SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

NAVAJYOTHI COLLEGE

NAVAJYOTHI COLLEGE, P.B NO. 05, CHERUPUZHA PO KANNUR
670511
https://navajyothicollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Navajyothi College, the first higher education institution in the rural outskirts of Cherupuzha Grama Panchayath, was established in 2010 by the St. Thomas Province (Kozhikode) of Little Flower Congregation under the pioneering vision of Rev. Fr. Basilius Panattu, CST, the founder of the Congregation, who was inspired by the spirituality of St. Therese of Lisieux and motivated by the percepts of Mahatma Gandhi, ventured to materialize his vision of village development. This higher education institution, affiliated to Kannur University, imparts education to the students from the rural area of Kannur and Kasaragod districts and also from other districts and states. The college, ever since its inception, has been giving prominent importance to the integral development of the students through academic and co-academic activities as well as non-academic off-campus services rendered to the needy and the poor. The commitment of the college to do something for the rustic development is recognized by Kannur University by awarding the NSS unit of the college as the best of all the units under it in 2020-'21 academic year.

Situated in the lush green sprawling campus of 32 acres with hilly background, the college offers the stakeholders an eco-friendly atmosphere for learning. The institution offers seven undergraduate programmes and three post-graduate programmes. It has three buildings: a residential complex and two academic blocks. The two academic blocks have 33 classrooms including eight ICT enabled classrooms, Seminar Halls, Auditorium, Language Lab, Computer Lab and a partially automated Library. The campus is enabled with a high-speed internet facility.

The admission of minority and OBC students in large numbers enables the college to get along with the charism of the Congregation **"Be Little and Serve the Little"**. The College is **"Lighted to Enlighten"** the stakeholders to achieve better feats of life.

Vision

The vision of the College is "***Lighted to Enlighten''***. The adaptation of the vision is from the percepts of the education apostolate of the Little Flower Congregation that manages the college. Following the footprints of the Founder, Rev. Fr. Basilius, we consider education as the fundamental requirement of the human being for self-realization and empowerment. Therefore, the avowed mission of the college is to kindle the lamp of knowledge and wisdom among the underprivileged section of society. The rural background of the college, therefore, rightly justifies the vision statement, "*Lighted to Enlighten",* offering the students opportunities to develop an integrated personality, endowed with intellectual expediency, psycho-spiritual harmony, moral integrity, social commitment, and eco-sensitivity.

Mission

The mission of the college stems from the vision statement of the college. The college is acting as a beacon radiating the light of knowledge and service to the young men and women of the society. The mission of the college encompasses the following;

- To empower and strengthen young men and women to face the challenges of life
- To transform them into constructive and responsible citizens
- To enable them to stand for justice, peace and happiness
- To develop the employability skills of the students
- To help them excel in academics and thereby to ensure the integral growth of students.

This mission is accomplished by the systematic execution of the academic and co-academic activities and training programmes arranged for the students in an academic year.

Core Values

Create Men and Women for and with Others: We aim not at just creating intellectual beings that are self-centred but to form individuals that care for others and society.

Cura Personalis (Care for the whole person): Every aspect of an individual is taken care of at Navajyothi College. It includes intellectual, social, physiological, political, spiritual and moral.

Constitutional Values: Adequate attention is given to imparting the constitutional values of the country and teaching them to the students to promote the 'fundamental duties'.

Forming and Educating Agents of Change: Our ultimate aim is to form individuals as agents of change.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- First Higher Educational Institution in Cherupuzha Panchayath
- An institution catering to the middle and lower-middle-class people, including all students irrespective of caste, creed and colour
- Located in a serene rural area besides many environmental divergences
- Managed by St. Thomas Province of Little Flower Congregation
- Management with a progressive vision
- Qualified and experienced faculty comprising senior and young and fresh teachers.
- E-classroom prepared by teachers.
- Excellent community –neighbourhood relation
- Transparent admission procedures maintaining social justice and equity
- Productive extension activities
- Industrial training
- The availability of management scholarships and freeships.
- Eco-friendly campus with regular sensitisation programmes on environment
- Highly committed PTA
- Responsible Students' Union
- Excellent academic and cultural activities and festivals
- Academic and co-curricular training for students
- Excellent achievements in sports

- Institutional certificate courses and add on courses
- Proactive unit of NSS and other departmental clubs
- Easily accessible campus
- Robust feedback system collected and evaluated
- Regular academic audit
- Choice-based Credit and Semester System for UG and PG
- Career Training Centre- PSC, GMAT, NET Training for students
- Well furnished computer lab and library
- Good sports infrastructure

Institutional Weakness

- Lack of permanent affiliation due to Government policies
- College is situated in a rural area, which denies the urban advantages
- Less consultancy and industrial linkage
- Limited to the academic syllabus designed by the university to which it is affiliated
- Less independence in terms of academic curriculum design
- The initial struggle of the Institution is not yet overcome.
- Lack of Boys' Hostel
- All classrooms are not ICT enabled
- No government grants for college
- No research departments
- Lack of collaboration with foreign universities
- Fluctuating demand for admission
- No SC\ST grants from the Government

Institutional Opportunity

- Opportunities to add new programmes to the existing programmes
- Opportunity for academic linkage with eminent institutions
- Chances to improve the academic and administrative system
- Prospective developing infrastructures
- Introduction to more career diploma/ certificate courses
- Preparation for NEP
- To start boys' hostel
- To start sports hostel
- Conversion of all classrooms to smart classrooms
- To establish a health club
- To start IELTS and Foreign Language training centre

Institutional Challenge

- Resource mobilisation for financial stability
- Attracting students from various districts and states
- Improving and sustaining a high quality of academic results due to the admission of average students.

(The students of good academic record prefer to join Govt. and Aided colleges since the monetary obligation is nominal.

- Training and motivating the students for higher goals
- Attracting national and international employees to college
- Infrastructural development without hampering the environment
- Construction of a swimming pool of international-standard

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college has a vision and procedures to materialize the curriculum planning and implementation. During the assessment period, the college offers three postgraduate programmes and seven undergraduate programmes. Effective curriculum delivery is based on the **academic calendar**, **course allocation**, and **curriculum plan**. The curriculum plan is daily audited through **Teacher's Diary.**

The curriculum implementation is strengthened by the regular monitoring of IQAC on the conduct of **certificate courses**, **add-on courses, LEAP**, **remedial classes**, **collaboration** with industries and institutions, seminar/ conference participation, extended learning through conducting departmental fests on behalf of **SAIN et al.**

The institution follows a well-framed system of internal evaluation of the students' academic performance through the systematic conduct of Continuous Internal Evaluation. As per the instructions of the affiliating university, the various components of CIE include assignments, seminars, attendance and written examinations.

The faculty of the institution actively participate in the assessment process of the curriculum implementation through valuation, participation in the certificate course conducted in the college.

The undergraduate programme includes an open course meant for the students of other disciplines and an elective course within the frame of the syllabus. The conduct of certificate courses by each department and provision for joining add-on courses bring academic flexibility in the learning process. Courses related to gender issues, human values, ecology and professional ethics are mandatory for the students. Many of the courses include experiential learning through project work and fieldwork. Departments take initiative to conduct internship training for the students. These adaptations result in curriculum enrichment at the college level.

IQAC collects feedback on the curriculum from the stakeholders and the committee concerned prepares a feedback analysis report for further action. This report is communicated to the teachers and to the affiliating university.

Teaching-learning and Evaluation

The teaching-learning process of the college serves different backgrounds for the learners through various academic activities to achieve the desirable attributes of the programme outcome and course outcome. It also

evaluates the efficiency of teachers and students.

The admission process of the college is transparent and it is done according to the regulations of the Government and University. The average percentage of the students' enrollment is 82%. It is found that there are variations on the demand of course based on social opinion and professional demand.

Mentoring is one of the methods adopted at Navajyothi College named as **SADGAMAYA** to ensure that there is a consensual and meaningful relationship between the Mentor and the Mentees that leads to their overall growth and development. Mentoring and guiding of students have always been an integral part of the teaching-learning process at Navajyothi College and the faculty were appointed as Mentors to monitor student performance and growth.

Since the college is on the outskirts of the village, the intake includes backward communities and the underprivileged youth. Special programmes are implemented for advanced learners and slow learners. Advanced learners are enriched through various activities such as paper presentations, internships, meet the master, **Junior Teacher Making (JTM)**, **online certificate programmes**, and **competitive examinations training**. Slow learners are assisted by **personal counselling, remedial classes, Buddy groups, LEAP, and special classroom assignments and projects.**

The teaching-learning process of the institution is students centric and effective. Participative learning includes industrial visits, newspaper publication, interactions with experts, group discussions, paper presentations, and ICT enabled classes. Teachers use ICT tools such as PowerPoint Presentations, Google Meet, Google Classroom, **video lectures** to deliver course content and evaluation process. The appointment of mentors for a small group has been proved to be effective for giving individual attention. IQAC mentoring policy also helps the students to overcome academic and non-academic issues.

The average percentage of full-time teachers are 100% and a few teachers are PhD holders. The continuous service of the teachers at the institution is advantageous for the effective teaching process. The average experience of the teachers at the institution is 3.7 years though the college is still in its infant stage.

The evaluation process is transparent and genuine. Internal evaluation is conducted as per the directives of the University. Grievances regarding the internal assessment are addressed at the department level and at the college level if necessary. The grievances are rectified within a short period.

The teaching-learning process of the institution is analysed through the evaluation of the attainment of programme outcome and course outcome. IQAC conducts regular evaluations on the attainment of the course outcome and programme outcome for the specific implementation of the curriculum.

Research, Innovations and Extension

As a part of developing research culture at the institution, students and the faculty are encouraged to bring out research articles in peer-reviewed journals, publish e-contents, make documentaries, and conduct symposiums and present papers on various topics relevant to society.

Due to various policies of the authorities concerned, the self-financing colleges have limitations for funding research activities. Yet the faculty published research articles in national and international journals.

The extension activities of the college are a means to reach out to society around. The college has conducted 103 outreach programmes through various cells and clubs during the assessment period, including **NSS**. The extension activities are of mutual benefit. Students are being sensitized about the social issues in their immediate context. The college imparts the best education through extension activities.

Kannur University selected the NSS Unit and Programme Officer of the College as the **Best NSS Unit 2020-'21** and the **Best Programme Officer** respectively. **The Government of Kerala awarded Ms Anaina, an NSS volunteer of Navajyothi College, as the 'Best NSS Volunteer' at the state level.** The Samaritan Trust, Sreekandapuram awarded the college '**Samaritan Award**' for being the Best Socially Committed College in 2019.

