses and projects. For example, the Department of English offers courses on 'Women's Writing' and 'Voices of Women'. The Department of BSc Psychology offers 'Gender' (under the course Psychology and Personal Growth), 'Gender and Happiness', 'Gender Difference in the Benefits of Marriage' (under the course Positive Psychology), 'Gender Diversity' (under the course Current Trends in Psychology), and an Audit Course on 'Gender Studies'. Opportunities in the appointment of staff are never differentiated based on gender. Female and male students are given equal opportunities to participate in sports. A gender-neutral Physical Fitness Centre promotes the focus on student's health.

The institution promotes various gender sensitizations through co-curricular activities like workshops, seminars, safety measures, and poster exhibitions. Events like Mother's Day, Women's Day, Self Defence Workshops, Pre-Marital Counselling, Menstrual Hygiene and New Methods, NSS Special Camps, Cultural Programs, etc., are organized, where female genders participate with full confidence and equal responsibility.

The institution has taken an active approach to ensure effective governance by establishing different committees, College Union Election and Clubs for diverse domains. This strategic move is rooted in a commitment to gender equity, ensuring a balanced representation of both male and female members across these committees. The following committees enhance the effectiveness in addressing the wide array of issues which are faced by students, faculties and staff.

- Anti-Ragging Committee
- Grievance Redressal Committee
- IQAC
- Students Disciplinary Committee
- WDC

Facilities for Women in Campus

The institution never considers women subservient and Special facilities are provided and initiatives for safety and security facilities for females have been taken into consideration.

- **CCTV surveillance and security systems** safeguard the campus.
- **Separate washrooms** are available for girls and boys on each floor
- **Sanitary Napkin Incinerator & Sanitary Napkin Vending Machine.**
- **Counselling centres, prayer room, transportation, parking area, and hostel** facilities are also available at the institute.
- The **Women Development Cell (WDC)** functions for the progress and empowerment of women.
- **Women's representation** is ensured in College Committees
- All student and staff compulsory wear **ID cards** on the campus.

Sahya Arts and Science College exemplifies a holistic approach to gender equity through its unwavering commitment to promoting an inclusive and supportive environment, the college not only empowers women but also cultivates gender sensitivity among its entire community.

| 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:

Sahya Arts and Science College has always played a pivotal role in sensitizing to build a nation of youth who are noble in their attitude and morally responsible; the college organizes and conducts several activities to build and promote an environment for ethical, cultural, and spiritual values among the students and staff. To develop the emotional and religious feelings among the students and the faculty, commemorative days are celebrated in the campus with the initiative and support of the management for not only recreation and amusement but also to generate the feeling of oneness and social harmony.

- Every year the institution conducts Arts day which captures cultural diversity through music, dance, literary and fine arts.
- The college faculty, students and staff jointly celebrate the cultural festivals like **Onam** the national festival of Kerala is celebrated every year with traditional cultural programmes and **Kerala Piravi** in the campus.
- The institution celebrates **Republic Day, Independence Day** and **Gandhi Jayanthi** to promote values of tolerance, respect, and inclusion and harmony among students.
- For Cultural, regional and socioeconomic diversity Cultural Exchange, Community Extension Programmes etc. are conducted. These extension activities aim to create an inclusive environment and support student development.
- To sensitize students and employees, the institute is proactively taking efforts in providing an inclusive environment. College organizes **Blood Donation Camp, Palliative Day, NSS Day**, Monsoon Disease Awareness, Helping hands, Old Age Home Visit; Cleaning Drives are conducted by NSS Wing Unit of Sahya College.
- Celebrating **Mental Health Day** reduces stigma and creates a supportive campus environment.
- Personality Development Workshops provided students with skills and confidence for personal and career growth and Suicide Prevention awareness classes helped to promote mental wellness.
- Using mime to promote **AIDS Day** awareness and deliver a powerful message among students.
- Institution celebrates **Ozone Day** and **Environment Day** to raise awareness about environmental issues and create a sense of responsibility.
- Festivals like Onam, **Christmas, Eid** and **Iftar Meet** are celebrated to maintain religious, social and communal harmony.
- **Women's Day** promotes the achievements of women and empowers students to challenge stereotypes and biases.
- **National Sports, Kerala Sports Day** and **Yoga Day** in college help to promote physical fitness, teamwork and wellness among students.
- **Disability Day** and **International Day of Deaf** promote inclusivity and raise awareness about the rights and needs of individuals with disabilities.
- **International Day Against Drug Abuse** and **Anti-Narcotics Awareness** to promote social responsibility and educate students about the dangers of drug abuse

In essence, Sahya Arts and Science College, Wandoor goes beyond traditional education, creating an inclusive environment that moulds minds to appreciate diversity, instils constitutional values, and prepares compassionate citizens to contribute to societal betterment.