Another notable aspect of the college is its priority to collaborating with other HEIs and industries. The college has signed MoU with various institutions and industries. By now, the college has **19 MoUs for collaborating activities and 8 functional MoUs**. Students exchange, resource sharing, faculty exchange, internship are part of the regular activities of these MoUs. These collaborations add flavour and colour to the teaching-learning process.

Infrastructure and Learning Resources

The College is situated in a rural area with easy access by transport. The campus is spread about twenty one acres of land. It has 33 classrooms in two academic blocks. The spacious computer lab and fully equipped language lab satisfy the needs of the students. The computer ratio is 9:1 at the college. An Audio-Visual room, Seminar Hall, and Conference Room are supportive facilities for teaching and learning. We have eight ICT enabled classrooms and two libraries for the postgraduate departments. The campus is enabled with Wi-Fi access to all students with 100 Mbps speed.

The library is the source of extensive learning and research. A partially automated library with a KOHA system eases the use of the library. We have 8993 books and 26 journals in the library. The digital library is also available for the students and the faculty. The library has a committee to oversee the regular purchase of books and other activities.

The physical facilities of the college include a playground for football and cricket, a volleyball court and a basketball court. The multipurpose hall is used for Yoga training.

The physical facilities are used and maintained with documented policies.

Student Support and Progression

Navajyothi College is dedicated to following its vision "Lighted to Enlighten" to support the students for acquiring quality education and thereby getting professionally settled. A strong students' support system is active in the college. The placement cell of the college regularly conducts career guidance programmes and training for outgoing students. The employability skill of the students is amplified through various certificate courses. A career training centre is in function for providing coaching in NET and other PSC examinations. The students of Navajyothi College have got placed at various reputed industries and IT firms. During the assessment period, 152 students gained employment. The students are supported psychologically with a counselling cell. They benefit from regular group therapies and personal counselling for their integral growth.

Students make use of Government scholarships, especially minority scholarships. 579 students have benefited from the Government scholarships. The management provides scholarships for meritorious students. Basilius Scholarship for boys and Theresian Scholarship for girls are instituted for providing financial support to the poor students. Little Flower's Achievers Award is given to the students excelling in their studies. By now 92 students have benefited from these scholarships. Navajyothi Woman Puraskar is yet another award for girl students and women faculty members.

Navajyothi Sports Animation Center (N-SAC) trains and motivates students to participate in sports competitions at the university and state levels. N-SAC achieved a remarkable number of winners during this period. Academic support is provided by the *Students' Academic Incubator at Navajyothi* (SAIN et al.). The regular training and the conduct of symposiums and seminars enrich the academics of students.

Registered alumni and its activities support students through extension lectures, project guidance, *Meet the Master* programmes, and collaborations with their firms and institutes.

Governance, Leadership and Management

Navajyothi College is managed by St. Thomas Province of Little Flower Congregation (CST Fathers). The Governing Council is the ultimate authority in the management of the college. The vision, 'Lighted to Enlighten', that incorporates the national and global perspectives enables the students to face challenges. The management leadership is based on the policy of decentralization and participatory practices. The academic activities are guided by the College Council. Various cells and committees and the participation of the students in the committees affirm the participatory management of the college.

A strategic plan prepared by IQAC is deployed for the development of the college. The long term strategic plan is revised yearly and the short term strategic plan and the academic and co-academic activities are planned accordingly.

Policies and regulations are provided for the daily management of the committees and cells.

A system of e-governance in admission, fee payment, and other formalities formalize the function of the administrative section.

The faculty is empowered by welfare measures such as PF, ESI and other welfare schemes. They are also supported financially to attend FDPs and other short term courses and conferences.

The finance section is managed by Bursar. The college has a fund mobilization policy from internal and external agencies. St. Thomas Province is the source of funds for infrastructure development. Being a self-financing college, it receives no financial assistance from the government or the UGC.

IQAC ensures the quality development of the academic and co-academic endeavours of the college. Introducing new ventures shapes the quality of the activities at the college. The statutory bodies such as ICC, Grievance Redressal Cell, Women Cell, Gender Justice Committee, Anti-ragging Cell ensure the efficient and timely intervention in the matters concerned.

The annual academic audit, feedback collection and subsequent action, and collaborative activities by IQAC ensure quality improvement

Institutional Values and Best Practices

The institutional values and practices are reflective of the vision, mission and core values of the college. The college is proactive towards the promotion of gender equity through the women's cell of the college. The women Cell conducted various extension activities such as the Menstrual Hygiene Campaign in SC/ST Colonies, Confectionary Making workshop for entrepreneurship. The college ensures safety and security by installing CCTV. The Women's Sickroom, Incinerators, and the availability Sanitary napkins are suggestive of the great attention the College pays for women's comfort.

The College has adopted the policy of '*Grow with Green*'. The nature club, Flora actively indulges in preserving and nurturing the biodiversity of the campus. The lush green environment of the campus rejuvenates everyone. The club has conducted Green Audit during the assessment period. Regular activities of the nature Club brings awareness among the students and staff on the need of a better environment for sustainability. The establishment of a biogas plant at the staff residence, automatic water sensors, an automatic time sensor save electricity to a large extent.

The college is determined to ascertain zero usage of one-time plastics. Instructions are displayed on the campus for public awareness. The waste generated on the campus is classified into degradable and non-degradable. The plastic waste generated on the campus is collected by Haritha Karma Sena of the government. An MoU is signed with the government authorities. E-waste is minimized by the timely repair and maintenance of the machines. An e-museum is established by the Department of Computer Studies.

The college has ample amenities for *divyangjan* persons. The documented policy of disabled persons ensures the care and support for such persons. The disabled-friendly ramp, wheelchairs, washrooms are available on the campus. Supporting staff is assigned for their accompaniment and support.

The values of inclusiveness and tolerance are practised through various activities such as observation of various religious festivals and important national days. Further, human values are inculcated in the students by organizing visits to the old age home, assisting blind people, and other similar empathetic activities. Some selected students served the local governance during the COVID-19 pandemic situation in their capacities as volunteers.

Navajyothi College has successfully implemented some best practices

- **SAIN et al. – Students' Academic Incubator and others of Navajytohi.**

It is an academic incubator that fosters the students to develop their skills and acquires academic and additional skills during their course of study in the college.

- **SISA**:As part of the social responsibility, the college posits **SISA** (Students Initiatives in Social Animation) for postgraduate students. The students spent 18 hours in the adopted village or institution.

Navajyothi College imparts proper orientation to the students to become HERO – *To Heal, To Empower, To be Responsible and to Organise* . We ensure that "None is left behind without proper attention."

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	NAVAJYOTHI COLLEGE
Address	NAVAJYOTHI COLLEGE, P.B NO. 05, CHERUPUZHA PO KANNUR
City	CHERUPUZHA
State	Kerala
Pin	670511
Website	https://navajyothicollege.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Aravindan. M	04985-240540	9400974433	-	naacnavajyothi@gmail.com
IQAC / CIQA coordinator	Simna Simon	04985-242120	9496145919	-	simnasimon@gmail.com

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 minroity institution	No

Establishment Details	
Date of establishment of the college	26-04-2010

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Kerala	Kannur University	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC		
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				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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	NAVAJYOTHI COLLEGE, P.B NO. 05, CHERUPUZHA PO KANNUR	Rural	21	14132.38

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,Commerce	36	Plus Two	English	48	34
UG	BCom,Commerce	36	Plus Two	English	48	31
UG	BCom,Commerce	36	Plus Two	English	40	22
UG	BA,English	36	Plus Two	English	36	20
UG	BCA,Computer Studies	36	Plus Two	English	30	15
UG	BBA,Management Studies	36	Plus Two	English	48	30
UG	BA,Economics	36	Plus Two	English	40	21
PG	MCom,Commerce	24	Degree	English	18	16
PG	MCom,Commerce	24	Degree	English	20	6
PG	MA,English	24	Degree	English	20	11

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				0				42
Recruited	0	0	0	0	0	0	0	0	14	28	0	42
Yet to Recruit				0				0				0

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				8
Recruited	3	5	0	8
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**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	0	0	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	0	0	0	11	27	0	38

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	272	9	0	0	281
	Female	257	1	0	0	258
	Others	0	0	0	0	0
PG	Male	16	1	0	0	17
	Female	51	0	0	0	51
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	1	0
	Female	1	0	0	2
	Others	0	0	0	0
ST	Male	0	0	2	0
	Female	2	0	3	0
	Others	0	0	0	0
OBC	Male	25	20	38	17
	Female	23	39	42	33
	Others	0	0	0	0
General	Male	81	69	79	85
	Female	82	85	82	72
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		214	213	247	209

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institution prepares for starting interdisciplinary and multidisciplinary courses in future; The College Council has decided to start certificate courses that can be opted by students of different programmes. Introducing classical languages such as Sanskrit and Latin, modern European languages like German and Italian. Students are encouraged to do certificate courses of their choice from online platforms such as SWAYAM, NPTL etc.
2. Academic bank of credits (ABC):	The New Education Policy brings the Academic Bank of Credit system for the flexible learning of the students. Accordingly, the Strategic Plan- 2021-30 of the College suggested preparing a college-level

	Academic Bank of Credit for the award of certificate and diploma. Students are encouraged to attain credits from various institutions with the approval of the College Council and obtain a consolidated certificate from the college leading to certificate, diploma programmes in addition to the conventional degree certificate.
3. Skill development:	The institute trains the stakeholders in skill development programmes and life skill programmes. Focus on 21st-century skills in teaching, learning, and assessment. The Strategic Plan 2021-30 suggests starting a cell for Skill Development for three years that allows the students to choose preferable skills and employable skill programmes. College Provides hands-on training and internships for the students at various institutes.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	College plans to introduce certificate courses in Yoga, Indian Philosophy, Sanskrit. Certificate course in Indian Culture, History, and Constitution. To start national collaboration with various institutes that promotes national consciousness and culture.
5. Focus on Outcome based education (OBE):	The College prepares in building capacity for the stakeholders through introducing schemes and policies such as - Conducting field study for each semester - Introducing summer internships - Part-time Job for students on campus and off-campus - Strengthening ED Club activities - Starting Institute Innovation Council (IIC)
6. Distance education/online education:	The College prepares Digital Content for different programmes and courses modelling SWAYAM. The digital content is made available on the website of the college as well as on the YouTube Channel of the college. Sensitize students who attain certificates through online education while they study in college.

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
273	258	227	198	198

File Description	Document
Institutional data prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
10	9	9	6	6

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
607	620	624	569	555

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
83	59	59	43	42

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
237	196	192	176	180

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
42	40	38	34	32

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
42	40	38	34	32

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 33

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
33.15	63.52	76.86	25.31	59.19

4.3

Number of Computers

Response: 68

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

Navajyothi College, an affiliated college of Kannur University, abides by the Choice Based Credit and Semester System (CBCSS) provided by the university to ensure effective and fruitful curriculum delivery through well-planned and well-documented ways despite the COVID-19 Pandemic. They are:

Academic Calendar: The College Council and IQAC prepare an academic calendar at the beginning of the academic year. It is published on the college's website, and a hard copy is shared among the departments and published on the notice board. Besides, a **Hand Book** containing the details of the CBCSS programme is also provided to each student during admission time.

CBCSS Committee: The CBCSS committee of the college conducts a workshop to detail the means to attain the programme outcome and course outcome.

Induction Programme: Each department conducts an induction programme at the beginning of the academic year to conscientise the students on the **Syllabus**, the **Programme Outcome**, and the **Course Outcome**.

Subject Allocation: Each department under the auspices of the Head of the Department allots subjects to the teachers, considering the area of interest and the aptitude in the subject concerned of each teacher and the recommendation of the CBCS committee of the college.

Curriculum Plan: Following the subject allocation, the teachers prepare a curriculum delivery plan and submit it to the Head of the Department for approval and it is audited through the **Teacher's Diary**, verified and signed by the Head of the Department and the Principal and a master timetable is prepared.

CURRICULUM IMPLEMENTATION

Curriculum implementation is materialised through classroom teaching conforming to the master timetable. Working days are arranged as from Monday to Friday with five hours a day. The following programmes boost the curriculum implementation:

Certificate Courses: Each department offers a certificate course catering to the academic needs and advancement of the students. It is a programme of their choice.

Learning Efficiency Added Programme (LEAP): This segment of the curriculum delivery is meant to conduct module tests. If necessary, the test is repeated until every student comes out successful.

Remedial Coaching: This segment of the curriculum delivery is intended give the weaker students appearing for the university examination a helping hand through tuition and extra classes.

Add on Courses: Add on courses are allied with the internationally reputed firms to broaden the chances for the students to get professionally settled.

Collaborations with Corporate firms and Institutions: The College associates itself with other higher educational institutions for resource sharing and faculty exchange. The collaboration with the industries enables the students for hands-on experiences and internship certificates.

Seminar/Conference participation: Teachers and students are encouraged to participate in online and offline conferences to enlarge their knowledge in their area of teaching and learning.

Extended Learning: Opportunities and training are imparted to students to conduct classroom seminars, assignments, departmental fests such as **Bitz-flare, Emporia, Technovanzia** Etc., under the banner of **SAIN et al**. (Student's Academic Incubator at Navajyothi College et al.).

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

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

The institution stands by the academic Calendar prepared by the college council for the effective implementation of the academic and non-academic activities of the college, including the conduct of Continued Internal Evaluation. The academic Calendar shared among the departments was further modified to make **Department Academic Calendar**adheringto the college's Academic Calendar. The department's faculty members, chaired by the Head of the Department, prepare the department-wise Calendar. The college activities such as internal examination, training programmes, arts day, sports day, annual college days, and other important days of observations are marked in the academic Calendar for a better academic experience and preparation.

Academic Calendar, prepared by the college council, uploaded to the website and shared among the departments, facilitates the preparations for the CIE. The college adopts various ways of continued internal evaluation as directed by the university. The multiple components of CIE include **seminars, assignments, attendance, first internal examination and model examination**.

The course instructor conducts **Seminars and Assignments** in the classroom, and they are evaluated against the university criteria. The university syllabus provides seminar and assignment evaluation criteria for theoretical and practical papers. The course instructor is bound to follow these guidelines.

Attendance is marked daily and hourly and publishes the percentage of attendance every month on the notice board.

Internal examinations are conducted as per the schedule ascribed in the Calendar. The conduct of the internal examination is as follows; **Two hours internal examination** and **Three hours model examination.**

The internal examination committee publishes the dates and timetable of both examinations in advance. The internal examination committee assigns the invigilators for conducting the examination.

The teachers assigned to the course provide question papers to the committee with the approval of the Head of the Department.

The examination result is **published on the notice board within two weeks after the completion of the examinations**.

The result is also intimated to the parents through Departmental Parents Meeting.

After completing the internal examination, students sign their CIE marks before submitting to the university. A copy of the same is kept in the college office.

Laboratory schedule is prepared: Internal Lab exams are conducted on time. The lab schedule is prepared in advance for those departments who use the computer lab to complete the course.

Module test as part of the internal assessment: The course instructor conducts module tests after completing each module. The result is published in the class and documented.

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

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. **Academic council/BoS of Affiliating university**
2. **Setting of question papers for UG/PG programs**
3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**
4. **Assessment /evaluation process of the affiliating University**

Response: C. Any 2 of the above

File Description	Document
Institutional data in prescribed format	
Details of participation of teachers in various bodies/activities provided as a response to the metric	

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

1.2.1.1 **Number of Programmes in which CBCS / Elective course system implemented.**

Response: 10

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	
Institutional data in prescribed format	
Any additional information	
Link for Additional information	

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 33

1.2.2.1 **How many Add on /Certificate programs are offered within the last 5 years.**

2020-21	2019-20	2018-19	2017-18	2016-17
13	7	6	6	1

File Description	Document
List of Add on /Certificate programs	[View Document](#)
Brochure or any other document relating to Add on /Certificate programs	[View Document](#)
Any additional information	[View Document](#)
Link for Additional information	[View Document](#)

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 86.11

1.2.3.1 **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
687	565	596	544	195

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	[View Document](#)
Any additional information	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

The college is ever enthusiastic about upholding sublime values such as professional ethics, gender sensitization, human values, environment and sustainability. These values are imparted through the implementation of the curriculum. We devise two modes of implementation of these values in the college – **the curriculum-based approach** and the **Real life-based approach.**

Curriculum-Based Approach: Curriculum-based approach is intended to sensitize the students about these values. The syllabus of various disciplines covers **professional ethics** and **environmental studies,sustainable development**, **environmental pollution, environmental ethics**, **Gender Equality.**

These courses are taught with a practical dimension of **conducting awareness programmes, planting saplings, interior gardening, creating medicinal gardens, and debate competitions** are the result of the practical application of what they studied.

Real life-based approach: The learning process is complete only when it is practised in real life. Therefore we put the knowledge acquired from the course into practice. The following are the pragmatic application of what is learned.

Mock drill in the Covid-19 context and **Fire Force Mock Dril**l are the two programmes associated with the paper 3A11COM titled 'Disaster Management' done by the PG Department of Commerce. The Green Campus Programme was a realization of what was studied in the course 'Environmental Studies and Disaster Management, (4A14COM (2014 Admission).

A 'Nature Study Trip' was conducted by the BBA students after having imbibed the environmental values they studied in the course '4A14BBA - Environmental Studies'. It is the course '4A14BBA Business Ethics and CSR' that inspired the BBA students to engage themselves in **flood relief activities**. . The Department of Computer Studies conducted a seminar on 'Cyber Security' being inspired by the 'Professional Ethics' they studied in the course '1A11BCA – Informatics for Computer Applications').

The 'Gender Equality' as given in the course '4C12ECO Gender Equality', inspired the students of Economics to make a sacrificial donation of their hair for cancer patients and also the formation of '**Women Cell**' and the ' **Navajyothi Woman Puraskar**' award and the Flash Mob to create awareness in the students about violence against women. The College is proud of the nature club activities of 'FLORA' club such as '**Letter to the Earth**' Competition and 'Capture the Greenery' (A competition in photography). The debate competition and 'Self-Defense Training for Girls, an off-campus programme were very much inspired by the course,

'2A04ENG: Readings on Gender'. The English Wing of the Department of English is made eco-friendly with the fixing of innumerable plant plots on the verandah and hanging pots. It is the book, 'Readings on Nature', that made the students of the Department of English come forward with such ideas. The medicinal garden and the planting of saplings are an obvious testimony to how the students after studying the courses:

'1A07MAL: Sahithyaroopangal, 2A08MAL: Gadyaroopangal developed an empathetic concern for nature. 'Green Auditing' by FLORA club was also done due to the influence of the course, '2A08MAL: KavithaMathrukakal' prescribed for BA English and BA Economics main students.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	[View Document](#)
Any additional information	[View Document](#)

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 3.46

1.3.2.1 **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
10	9	7	7	7

File Description	Document
Programme / Curriculum/ Syllabus of the courses	[View Document](#)
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	[View Document](#)
Any additional information	[View Document](#)

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

Response: 43.16

1.3.3.1 **Number of students undertaking project work/field work / internships**

Response: 262

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

1.4 Feedback System

1.4.1 *Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni*

Response: A. All of the above

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

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1.**Feedback collected, analysed and action taken and feedback available on website**
2.**Feedback collected, analysed and action has been taken**
3.**Feedback collected and analysed**
4.**Feedback collected**
5. **Feedback not collected**

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

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 81.71

2.1.1.1 **Number of students admitted year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
206	209	247	213	214

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
313	308	306	224	216

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

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 61.42

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

2020-21	2019-20	2018-19	2017-18	2016-17
45	31	39	27	30

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

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

Navajyothi College, being a self-financing college and affiliated to Kannur University, is bound to comply with the rules and regulations of the University. The newly admitted students vary in their academic capacities. Therefore the college is committed to organising programmes for advanced and slow learners.

The assessment of the advanced and slow learners is done primarily with the personal intervention at the time of admission and the verification of the documents provided. Further, the department conducts an entry-level test to assess the students' learning levels. Later at the advancement of the classes, the classifications are finalised in the module test (LEAP) and after that organises various programmes for the advanced and slow learners.

Activities for the Advanced Learners

- **Meet the Master:** Experts from the industry and alike institutions, namely Wipro, WAM Tea, UST Global, Urban NIDHI bank and others, are invited on the campus to interact with the students.
- **Tech Chat:** Entrepreneurs from various firms such are Shakti Tarpaulin, CJ Buildware and Sanitary, VIVID Frames etc., visit the campus on the invitation and interact with the students.
- **Junior Teachers in Making (JTM):** This is a unique programme designed for Postgraduate students under the guidance of the faculty concerned to take classes for the undergraduate students. It helps them to be prospective teachers in future.
- **Advanced Learning:** Chances are given to advanced learners for presenting research papers on various topics in the programmes of *SAIN et.al (Student's Academic Incubator at Navajyothi College et al.).*
- **External Visits:** students visit industries and eminent institutions to extend their learning to practical life.