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE 1

1. Title of the Practice

THANAL - Nurturing for Social Responsibility

2. Objectives of the Practice

Thanal means **shadow**, the college is dedicated to being socially responsible and helps the community mostly through NSS and SIP activities. Built on the **Sanatana principle** of **Seva**, the college's service spirit led to expanding its outreach and social activities.

3. The Context

SASC promotes student participation in social awareness activities through various cells and clubs, such as NSS, SIP, Women's Development Cell, and Nature Club, within the college. By exposing students to diverse community projects, SASC sparks their passion for societal change. When students actively participate and receive recognition, they feel a sense of responsibility, reminding them of the importance of helping others, and encouraging the idea of giving back to the community selflessly, without expecting anything in return.

4. The Practice

- **Orientation Class** : Thanal - A class teaches about Social Responsibility and Community Service
- **Hospice 2k19** - A two-day camp where students entertained palliative care patients and planted trees.
- **Food Fest** - NSS and SIP organized Food Fests in 2018, 2019, and 2021 to raise funds for supporting those in need.
- **Helping Hands** Continuing community support, activities include distributing Ramadan kits, organizing medical camps, donating mobile phones to students in need during COVID, and assisting a local shopkeeper.

- **Bhavanam Project** - Funds from Food Fests, SIP, and NSS used to build homes for the needy.
- **Flood Relief Activities** - Flood relief efforts: cleaning, visiting affected areas, distributing essential supplies at camps.
- **Podhichor** - Students bring food from home to distribute to those in need, such as hospitals or nearby areas.
- **Children's Day Celebration at Special School** - This activity promotes social responsibility through interaction and celebration with special needs children.
- **Wheelchair Distribution** -College's commitment to empowering people with disabilities.

5. Evidence of Success

- Orientation class raised awareness of social issues.
- Helped to raise awareness about palliative care and tree plantation
- Supported flood relief efforts through the 'Nilamboorin Oru Kaythaang' initiative, providing essential supplies to affected people in camps.
- Food Fest proceeds were used to build student housing, renovate staff accommodations, and provide housing for non-teaching staff.
- The NSS unit distributed 'Ramadan Kits' to forty households .
- The food fest raised a significant amount of funds.
- NSS assisted a local shopkeeper unable to stock his store by purchasing the necessary products for him.
- Distributed two mobile phones to students in need during the COVID-19 pandemic.
- Distributed wheelchairs: one to a palliative care center in Wandoor, and another to a person with a disability
- A free medical camp provided cataract surgery and other services to nearby residents at the college.

6. Problems Encountered and Resources Required

- It's hard to get rural people interested in new ideas.
- Because of time constraints, we can't uncover all talents among students.
- Getting girls involved in social work is tough.

7. Notes

- SASC promotes social responsibility to those who contribute their time and knowledge for the betterment of society.
- They're encouraged to join clubs and cells.
- Emphasizing the value of giving back to the community without seeking rewards.

BEST PRACTICE 2

1. Title of the Practice

VAACHASHAALA - Empowering Women through Reading

2. Objective

'**Vaachashaala**' means '**the place of words**' or '**library**', combining 'words' and 'place'. Our aim is to empower women by providing access to educational resources.

- **Promote literacy and Keep Learning**
- **Create a supportive environment**
- **Empower with knowledge**

3. The Context

Sahya College is located in a rural area with no nearby library, making it difficult for the community to access books. To address this issue, we initiated a program to distribute books to women, particularly housewives. This program provides an opportunity for women to start reading and learning without incurring any cost. Beyond teaching literacy, this initiative aims to help women relax and stay connected to the world. Through reading, we aspire to cultivate a group of women who are engaged, knowledgeable, and inspired, hereby enhancing their lives. Additionally, we are distributing books to children to encourage reading and reduce excessive phone usage.