- **Online Certificate Programmes:** This is to encourage students to enroll in the certificate courses and participate in the e-conferences and workshops worldwide.
- **NET/ JRF Coaching:** Regular coaching for PG Students
- **Merit Day Celebration:** HonHonoring the academic achievers
- **Merit scholarships:** provide for the achievers at the academic level.
- **Cash Award for Toppers:** Awards and honouring are accorded for the achievers in the academic programmes every year to kindle interest in learning.

Activities for Slow Learners

- **Buddy Group:** It is a group of slow learners formed by Class- in charge based upon the result of the first module test (LEAP). The members of this group are led by one of the advanced learners, usually after the regular class time.
- **Remedial Coaching:** Designed to offer revision classes for those students who appear for semester-

end examinations.

- **Question Bank:** previous year's question papers are available on the college's website for the reference and discussion of the students.
- **LEAP** – Learning Efficiency Added Programme: It is a module wise examination conducted for the students, organised by the course instructor.
- **Classroom Assignments and Seminar:** Students are given additional chances and training in subject-based seminars presentations for improving skills and knowledge.
- **Personal Counselling:** Intended to provide psychological support for the students to overcome fears and anxiety on the study, examination, and other personal matters.
- **PSTA:** Semester wise meetings of the parents, students, and Teachers are convened to assess the students' academic progression.

File Description	Document
Upload any additional information	[View Document](#)
Past link for additional Information	[View Document](#)

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 14:1

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

2.3 Teaching- Learning Process

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

Response:

The learning processes of the students at Navajyothi are students centric. Based on the academic calendar prepared by the college and modified by each department to fit into the departmental curriculum, students get sufficient chances to experiential and participative learning. There are many methods practised in enhancing the learning experience of the stakeholders. Since the objective and course outcome of each course is different, the learning experience is enhanced through various methods designed by each department. Some of them are elucidated as follows;

Experiential learning: Apart from the classroom teachings, the Undergraduate and Postgraduate students get a chance to augment their learning experience through;

- **Industry visit:** The Students visit Industry every year to learn their operation mechanism. After the

completion of the visit, they submit a visit report to the department.

○ **Publishing Monthly news bulletin:** Those students in the department of English and Journalism studies the making and publishing of a newspaper by publishing a college-level news bulletin every month.

○ **Interactions with expertise from various firms and institutions:** The department invites expertise on various topics and provides an opportunity to the students to interact with them to widen their outlook on the topics concerned.

○ **Presentation of docu-fiction on the issues relevant to curriculum:** Relevant films documentaries are screened on various occasions for learning extensive perspectives on the issue raised.

○ **Department Libraries:** Postgraduate departments have their departmental libraries for immediate references and further academic discourses. They spent quality time in the department libraries.

○ **ICT Learning:** During the COVID- 19 Pandemic, colleges resort to online teaching. Classes are taken through online platforms such as Google class rooms, Google meet, Teachmint, Zoom etc.

Participative Learning: Students learn better by partaking in the process of knowledge sharing. Therefore, each department has envisaged a certain system to indulge the students in the participative learning experience.

○ **Group Discussion**: Each course director ensures group discussion on certain topics of their study to increase mastery over the subject taught.

○ **Symposium and Paper Presentations**: The college has an academic incubator named 'sain et.al' to bring out the academic enthusiasm and learning culture through conducting symposium and paper presentations and debates on various topics related to curriculum.

○ **Peer Group Learning**: Students themselves take the initiative to conduct discussions on certain topics. The advanced learners will guide the discussion for the benefit of the group members.

○ **Seminars and Webinars**: College offers chances to students to participate in the seminars and Webinars throughout the year, especially in the wake of the COVID- 19 pandemic.

○ **Project**: Each department has a project at the end semester, and a viva voce is conducted as a process of learning.

○ **Internships**: Internship MoUs are signed with various industries and institutions such as WAM Tea, NAS College, Learn Computers, etc., for the benefit of the students

○ **Certificate Courses**: college offers various certificate courses for students to amplify their comprehension of the courses they study during their graduation.

Problem-solving Methodologies: Case studies empower students to solve the problems they find and suggest solutions. The students organize various department fests and national seminars.

File Description	Document
Upload any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

ICT has been one of the predominant teaching tools ever since technological developments. However, the COVID -19 Pandemic has accelerated using ICT tools for teachers and students teaching and learning processes. This keeps teachers and students to be engaged more fruitfully in the classrooms. There are also chances for the teacher and students to interact more than traditional classroom teaching. ICT tools such as Google Meet, WhatsApp, Google Classroom make the students respond instantly, even remotely.

The following ICT platforms are used as learning management systems.

1. **Powerpoint presentation**: Teachers create PPT for the classes and are uploaded on the college website for further references of the students. It makes the best learning environment for the students as they can repeatedly return to the sources provided on the website.
2. **Video Lectures**: Faculties from each department conduct video lectures and publish them on the official Navajyothi College YouTube channel. The link to the courses is shared among the students for their references.
3. **YouTube Classes**: Faculty resort to YouTube classes of various eminent professors and reputed institutions to discuss the course's concepts more comprehensively. They also share the link with students.
4. **Google Meet**: During COVID-19 Pandemic, most of the teachers resort to this tool for teaching. This was the predominant tool for the online classes since the students find less coverage of signals at their living premises.
5. **WhatsApp**: Through social media, text and voice notes are shared among the student's group. Whatsaap group also functioned as the venue for group discussion. Students can share their views and concepts without fear and apprehension.
6. **Google Class Rooms**: Similar platform for taking classes. The classes through Google Classroom are often pre-recorded and posted. This allows freedom for students to attend the class course at any time.
7. **E-Library:** College Library provides e-sources for enhancing the teaching and learning experience of the stakeholders. The students have easy access to the open resources and the vast collection of their studies.
8. **Virtual Lab**: Apart from the Physical Computer Lab, the college library has been linked with the Virtual Lab to the website. Students engaged in the online classes can visit the Virtual Lab for practical studies.

College ICT Facilities

ICT Class Rooms: Each department has a classroom enabled with Projector.

ICT Enabled Seminar Hall and Audio Visual Rooms: Apart from the ICT classrooms, seminar Hall, Audio Visual Rooms are arranged with ICT Facilities

The Students and teachers have the facilities to access 100mbps Wi-fi internet.

A well-equipped computer lab and language lab are available for the students' use.

Staff Rooms are enabled with data connection computers.

File Description	Document
Upload any additional information	[View Document](#)
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	[View Document](#)

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 15:1

2.3.3.1 Number of mentors

Response: 41

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	[View Document](#)
mentor/mentee ratio	[View Document](#)
Circulars pertaining to assigning mentors to mentees	[View Document](#)

2.4 Teacher Profile and Quality

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

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	[View Document](#)
List of the faculty members authenticated by the Head of HEI	[View Document](#)
Any additional information	[View Document](#)

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 1.98

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	1	0	0

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	[View Document](#)
Any additional information	[View Document](#)

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 3.71

2.4.3.1 **Total experience of full-time teachers**

Response: 156

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	[View Document](#)
Any additional information	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

Being a self-financing college affiliated to Kannur University, the college follows the criteria for internal assessment laid by the University. The periodical changes declared by the University are practised in the college from time to time. At the same time, college envisages the best mechanisms of assessing the students with integration.

Mechanism of Internal Assessment: The Continuous Internal Evaluation (CIE) is conducted with the

well-devised mechanism of the college. This starts from

1. **Directives of the University:** Kannur University provides the Continuous Internal Assessment modes and evaluative system along with the syllabus. The 2014 admission and 2019 admission have a different system of has CIA. The form

Year	Componet	Marks	Total
2019 Admission	Test paper	5 (50%)	10 marks
	Assignment/Seminar/ Viva	2.5 (25%)	
		2.5 (25%)	
2014 admission	Assignment/ Seminar/ Viva/	2.5 (25%)	10 Marks
		2.5 (25%)	
	Internal Examination (1st Internal and Model		
		5 (50%)	

In addition to this, courses with lab involvement and Record contains a 50% mark in the CIE.

1. **Mechanism of CIE at College Level:**

The CIE of a course is completed at various levels in the college. This follows

Conduct of Seminar/ Viva/ Assignment: Either of these components is conducted at the discretion of the course instructor in the classroom itself at different times.

Conduct of Written Tests: Two written tests are conducted in the college viz., first internal examination and Model examination. As planned in the Academic Calendar, Internal Examination Cell declares dates in advance and publishes the timetable. On the prescribed dates, the examinations are completed, and results are published.

1. **Transparency of CIE:** Transparency is ensured from the conduct of CIE to the publication of results.

- **Guidelines in the Hand Book:** Guidelines provided in the Hand Book about the internal assessment for students' reference.

- **Publication of Internal Marks:** The marks of the written tests are published on the notice board at a stipulated time.
- **Parents Students Teachers Association (PSTA):** The parents are informed about the marks in the meeting convened each semester.
- **Grievances Redressal:** Students are given opportunities to submit their grievances on the internal examination, if any, after the completion of the examination and the publication of the results. The

forms are available in the department, and this grievance is resolved either at the department level or by the College level Grievance cell

○ **Uploading Marks in the University Site:** At the end of each semester, the University orders to upload the marks of CIE to the University site. A split-up copy of the internal marks is signed by the students and kept in the department for ensuring transparency.

1. **Frequency and Mode of CIE**

The written tests are conducted two times in a semester. The first internal and Model examination. They are conducted apart from the seminar/ viva/ assignments conducted in the class. The model examination has a duration of three hours as of the university examination. We provide an answer booklet for the model examination similar to the university answer booklet.

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

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

Navajyothi College has a well-established system by now for the conduct of internal examination and external examination. The college resolved to make the internal and external examination transparent, time-bound and efficient. The mechanism functioning in the college regarding the conduct of internal examination is bound to comply with the instructions of Kannur University given from time to time. Therefore resorting to the directives provided by the university, the college also added specific modalities of the conduct of the internal examination. A Handbook is given to the students containing the norms and regulations of the conduct of the internal examination. This is the first reference related to the internal examination of the students. The internal assessment shall be based on a predetermined transparent system involving written tests, assignments, seminars, viva, and attendance in respect of theory courses and Lab involvement and records, tests, and attendance in respect to the practical course.

 Grievance Redressal System at College Level: Grievance regarding the internal examination addressed at the department level and the college level grievance Cell. Any student can submit a grievance regarding the internal mark in the grievance form available at the department. After the publication of the marks of the written test, the students can check the answer script for further verification. If any discrepancy is found, it can be rectified by the course instructor.

Mechanism of Grievance Submission:

○ If a student is absent from the internal examination, he/she shall submit an application in the prescribed form available in the department to the head of the department.
○ If a student is not satisfied with the marks awarded, he/ she shall demand a revaluation.

- ◦ If the student is not satisfied with the solution provided by the department, he/she can approach either the Principal or the college level grievance cell.
- ◦ The solution to the grievance is to be made within a week on receipt of the petition.

External Examination Grievances:

- ◦ The external examination is conducted by the university. The grievances are to be submitted to the university if any.
- ◦ The grievances shall be submitted to the university with a covering letter from the Head of the Institution.
- ◦ The issue shall be addressed clearly and sent to the authority concerned of the university.

Transparency of the Grievances:

Transparency is ensured in addressing the grievance of the students by following the regulations of the grievance cell of the college. The applicant will be informed of the same from time to time.

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

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

In strict conformity with the objectives of **Outcome-Based Education (OBE)** as stipulated by Kannur University to which our college is affiliated, the **Programme outcomes (POs),** Programme **Specific Outcomes (PSOs) and Course Outcomes (COs)** are formulated by the departments concerned after a thorough consultation with all faculty and stakeholders. With the graceful unanimity of all parties, POs, PSOs and Cos are disseminated through display and disclosure. The modes of publicizing the consensus are:

- **Website**
- **Curriculum/regulation materials**
- **Classroom announcements**
- **Induction Programmes for students**
- **The meetings of the parents**
- **The meetings of the faculty**
- **Department and College notice boards**
- **General Staff Meetings**
- **Orientation to teachers and students by trained college CBCSS Coordinator.**

- **Class mentors to students.**
- **Faculty during classroom teaching.**
- **Digital material is available at the college library.**

In the meeting of all faculty of all departments at the macro level, the Principal and the trained College CBCSS Coordinator create awareness about POs, PSOs and Cos. This elaborate discussion helps the faculty, class mentors and course coordinators to diffuse their knowledge among the students at a micro level.

Programme Specific Outcomes (PSOs) are sweeping statements that delineate the students' achievements at the end of the programme. PSOs also incorporate many areas of knowledge other than academic, various skills, the disposition which the students are expected to acquire during their period of graduation.

The CBCSS Coordinator is a well-informed person with the training received from the Universty and, therefore, the knowledge imparted to the faculty members at the college is all-inclusive. The knowledge received by the coordinators and the faculty coupled with the hard copy and the soft copy of the material enables the faculty and the students to get a clear and precise idea of what the students should achieve during their graduation period. The Heads of the Department, Mentors, Department Coordinators and the faculty form a hierarchy during the interactions with the students. In all the interactions with the students, there is a conscious attempt to refresh the students' memories related to POs, PSOs and Cos.

 Parents are given a clear idea about them in the meeting so that discussion between the ward and the parent is ensured.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Past link for Additional information	[View Document](#)

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

The excellence of a student, be it academic or co-academic, is an essential aspect of learning at Navajyothi College. Constant adherence to achieving programme outcomes and course outcomes are maintained in each department of the college. Following the directives of the university and the prescribed syllabus of each programme closely, the department pursues to attain Programme outcomes and course outcomes. Understanding that mere classroom lectures are insufficient for attaining the said objectives, this college maintains a mode of evaluation about the attainment of the Programme Outcomes and Course Outcomes. This falls into two categories; **Direct Assessment and Indirect Assessment**. Direct assessment is based on the metrics given in the syllabus. Each course is accompanied by internal examination, assignment,

seminars, viva, model examination, and external examination. All these categories are given marks/grades as per the course demands. The college follows a strict discipline in the conduct of internal examination and model examination for evaluating the attainment of the Programme outcome and Course outcome of the courses. Course instructors follow the development of each student by a unit test/ class tests, assignments, seminar and or viva related to the course of study.

Indirect assessment is conducted based on the principle that a Higher Education Institution should contribute something to the integral development of society. Therefore under the supervision of the Head of the Department, each department designs off-class room activities reaching out to society. The students engage in various activities that exhibit the programme externally outcome and course outcome of their study. The evaluative criteria for programme outcome include; Participation in seminars, workshops, internships and quiz competitions at different competitive levels, visits to the various institutions, Etc.

Institutional Evaluation Process: The evaluation process of the attainment of course outcome and programme outcome at the institutional level follows with standard policy devised by the IQAC. Five-level attainment criteria are laid out to calculate the programme outcome and course outcome. At the end of the semester, each department evaluates the course outcome through direct assessment and marks them against the levels of attainment provided. Programme outcome evaluation is conducted once a year for outgoing students through a two-tier direct and indirect assessment system (6:4).

Programme Outcome = **Direct Assessment+ Indirect Assessment**		
Criteria	**Percentage**	
Direct Assessment (CGPA)	60%	
Indirect Assessment	10%	40%
1. Feedback from stakeholders	10%	
2. Student Progression and Placement	20%	
3. Curricular & Co-Curricular Activities		
Total	100%	

The level of attainment of Programme outcome and Course outcome is specified as follows;

Level 0 -   below 40%

Level 1 -   40-49%

Level 2 -   50-59%

Level 3 -   60-69%

Level 4 -   70% and above

File Description	Document
Upload any additional information	[View Document](#)
Paste link for Additional information	[View Document](#)

2.6.3 Average pass percentage of Students during last five years

Response: 65.31

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

2020-21	2019-20	2018-19	2017-18	2016-17
116	134	146	123	114

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

2020-21	2019-20	2018-19	2017-18	2016-17
237	196	192	176	180

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	[View Document](#)
Upload any additional information	[View Document](#)
Paste link for the annual report	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.5

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document
Upload any additional information	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, Chairs in the institution during the last five years (INR in Lakhs)

Response: 1.51

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0.2	0.8	0.51

File Description	Document
List of endowments / projects with details of grants	[View Document](#)
e-copies of the grant award letters for sponsored research projects / endowments	[View Document](#)
Any additional information	[View Document](#)

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 2.38

3.1.2.1 **Number of teachers recognized as research guides**

Response: 1

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

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 13.04

3.1.3.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	1	1	1

3.1.3.2 **Number of departments offering academic programes**

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	5	4	4

File Description	Document
Supporting document from Funding Agency	[View Document](#)
List of research projects and funding details	[View Document](#)
Any additional information	[View Document](#)
Paste link to funding agency website	[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

The institution gives importance to creating an ample ecosystem for innovation, creation and transfer of knowledge through the following:

Students' Academic Incubator of Navajyothi et al. (SAIN et al.) is a hub of innovation where academic initiatives of the students are materialised in different forms such as conducting symposiums, paper presentations, residential training camps on leadership and organisations skills etc.

College Magazine: Students are also encouraged to unwrap their skills and knowledge by publishing their articles, stories and other forms of work of art in the **College Magazine**.

YouTube channel: The faculties from various departments contribute **e-content** through video lectures which are made available on the college YouTube Channel.

Pratheekam: Students from the Department of English and journalism publish on YouTube channel at regular intervals a short biographical sketch of famous persons worldwide.

Navajyothi News Bulletin: It is published once a month by the post-graduate department of English. It is an innovative space for hands-on training in newspaper making and expressing the views and ideas of the students.

Exhibitions: The Department of Computer studies conducts exhibitions of hardware items which is of great benefit to the school children from neighbouring schools and students of other departments.

Internships: Internships at various industries and institutions such as WAM Tea, Learn Computer Solutions, VIVID Frames etc., help the students with the acquisition of practical knowledge.

ABC of Entrepreneurship: Training programmes were conducted for the students to become successful entrepreneurs. One such training was given by Shri. C. Rajan, Chairman, Kerala Dinesh, Kannur and the Joint Director of Industries. The workshop on Cake Making is conducted by women cell. These training programmes helped the students to become entrepreneurs in various fields. Students namely Bibi Shaju of 3rd year B Com, Abin Michel, 2nd year BCA started Baking, Kennel nursery and cattle feed business respectively. The college has registered in **YIP** with the ID of 12969 to expose the creativity of the students in entrepreneurship skills.

Department Level Fests: These fests were conducted to help the students showcase their talents in managerial skills and organisational capacity. Programmes like **Emporio, Blitzflare, HEZUO, ANZEIGE, BLITZ T20, LAPIS T21, Technovanzia** etc., were some of the programmes that were created and transferred knowledge to the participants.

Research Initiatives and Training on Ethical research: This enables the students to conduct qualitative and quantitative research and complete a project on their own for academic qualification. The faculty published research articles in the reputed journal during this period with the help of training.

Website Creation: Students are trained to design the website for personal and institutional use. Siril M.P of 2nd year BCA and Sinnoor C of 3rd year BCA created their own website through this training.

Library and Language Lab: Apart from these innovative ecosystems, the college also provides an automated library enabled with the **KOHA system** and open resources accessible to the library users. The library is a hub of knowledge for the use of students and teachers. Language Lab also helps students to empower their learning skills and linguistic skills.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 22

3.2.2.1 **Total number of workshops/seminars conducted on Research Methodology, Intellectual**

Property Rights (IPR) and entrepreneurship year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
8	4	4	3	3

File Description	Document
Report of the event	<u>View Document</u>
List of workshops/seminars during last 5 years	<u>View Document</u>
Any additional information	<u>View Document</u>

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 2

3.3.1.1 **How many Ph.Ds registered per eligible teacher within last five years**

Response: 2

3.3.1.2 **Number of teachers recognized as guides during the last five years**

Response: 1

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<u>View Document</u>
Any additional information	<u>View Document</u>

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

Response: 0.22

3.3.2.1 **Number of research papers in the Journals notified on UGC website during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	1	1	1

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

3.3.3 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

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	0	0	0

File Description	Document
List books and chapters edited volumes/ books published	View Document
Any additional information	View Document

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

Navajyothi College envisages its stakeholders to be enlightened not only through the classroom teachings but also through the extension activities aimed at the holistic development of the students. The extension activities, conducted to sensitise students to social issues, enable them to respond positively and creatively to the needs of society and to kindle them with the spirit of 'caring for others. The neighbourhood community has benefited from such activities that the college conducted. There are seventy major extension activities conducted during the last five years by the college that vary from **academic interests to social empowerment and environmental activities**.

In the year **2016-17**, primary activities include the conduct of **Academic Fests** such as *EMPORIO 16, 'BITZFLARE 2k'16',* where more than a hundred students from various colleges participated. **Children of Little Flower (COLF),** a programme designed to assist the neighbourhood children in their education by providing study materials such as bags, books, benefited more than fifty children from the nearby community. **Environmental Activities** by planting saplings nearby places Koluvally, Cherupuzha ensured

our contribution to nurturing nature. As a part of the **Social Animation Programme,** a state-level **Basilius Memorial Basketball Tournament** was conducted by the college, in which eight teams from various parts of Kerala participated. This tournament was followed by a basketball training camp for the students from various schools.