4. The Practice

'Veettammakoru Vayanashaala' which translates 'A Library for House Mother's, is an initiative launched by Sahya College in 2018 to promote reading habits among women in rural areas with limited access to libraries. Initially, the program invited women, especially housewives, to borrow books from the college library's book bank, which consisted of donations from students and staff. In 2019, to commemorate Reading Day, the college distributed books to nearby women, highlighting the importance of reading for empowerment and stress relief. By 2020, the initiative expanded to include door-to-door visits. Volunteers promoted the benefits of reading and distributed books to women and children, encouraging the development of reading habits despite the prevalence of digital distractions.

5. Evidence of Success

- To empower women in our rural community, we established 'Vaachalayam', a dedicated space where housewives can read.
- Through the '**Veettammakoru Vayanashaala**' initiative and our **Reading Day** events, we collected books from our college library's book bank, enhanced from students.
- This collection effort enabled us to distribute books to 10-15 housewives annually, helping them cultivate a reading habit and explore new ideas.
- The creation of '**Vaachashaala**' has provided a supportive environment where women feel encouraged to read and learn.
- During the last vacation, we delivered books directly to households, including housewives and children, a well-received effort highlighting the importance of reading.
- 'Vaachashaala' has gained more participants and positive community feedback. They demanded for more books according to their interests.
- Housewives says that having books has eased stress and broadened their knowledge.

6. Problem encountered and Resources Required

Providing books to women encountered skepticism from families who undervalued female education. The pandemic introduced new challenges for in-person interactions. There were frequent shortages of

books for different ages or interests. Engaging rural communities in reading required significant effort.

7. Notes

Students dedication to the college library, particularly its book bank initiative, stands as a cornerstone of community empowerment. This dedication has resulted in a collection of books that are readily available to the community at no cost and created a significant impact on the community.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

PRAVASI COOPERATIVE SOCIETY : BUILDING BRIDGES TO EDUCATIONAL SUCCESS

Sahya Arts and Science College lies in a **unique** essence – it's powered by the **Pravasi Cooperative Society**. The Pravasi Cooperative Society isn't just a partner; it's the driving force behind the college's remarkable journey of growth and transformation. **Sahya Arts and Science College (SASC)** in Wandoor, Malappuram, stands out as a prominent educational institution ever since its establishment in 2013 by the Sahya Pravasi Cooperative Society. Located in the landscape of Palamadam, just 4 KM from Wandoor town, SASC is affiliated with the esteemed University of Calicut and holds accreditation from the Government of Kerala and the UGC. Offering a wide range of courses, SASC has evolved from its humble beginnings of 4 undergraduate programs and 93 students to become a comprehensive institution, now catering to a diverse community of 1000 students with 9 undergraduate and 2 postgraduate courses.

The college's inception was the result of a collaborative effort by both locals and **NRIs**, recognizing the crucial role of education in their community's progress. Over 200 migrants played a pivotal role in founding SASC, making it the first self-financing college in the region. Within a remarkably short period, SASC established its permanent campus, marking a significance. Their noble mission: **Empowering the Youth for a Brighter Future.**

At Sahya College, we don't just educate students; we ignite their potential and pave the way for a vibrant future. Through a dynamic blend of academic excellence, hands-on experiences, and personalized support, we empower our youth to dream big and achieve their goals. The Sahya Pravasi Cooperative Society is deeply committed to realizing the vision and mission of the institution, aiming to create a

brighter future for all. Through a series of dynamic initiatives, we're redefining the educational landscape and empowering students to reach new heights. Some of these transformative initiatives include:

'EDU-ZONE' UGC/NET SET Coaching Series

The PG Department of Commerce at Sahya Arts and Science College, Wandoor, has launched the 'Scholars Net Coaching Series,' aimed at offering comprehensive coaching and guidance to students for academic excellence and professional development. The department has decided to conduct a 3-month-long 'Edu-Zone' UGC/NET SET Coaching Series for PG students, based on the syllabus. The journey commenced on the 13th of October 2022, with classes scheduled every Thursday covering various subjects.

PSC Coaching

Sahya specialized coaching for the Public Service Commission (PSC) exams. This program is designed to equip aspiring civil servants with the skills and knowledge necessary to excel in these highly competitive examinations, ultimately opening doors to promising career opportunities. With a dedicated team of experienced faculty members and a comprehensive curriculum covering all aspects of the PSC exams provides students with the best possible preparation.