In **2017-18, Bitzflare** by the department of Computer Studies, **COLF- distribution of study materials** to poor children continued to occur. Adding to these extension programmes, we hosted programmes such as **Observation of Important Days** that benefited the neighbourhood community, **Training in Self Defence** to the primary girl students of Govt. U P School Kannivayal by the Postgraduate department of English. **Awareness programmes on Water Harvesting, Planting Saplings, and Blood Donation Camps** were also hosted by the institute to protect nature and life.

In **2018-19** academic year many philanthropic activities such as **Flood Relief Activities - Helping Hand to Wayanad, Food Kit Distribution, Palliative Patients' Care, Old Age Home Visits, Mansoon Health Awareness Programme, Organic Farming-** are conducted. The beneficiaries of these programmes were people in and around Cherupuzha Gramapanchayath and Wayanad district.

In the year **2019-20** College hosted extension activities that impacted society in the wake of the COVID-19 Pandemic. Some of the programmes mentioned here are **Break the Chain, Blood Donation Camp, Swachh Bharat, Dress Donation, Health Awareness rally.**

Extension programmes during **2020-21** counted up to **thirty** were highly beneficial to the entire students. **Academic Activities** such as **HEZUO, ANZEIGE, BLITZ T20, LAPIS T21** by various departments imparted training for organisational, and such programmes also enriched leadership skills to the participants from various institutes in Kerala. Some of them are s**ocial animation and Empowerment Programmes** like **Digital Literacy Training for women, COVID-19 Awareness programme, Supporting Blind people, and Supporting Cancer patients by hair donation**.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 5

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	1	0	0	0

File Description	Document
Number of awards for extension activities in last 5 year	<u>View Document</u>
e-copy of the award letters	<u>View Document</u>

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 97

3.4.3.1 **Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
55	11	11	14	6

File Description	Document
Reports of the event organized	<u>View Document</u>
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	<u>View Document</u>
Any additional information	<u>View Document</u>

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 46.58

3.4.4.1 **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
318	427	244	141	265

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

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 19

3.5.1.1 **Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
6	4	4	3	2

File Description	Document
e-copies of related Document	
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	
Any additional information	

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 8

3.5.2.1 **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
7	0	0	1	0

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

The college is located on 21 acres of lush green sprawling campus with adequate infrastructure of two built-up areas for academic functioning and one residential building. Enriched with greenery landscape and free from the din and bustle of city, it creates an excellent ambience for intellectual exercises with positive energy. The college has ample infrastructure facilities such as classrooms, library and laboratory, and staffrooms.

Academic Infrastructure

Classroom: Classrooms are Wi-Fi enabled and well furnished with adequate ventilation given lesser power consumption, provided with green boards and a lectern.

Audio-Visual Rooms: There are two Audio-Visual Rooms furnished with ICT and LAN. The well-furnished rooms are used for departmental seminars and paper presentations.

Seminar Hall: There is a Seminar Hall with hundred seats enabled with ICT and LAN. It is used for seminar presentations, workshops, training programmes.

Faculty Rooms: The faculty rooms are equipped with LAN and a Desktop for the academic pursuit of the faculty members.

Examination Halls with CCTV Cameras: For the transparent conduct of the examination, examination halls are furnished with CCTV Cameras.

Computer Lab: The College has a well-maintained computer Lab with forty computers with an internet connection. The departments use this lab for practice for the students studying computer course.

Language Lab: It is enabled with an internet connection, used to improve the students' language skills.

Library: The library with the KOHA system provides sufficient books for the students. There is a seating lounge arranged in the library for students.

Departmental Library: The Postgraduate Departments of Commerce and English have separate library for reference.

Non-Academic Infrastructure

Canteen: A canteen is functioning on the campus that can accommodate fifty persons at a time.

Training and Placement Facility: An adjacent centre provides training in NAT-NET, PSC, and other

competitive examinations.

Internet and WI-FI: The campus is made live with internet and Wi-Fi facility with a speed of 100mbps.

Reception and visiting Lounge: A reception room with a seating capacity of twenty persons with refreshment facilities is maintained in the main block.

Women's Room: A room for women in the college for their immediate needs and rest.

Care for "differently-abled": The campus is pro-differently-abled with appropriate facilities for their use.

Medical Room: There are separate rooms for boys and girls with first aid facilities. They also can take rest in those rooms.

Administrative Block: A well-furnished administrative office is accessible on the first floor, with separate cabins for each office section.

Auditorium: The auditorium that can accommodate all the students of the college. It is used for common meetings, programmes.

Various Offices: Office spaces with ample facilities are provided independently for IQAC, NSS, College Union, and other Clubs functioning in the college.

Additional Infrastructure Facilities

Apart from the infrastructure detailed above, the college has **Filtered Drinking Water Facility** on each floor**, Photographic Center and Machine** with affordable price for students, **Separate Rooms for Supporting Staff, Aqua Culture Centre,** and **Medicinal Garden.**

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response:

The college caters to the needs of the students by providing facilities for cultural and physical activities. The institute takes care of training the students interested in sports and arts. The following physical facilities are provided to the students of this college.

Sports Facilities

Spacious Playground: A spacious playground with a two hundred metre track is used for   Athletics and Football. The same ground is used for playing Cricket and for practising and conducting competitions like Walking, Javelin, Shotput, Discus Throw, and others. This ground is made available to the public after college hours.

Basket Ball Court: A Basket Ball court of international standard is on the right side of the college entrance.

Volley Ball Court: An outdoor volleyball court is available to use for the volleyball team of the college and other students.

Shuttle Badminton: A shuttle Badminton court with standard size and facilities is constructed on the campus.

Indoor Games: A room with good indoor games such as caroms and chess is provided in the college. The students can use them during their leisure time.

Yoga Centre: A multipurpose Hall next to the main academic block is used for yoga practice furnished with yoga mats/exercise mats. The Hall can accommodate 15 persons at a time.

Sports Room: A room is available for keeping sports equipment. Teams such as Cricket, Football, Basketball, Volleyball are given sports kits, and they are recorded in the register with definite regulations of use.

Health Club : An MoU is signed with *Made 2 Fit Health Club* at Cherupuzha for the benefit of the students in the college.

Stadium	Area (Sq.M)	Events being played/ used	Year of Establishment	Remarks
Play Ground	6000	Football, Cricket, Athletic	2011	Outdoor clay, buffalo-grass surface
basketball Court	420	basketball	2016	Cement Surface
Volleyball Court	360	Volleyball	2014	Clay Surface
Shuttle Badminton	150	Shuttle Badminton	2015	Clay Surface

Facilities for Cultural Activities:

There are facilities available for the cultural activities of the college. An auditorium with the capacity of six hundred seats is used to conduct Arts Day competitions and other main activities. The Seminar Hall and Audiovisual Rooms are also used at the time of annual competitions and cultural training.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. *(Data for the latest completed academic year)*

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 33

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 120.96

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
15.28	44.78	37.45	85.66	59.80

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document
Upload audited utilization statements	View Document
Upload any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

The college uses a centralised library system that has a collection of more than 8746 books. Every year

new books and journals are added to the corpus of printed matter. The books in the library are not limited to the programmes of study but they are related to philosophy, theology, general knowledge and psychology. The library has to its credit a collection of rare books and a backup of a good number of journals.

The library of the college is automated with the installation of KOHA (Version 18.11). The students can access online open journals and study materials through the links available on the college website. The library functions from 9 am to 4.30 pm during the working days. A reading and reference lounge is set apart for the students. A separate section for reading and reference is offered to the faculty. An orientation programme for the new user is given at the beginning of each year.

SL.NO	Physical Description	Remark
1	Name of the ILM Software	KOHA
2	Nature of Automation (Fully/Partially)	Partially Automated
3	Version	18.11.00.000
4	Year of Automation	October 2020

Area of the library: 1528.94 Square feet

Seating capacity in the reference section: 50

Books: 8746

Journals subscribed: 10

Magazines & Newspapers: 21

Reference books: 326

Facilities provided by the Library: Wi-Fi, OPAC (Online Public Access Catalog), Reprographic facilities, Reference facilities, Library membership facilities, Newspaper Clippings. Users are allowed to use their laptops in the library for taking notes, writing assignments and doing project work. E-Resources, University question papers archive, submitted projects' archive are made available for the students Library functions from Monday to Saturday

Display of new arrivals: New books are displayed in the New Arrival section for a few days.

Digital Library: Computers are available for the students with digital books related to various courses.

Printer: A printer is made accessible to the students with a nominal amount for printed copies.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for Additional Information	[View Document](#)

4.2.2 The institution has subscription for the following e-resources

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

Response: D. Any 1 of the above

File Description	Document
Upload any additional information	View Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	View Document

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 1.66

4.2.3.1 **Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
.50	3.01	.96	.36	3.49

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 7.55

4.2.4.1 Number of teachers and students using library per day over last one year	
Response: 49	

File Description	Document
Details of library usage by teachers and students	[View Document](#)
Any additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Right from the beginning, the College has been very keen on keeping the campus live with Wi-Fi facilities and ICT classrooms. The IT facilities of the college enable the academic and administrative activities of the college to be more user friendly. With the Wi-Fi facility, students can collect academic matters and other information related to the curriculum. During the Covid-19 pandemic context, the students have become quite used to learning online. In 2011, the campus was equipped with Optical Fibre connection with high-speed internet access from BSNL. The uninterrupted power supply is also ensured with a storage battery.

- All the department staff rooms, offices, and libraries are facilitated with LAN, and each department with Wi-Fi routers.
- There are ICT enabled classrooms and Seminar Hall, and Audio Visual Rooms. Computer Lab and Language Lab are also facilitated with internet connection.
- The college has installed CCTV in all the examination halls as well as at the key positions on the college campus.
- As part of digitalising the office, personal computers are provided to the administrative staff, with internet network connectivity.
- A sufficient number of printers, scanners and copier machines are available at the office.
- Students have access to fifty computers with internet connection.
- Photocopiers are available on the campus with nominal amount for Xerox copies for the benefit of the students.
- Information is passed through the official WhatsApp group of the students and teachers.

List of IT Facilities	Number of Equipment	Remarks
Computers including Laptops	50	For the use of students and teachers on the campus.
Cloud servers(Koha)	1	Part of library automation
UPS with Batteries	4	For uninterrupted power supply
Printers with Scanner	4	For the office use and general use
Scanner	1	For office use
Photocopiers	2	For the students and teachers

Projector and LCD TV	12	Permanent projectors are fixed in the classrooms and seminar hall, audiovisual room. LED TV is available in language Lab.
Internet Connections BSNL	1	100 Mbps speed
Network Switches (24 ports and Less)	3 (24 Ports) 1 (16 Ports), 1(8 ports) 1(4 Ports)	For LAN connection
Amplifiers, Mixers	3	Used for common functions and audio announcements.
Digital Camera	1	All functions in the college are photographed on the digital camera
Wi-Fi Router	4	Enables to equip Wi-Fi campus
Speaker units	38	Fixed in every class and other common places for easily attainable communication
Graphic Tablet (Jam board)	1	Used for online teaching
CCTV	58	Established at the key positions and exam hall for security purpose
Digital Attendance for Faculty	38 ports	They were fixed as part of digitalisation and transparency of attendance.

Updating of the Facilities

- A regular updating of these facilities are done from time to time.
- New Speakers are installed in the classrooms in 2019-20.
- Additional D-Link ports are placed for enabling LAN connection in each department in 2020
- New Wi-Fi routers were established in 2020.
- Updated the speed of the internet up to 100 Mbps in 2021.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 9:1

File Description	Document
Upload any additional information	[View Document](#)
Student – computer ratio	[View Document](#)

4.3.3 Bandwidth of internet connection in the Institution

Response: A. ?50 MBPS

File Description	Document
Upload any additional Information	[View Document](#)
Details of available bandwidth of internet connection in the Institution	[View Document](#)

4.4 Maintenance of Campus Infrastructure

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

Response: 40.12

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)**

2020-21	2019-20	2018-19	2017-18	2016-17
17.14	27.33	22.99	14.40	11.28

File Description	Document
Upload any additional information	[View Document](#)
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	[View Document](#)
Audited statements of accounts	[View Document](#)

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

Response:

The College has systematic procedures for utilizing and maintaining the facilities provided in the College.

Since the facilities like computers, projectors and other electronic machines are to be used responsibly, a systematic policy is framed for their use.

Maintenance and Utilization of Physical Facilities

The physical facilities, including an Auditorium, Seminar Halls, Audiovisual room, are maintained and supervised by the financial administrator (Bursar) appointed by the Manager. Two cleaning staff members are appointed for the cleaning of the premises of the College. Dustbins are kept at various places to keep the campus clean. In order to make the campus plastic-free, we keep a three-tier dustbin system by which plastic waste, non-plastic waste, food waste are collected in different bins. For security, the college management installed CCTV surveillance system at vulnerable points.

Academic facilities

Class Rooms: Maintenance

The classrooms of the College are maintained and kept usable all the time.The desks and benches are painted every year and kept clean. Scribbling on the bench or desk or the wall is not permitted. The supporting staff keenly observes each classroom and keeps it clean. An electrician is appointed to ensure uninterrupted power supply in the College.

Utilization of the Class Rooms: The staff members concerned open the classrooms every morning at 8.15 am. and closes at 4.30 pm after the class hours.

Library Maintenance: The library is automated with KOHA. Books are periodically inspected for damage and the damaged books are sent for repair. An internal audit of the books and journals is conducted at the end of every academic year. The library advisory committee oversees the purchase of books.

Library Utilization: The college library remains open all working days from 8.45 am to 4.30 pm. There is a register kept for each entry to be signed in by the user. Books are issued in accordance with the library regulations. All first-year students are given an orientation on using the library at the beginning of the academic year.

Computer Lab Maintenance: The College has a well-furnished computer lab with LAN enabled systems. A faculty is given additional responsibility to oversee the use of the lab. The faculty responsible for the lab will look after the physical condition of the computers and report to the Bursar for repair or replacement of the system. An Annual Maintenance Contract (AMC) is signed with the system provider.

Computer Lab Utilization: A register is kept in the computer lab to enter the names of each user. Each department has been allotted specific time for the use of the lab as per the course demands. Students can use lab facilities after class hours and on Saturdays with special permission.

Audiovisual Rooms and Seminar Hall Maintenance: The room remains locked if no programme is scheduled. It is enabled with Projector and LAN connection. Office staff checks the utility of the facilities in the seminar hall periodically.

The institution prepares Audiovisual Rooms and Seminar Hall Utilization policies. These facilities can be used as per the policy documents. The key obtained from the office by registering the operator's name

should be returned along with all the materials used for the function.

Department Libraries - Maintenance and Utilization: The department libraries are supervised by the Head of the department and by a faculty member. The department students and faculty can use the library. Regulations are prescribed by the department head.

Language Lab Maintenance: The language lab is meant to improve the students' language skills. The systems are furnished with adequate language skill development software. The teacher in charge will manage the training programme conducted by the department of English.

Language Lab Utilization: The students can use the language lab under the instructor's guidance of the course. Students can use the system after class hours and on Saturdays with written permission.

ICT Classrooms Maintenance: Each department has an ICT enabled classroom for academic enhancement. A department faculty will manage the maintenance and repair of the machines if any damage is found.

ICT Classrooms Utilization: The ICT enabled classroom of each department is meant for the whole department. The slots are allotted by the Head of the department for its use.

Support Facilities

Administrative office: Maintenance and Utilization: The administrative office of the College opens from 9 am to 4.30 pm, and 9.30 am to 3.30 pm on Saturdays. The chief superintend of the office will ensure the maintenance of the office materials and documents. A stock register is kept in the office, which is audited periodically by the Bursar. Students have access to the office on the strength of valid reasons from 9 am to 4.30 pm. Admittance is denied to them during class hours.

Xerox Center: Maintenance and Utilization: There are two Xerox centres on the campus for students. The maintenance of the machines is ensured on demand by the dealers. Students are given photocopies at a nominal amount.

Infirmaries: Maintenance and Utilization: There is one infirmary for boys and another for girls with cot facility and first aid. Those students who are sick can avail themselves of the facility.

Sports Room - Maintenance and Utilization: All sports facilities are kept in the sports room. The faculty member concerned is responsible for maintaining the sports equipment from time to time.

Multipurpose Hall: Maintenance and Utilization: The multipurpose hall is maintained by Bursar. This hall is meant for yoga practice and other cultural training. Those who want to use the facility shall approach the Bursar's office for permission.

Canteen: Maintenance and Utilization: The College canteen is outsourced by the Management to two women as a part of the women empowerment policy.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 19.73

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
73	93	118	95	200

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

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 3.05

5.1.2.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
17	36	13	24	2

File Description	Document
Upload any additional information	[View Document](#)
Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)	[View Document](#)

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	[View Document](#)
Any additional information	[View Document](#)
Link to Institutional website	[View Document](#)

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

Response: 13.25

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

2020-21	2019-20	2018-19	2017-18	2016-17
81	53	58	20	175

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

5.1.5 The Institution has a transparent mechanism for timely 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
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

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

Response: 16.47

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

2020-21	2019-20	2018-19	2017-18	2016-17
8	17	25	50	52

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 97.05

5.2.2.1 Number of outgoing student progression to higher education during last five years

Response: 230

File Description	Document
Upload supporting data for student/alumni	[View Document](#)
Details of student progression to higher education (Data Template)	[View Document](#)
Any additional information	[View Document](#)

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	[View Document](#)

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural

activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 47

5.3.1.1 **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) year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
13	15	10	5	4

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	[View Document](#)
e-copies of award letters and certificates	[View Document](#)
Any additional information	[View Document](#)

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

The college has a policy of decentralising the responsibilities to the stakeholders of the Institution. The activities of the college related to the students are wholly entrusted to them. The Students' Union organises academic, co-academic activities. This adopted policy aims at training the students in leadership, organising capacity, responsible citizenship, parliamentary democracy, and a compelling spirit of service. There are many such student bodies functioning in the college. At the top of academic and co-academic activities, the students take leadership with the proper guidance of the teachers concerned. The representations of the students at different bodies are mentioned below;

- **Student's Council**

The Students' Council is elected as per the rules given by the Lyngdoh Committee and Kannur University. As per the timely order from the university, The College conducts the students' election in the parliamentary model on the date stipulated by the University. A faculty is appointed as the Returning officer for the election. The duties and objectives of the Student's Council are given on the website.

- **Department Association and Clubs**

Each department has a department association or department club that conducts the academic and co-curricular activities of the department. The students participate in co-curricular activities such as academic competitions and co-academic competitions, both intra-collegiate and inter-collegiate, state-level competitions.

- **Arts committee**

This committee is an adjunct of the students' council. This committee helps conduct arts competitions in the college and provide training for the students to participate in university-level competitions.

- **Sports committee**

The sports committee is also an adjunct to the students' council and it ascertains the conduct of sports competitions and other matches once a year. They also take initiatives to

- **College Magazine committee**

The Fine Arts Secretary heads the committee. Every year this committee publishes a college magazine that contains the creative writings of the students and staff.

- **Anti-ragging committee**

The anti-ragging committee headed by the faculty includes a student's representation every year. It helps the students to address the problems as well as to solve the issues regarding them.

- **Women cell**

Another cell functioning in the college that has ample participation of the students is the women cell. They organise programmes for women empowerment and other training programmes for the students.

- **NSS**

In order to facilitate the social aspect of education, the National Service Scheme has included students' representation in its activities. There is a body of students that design and organise the yearly programme of the NSS.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 20

5.3.3.1 **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
35	14	17	18	16

File Description	Document
Upload any additional information	[View Document](#)
Report of the event	[View Document](#)
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	[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:

Navajyothi College has maintained a strong support of its Alumni through various ways. It has a registered Alumni Association (Reg. No. **KNR/CA/20/2022**) functioning in the college. Even before the registration of the society, the college enjoyed active support of the alumni students in terms of academic and co-academic contributions other than financial support. Our students contribute to the academics of Navajyothi College by providing placement training, extension lectures, and classes.

Placement training for the Department of Computer Studies was done by Mr. Salbin Joseph. He has trained students to become proficient in software development and computer language development.

Our students who are placed in various firms have taken initiative to associate themselves with Navajyothi College. Thus the Department of Computer Studies has entered into a **MoU** with **Logic, IT Enterprise at Kozhikode.**

Mr Jeffin Joseph, one of the entrepreneurs has a MoU with the College and provides internship for the students.

Mr Nivin John, alumni of the Department of Computer Studies, has conducted a workshop on Media Journalism for the students of the PG Department of English.

Mr Melbin, alumni, has conducted a webinar on *Upcoming Trends in Banking Sector* for the Department of Management studies.

Many of our students have been placed at various national and international companies with good reputation.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: E. <1 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Navajyothi College is a higher education institution established in 2010 by the St. Thomas Province, Kozhikode of Little Flower Congregation, as a centre to gratify the educational needs of the youth belonging to the North Malabar.Little Flower Congregation has been actively participating in the education ministry with forty educational institutions for more than six decades across the nation. Situated at the heart of Cherupuzha, a rural area, with the vision of *Lighted to Enlighten*, the institution sheds light on the lives of many individuals and their families irrespective of caste and creed, economic status. The College strives to cultivate intellectual enthusiasm and academic excellence through various activities planned in its governance and applies through the participation of teachers and students.