Communicative English

Our institution offering communicative English classes can greatly benefit students in improving their spoken and written communication abilities. Additionally, signing a Memorandum of Understanding (MOU) to provide a Business English Certificate (BEC) indicates a commitment to preparing students for success in a corporate environment where English proficiency is often essential.

NORKA

NORKA ROOTS, the field agency serving as an interface between Non-Resident Keralites (**NRKs**) and the Kerala Government, plays a vital role in addressing NRKs' issues, safeguarding their rights, and rehabilitating returnees. Among its initiatives, NORKA ROOTS provides financial assistance to collaborative activities of expatriate Malayalees, offering one-time grants to support organizations facilitating the reintegration and economic upliftment of returnees. In line with this, the Sahya Pravasi Co-operative Society Ltd, has initiated impactful projects, including courses like Tally ERP 9, Communicative English, and PSC Coaching, aimed at enhancing employability and fulfilling aspirations for stable employment among the expatriate community.

CK Mubarak Endowment Award

Celebrating excellence and commitment to education, Sahya College proudly presents the CK Mubarak Endowment Award. Named in honor of our esteemed founder President, this prestigious award recognizes academic excellence and outstanding achievements. By honoring top-performing students, PSC rank holders, and achieving 100% PSC registration, we applaud their dedication and perseverance.

Sahya Scholarship

To support students financially, reward academic excellence, and nurture exceptional talent, Sahya

College offers a variety of scholarships. These include the Post Matric Scholarship, Special Scholarship, Sports Scholarship, Merit Scholarships, and the CK Mubarak Scholarship.

Developing the Sense of Social Responsibility among Students.

Our institution encourages students to develop a strong sense of social responsibility through various avenues. This includes participation in clubs, involvement in different cells and engaging in community extension projects. The management fully supports students in these endeavors for making a positive impact on society. The programs such as

- Blood donation camps
- Clean drives
- Convex mirror installation for road safety near college areas.
- Community extension programs by the Department of Psychology.

Developing the Employable Skills of the Students

- Certificate Course: Apart from the normal syllabus in the various courses, students are provided with Add on Courses to enhance their employable skills.
- The Add Courses offered are : Hridhyam, Ancient Life Studies, Media Production, Statistical Survey, Stock Market and Management for Competitive Examination.
- Each department provides Skill Enhancement Programmes like Soft Skills, Language and Communication Skill, Life Skill, ICT/ Computing Skills.
- Many reputed companies are invited to our campus for recruitment and offer placement and internship to the students.

"Illuminating futures, empowering dreams—our society champions the youth for a radiant tomorrow."

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

5. CONCLUSION

Additional Information :

- In 2013, SAHYA ARTS AND SCIENCE COLLEGE introduced four additional undergraduate programs: BA English, BA Travel and Tourism, BBA and BCom Finance.
- To enhance its infrastructure, SAHYA ARTS AND SCIENCE COLLEGE constructed a new college building in 2014.
- In 2014, SASC expanded its range of programs by introducing Bcom co-operation, Bcom Computer Application, BSc Information Technology, BSc Psychology and MCom in Finance programs.
- In 2020, the institution introduced the Bsc Geology and MSc Psychology programs.
- In 2020, a new block was established at the institution.
- New Canteen inaugurated in the year 2024.
- College hostel has been moved from Palamadam college premises during 2023.
- In 2023, the College awarded the ISO certification.
- In 2023 college has recognized 2(f) as per UGC Act of 1956.
- The institute implemented Outcome-Based Evaluation, analyzing course outcomes and program effectiveness.
- The institution monitors the quality of teaching-learning through IQAC and other relevant cells, which collect feedback from the students and other stakeholders.
- The well-organized and maintained library offers an ample collection of books and e-resources like NList, contributing to fortifying the curriculum.
- The Campus emphasizes student-centered learning via industrial visits, internships, projects, and problem-solving, fostering experiential, applicable domain knowledge.
- The Psychology department organizes counseling and additional initiatives to offer support to students and community.
- The institution Achieved 100% in One Time Kerala Public Service Commission (PSC) Registration.
- The institution has two AICTE-approved courses, viz. BBA and BCA, the latter course will start in the next academic year.

Concluding Remarks :

SASC aspires “To become an exemplary institution that delivers intellectual and academic rewards”. The institution places great emphasis on a curriculum infused with social commitment, aiming to mould students into well-rounded individuals who contribute meaningfully to society. With a global perspective guiding its endeavors, SASC strives to make significant contributions to society, establishing itself as a prominent institution in the country's higher education landscape within a mere 1 decades of its establishment.

The institution's forward-thinking curriculum, developed in collaboration with the affiliated University, places a strong emphasis on enhancing skills through reskilling and upskilling, while also addressing pressing societal and environmental issues. Evaluation of student outcomes is based on a combination of experiential and blended learning methodologies, serving to enhance both employability and entrepreneurial skills.

A comprehensive Human Resource Plan is in place to support faculty development, career advancement programs, and welfare initiatives, thereby fostering the continuous growth and progression of faculty members. Simultaneously, SASC endeavors to cultivate global competence and social responsibility among its students

through various initiatives, including opportunities for engagement with local communities and marginalized groups, providing first hand exposure to real-world societal challenges.

The institution is committed to inclusivity, accessibility, and fostering a supportive environment for individuals with diverse abilities, thereby ensuring an environment conducive to holistic growth. By embracing e-governance, robust IT infrastructure, e-content development centers, and e-learning platforms, SASC is poised for future advancements in education.

Throughout its one-decade journey, SASC has experienced comprehensive growth, introducing new academic programs, adapting its vision and mission to meet evolving higher education needs, and expanding its curriculum through collaborations and Memorandums of Understanding (MoUs) with other institutions. The college seamlessly integrates academic pursuits with robust extracurricular and co-curricular activities, providing a platform for talent expression and fostering a rich environment for learning and development

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|--|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| 1.2.1 | <p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :31</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p> | | | | | | | | | | | | | | | | | | | | |
| 1.2.2 | <p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>622</td> <td>560</td> <td>681</td> <td>670</td> <td>517</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>602</td> <td>522</td> <td>655</td> <td>648</td> <td>489</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 622 | 560 | 681 | 670 | 517 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 602 | 522 | 655 | 648 | 489 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 622 | 560 | 681 | 670 | 517 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 602 | 522 | 655 | 648 | 489 | | | | | | | | | | | | | | | | | |
| 2.1.1 | <p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>382</td> <td>326</td> <td>349</td> <td>422</td> <td>317</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>355</td> <td>305</td> <td>333</td> <td>398</td> <td>285</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years</p> <p>Answer before DVV Verification:</p> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 382 | 326 | 349 | 422 | 317 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 355 | 305 | 333 | 398 | 285 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 382 | 326 | 349 | 422 | 317 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 355 | 305 | 333 | 398 | 285 | | | | | | | | | | | | | | | | | |

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 545 | 626 | 652 | 517 | 376 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 545 | 626 | 652 | 517 | 376 |

Remark : DVV has made changes as per available information.

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

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:

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 58 | 30 | 32 | 58 | 24 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 58 | 30 | 32 | 58 | 24 |

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 81 | 92 | 94 | 85 | 34 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 278 | 312 | 326 | 258 | 188 |

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

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

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

Answer before DVV Verification:

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

| | | | | |
|----|----|----|----|----|
| 22 | 22 | 21 | 20 | 15 |
|----|----|----|----|----|

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 10 | 11 | 13 | 9 | 11 |

Remark : DVV has made changes as per given information.

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 17 | 5 | 4 | 8 | 2 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 0 | 0 | 0 | 7 | 2 |

Remark : DVV has made changes as per supporting document. 2023 , 22 and 21 data not given so made it 0.

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 1 | 1 | 0 | 2 | 3 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 1 | 0 | 0 | 0 | 0 |

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

3.4.3 *Number of extension and outreach programs conducted by the institution through organized*

forums including NSS/NCC with involvement of community during the last five years.

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 16 | 2 | 1 | 27 | 5 |

Answer After DVV Verification :

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

Remark : DVV has made changes as no community involved.

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 :13

Remark : DVV has made changes as per available information.

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*

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 199 | 515 | 424 | 421 | 369 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 181 | 511 | 408 | 404 | 355 |

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

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: C. 2 of the above

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

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 514 | 446 | 230 | 213 | 183 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 480 | 414 | 223 | 198 | 175 |

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

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 34 | 24 | 12 | 16 | 17 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 27 | 18 | 9 | 14 | 14 |

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

2.Extended Profile Deviations

| ID | Extended Questions |
|-----|---|
| 1.2 | Number of teaching staff / full time teachers year wise during the last five years |

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 56 | 49 | 48 | 54 | 47 |

Answer After DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 56 | 49 | 48 | 53 | 47 |