The Mission of the Institution

- **To empower and strengthen young men and women** to face life's challenges.
- **To form constructive and responsible citizens.**
- **To enable young men and women to stand for justice, peace and happiness**
- **To develop the employability skills of the students**
- **To excel in academics and to ensure the integral growth of students**

Governing Mechanism

The governing mechanism of the college assures that the activities of the college are in tune with the vision and mission of the college. The best thing found in the governing mechanism of the college is that it is dynamic. It evolves in accordance with the change of national and state-level policies of the government while adhering to the mission and vision of the college.

The highest authority of the college is the Provincial Superior of St. Thomas Province, Kozhikode. The governing Council headed by the Provincial is responsible for formulating appropriate policies for the smooth running of the college.

The provincial Superior is assisted by the governing council members such as the Education councillor, College Manager, Finance Secretary of the province, and Bursar of the college. In addition to these members, the Campus Director and specially appointed staff are also included in the governing Council.

Perspective Plans and Participation of the Teachers

As directed by the Governing Council, a strategic plan for five years is formulated by IQAC, which is approved by the College Council and Governing Council. The plans are executed through the College Council. The college council comprises the principal, management representative, Head of the departments

and IQAC coordinator. The annual meeting of IQAC and the College Council convened at the beginning of the academic year prepares a yearly plan based upon the strategic plan for five years. The same is audited at the end of each academic year.

The College Council makes decisions related to the college's curricular and co-curricular activities as given in the strategic plan**.**

The Principal and the Manager appoints **statutory bodies** and **various committees** to oversee the college's activities.

Through this decentralised and participative approach, the college maintains its fidelity to the vision and mission.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

From its very inception, the college is following a decentralised approach that involves the active participation of all the stakeholders. The college headed by the Manager and the Principal exercise their power through various committees and cells formulated in an academic year. The committee members include both teachers and students wherever necessary. There are statutory committees and non-statutory committees that help the college to achieve its mission through the day to day activities. These committees and cells are given autonomy to plan, propose and organise their programmes, exercise their power in times of need, intervene in the matters that come under its purview, and visualise the college's scope and future. These committees work and plan according to the strategic plan, vision, and mission and are regularly monitored by the Principal and IQAC.

Case Study– Sports Development

The surrounding panchayats of the college have contributed many national and state-level players in sports. In order to sustain the heredity, the college has identified the students from the rural areas noted for physical agility and sportsman spirit. Thus systematised planning is devised for the development of sports and games of the college.

A sports Cell named **Navajyothi Sports Animation Center (N-SAC)**, consisting of faculty members and students, has been functioning from 2012 onwards. IQAC in 2016 directed N-SAC to revive its activities for the development of sports in the college. This cell conducts trials for selecting the best candidate for each sports item after the admission process is over. The principal approves the selection and is given training in the respective fields. The role of N-SAC is vital to the two-tier growth of sports viz.,

infrastructure development and sports activities.

Infrastructure Development: Taking **N-SAC**'s suggestion, the Management constructed a Basketball court of international standard in 2015, a volleyball court in 2014 and a ground for athletics and games such as football and cricket. The college signed an MoU with **Made 2 Fit** gymnasium for physical training of the students. The fund for this development has been mobilised from the students and Management contributions.

Sports Activities: The major events in 2016 and 2017 were the conduct of the Basilius Memorial Basketball Tournament and intra-collegiate sports activities. In 2018, the college organised the intercollegiate Basketball Tournament of Kannur University. The college teams for various games participated in the tournaments conducted by different organisations and bagged prizes.

Sports Achievements

The selected students for the sports and games represented the college in the intercollegiate tournaments conducted by Kannur University. Our students bagged prizes.

In 2020-21:

 One Gold and one Bronze for Best Physique

 One Gold, Five Silver, Five Bronze in Swimming

 One Bronze in walking

2019-20

Three Gold, Two Silver, three Bronze for Swimming

Three Silver, three Bronze in athletics

One Gold in Best Physique.

Achieved a merit certificate in the State level Volleyball Championship.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

ST. Thomas Province of the Little Flower Congregation, with its six decades of education ministry across India, has a clearly defined vision and mission of education. It envisions offering the students opportunities to develop an integrated personality endowed with intellectual expediency, psycho-spiritual harmony, moral integrity, social commitment and eco-sensitivity. Relying upon the educational philosophy of the Congregation, the management of Navajyothi College entrusted the IQAC to prepare a strategic plan in the year 2016.

The strategic plan, prepared by the IQAC team, was submitted to the Governing Council and College Council for their approval. The approved strategic plan is implemented to bring changes and development in the academic and co-academic functions of the college. As an example of the successful implementation strategic plan, we enumerate the implementation of the growth Green project on campus and off-campus for the extended ecological awareness in the students.

As per the strategic plan, the college adopted the mission **Grow with Green** by 2021. In spite of the ecological richness on the campus, a policy is devised to make the 'Go with Green' project a tremendous success. The **Environment and Energy Usage Policy** specify the responsible use and protection of the natural environment through conservation and the sustainable relationships between the human species and the rest of the natural world.

Implementation of Grow with Green Project: As per the Environment and Energy usage policy, the following initiatives are made on the campus. The NSS and the Nature Club conducted the Clean Campus Awareness Programme. **Flora, the nature club**, initiated to plant saplings on the campus. They have set an **action plan** for succeeding years and realized the same through various programmes conducted on-campus and off-campus.

Planting Saplings on the Campus: Planting brings biodiversity on campus. Flora has produced many varieties of plants across the campus. The use of biogas plants, aquafarming, vermin-culture compost, Carbon neutral area, medicinal garden, *thaneerkudam* (water feeder pot) for birds, organic farming and all increased the biodiversity on campus. The nature club has planted sixty tree saplings as part of the green initiatives on the campus. The planting of the saplings was associated with the college union and the NSS.

Flora, the nature club, has initiated **a green audit** on the campus. It audits nature, energy and water conservation on the campus. An automatic water sensor is implemented for preserving water by checking the overflow of water from the overhead tank. The NSS volunteers on the campus constructed a bund. There is also an automatic time sensor for the lights on the campus.

Efforts are being taken to make the campus a carbon-neutral area. Vehicles entry is restricted to the designated parking area on the campus.

File Description	Document
Upload any additional information	[View Document](#)
strategic Plan and deployment documents on the website	[View Document](#)
Paste link for additional information	[View Document](#)

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

The college is governed by the Management's policies under the rules and regulations of the UGC, the state government and the University.

Governing Council: This comprises the authorities of the St. Thomas Province Trust, under which the college is managed. The Provincial Superior of the St. Thomas Province is the highest authority in the organogram of the institution. The Governing body is headed by the Provincial superior, who is responsible for the policy-making of the college.The governing body members include the Education councillor, the Finance councillor of the St. Thomas Province Trust, along with the Manager and Financial Administrator of the college. This governing body formulates policies regarding quality education, improvement in teaching-learning programmes, and funds for the infrastructure development of the college.

Manager: The Manager of the college appointed by the Trust oversees the functioning of the college. He appoints the college staff conforming to the regulations stipulated by the University.

Principal: The Principal is the head of the institution responsible for managing the day-to-day affairs of the college. For the efficient administration of the college the Principal is assisted by the College Council, Heads of Department, teaching and administrative staff and the office bearers of various committees.

College Council: The College Council consists of the Principal, and the Heads of Department.   The academic and co-academic activities are carried out with the approval and guidance of the College Council.

College Level Executive Committee: This includes both the departments and IQAC cells of the college. Each department is responsible for visualizing its activities and implementing them with the approval of the higher authorities. The college-level executive committee comprises academic departments, administrative offices, and other statutory committees.

Administrative Staff: The administrative staff is headed by the Superintendent of the office, assisted by other supporting staff. They help in the day to day administration of the college and the smooth conduct of university examinations.

IQAC: IQAC consists of the Principal as the Chairman, a Coordinator, the Heads of the department, and department coordinators. It functions in ensuring the quality of teaching and learning. IQAC conducts discussions and periodical assessments and proposes innovative ideas to ensure quality at various levels.

Recruitment and Service Rules: Vacancies are notified and published in the leading dailies as per the regulations of the affiliating University and the state government. The duly formed board interviews the applicants to select the meritorious candidates for the vacancies. The Manager appoints the staff as per the norms given by UGC and the Kannur University. The appointed staff members are obliged to agree with the management and are governed by the service rules given at the appointment.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)
Link to Organogram of the Institution webpage	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

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	[View Document](#)
ERP (Enterprise Resource Planning) Document	[View Document](#)
Details of implementation of e-governance in areas of operation, Administration etc	[View Document](#)
Any additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

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

Response:

The college gives prime importance to the staff members' satisfaction and their overall welfare. Sufficient amenities are provided for the faculty and the supporting staff to create a healthy work environment. The welfare measures are taken not only in financial matters but also in socio-psycho-spiritual matters.

Amenities for the Staff: The management is conscious about creating a healthy ambience in the college for the staff to work effectively and fruitfully. Teachers are provided with:

- **Staff Rooms with internet enabled desktop** are made available to facilitate their professional and

academic research activities.

- **Ample leisure time and vacation** is given to the teachers and the supporting staff to maintain their physical and mental wellness. They are given summer vacation and semester-end days of leave.
- **Periodic gatherings for festivities** are an exclusive feature of Navajyothi College to create a healthy and holistic relationship among staff members.
- The canteen on the campus provides meals and other edibles at a subsidized price for the teaching faculty and the supporting staff.
- **A separate parking area** is provided for the teaching faculty on the college premises.
- **Community Lunch** at special training programmes and staff meetings creates an atmosphere of solidarity and amiability.
- **Sports activities** are planned for the faculty and the supporting staff at the annual sports competitions.

Socio-Psychological Aspect: Fond relationships at the workplace, mutual respect and sharing are essential factors for every employee for career advancement. Hence the management arranges timely outings, interactive sessions, counselling for the staff members. Teachers with outstanding academic performance and achievements are duly appreciated and honoured publically.

Financial support: Apart from the salary, the faculty and the supporting staff are eligible for other participatory financial programmes established for the employers by the government. The college provides financial support for the following;

- **PF and ESI** provided by the management for the eligible employees as per the norms of the government.
- **Maternity Leave** is sanctioned to the applicant for six months.
- **Faculty Empowerment**s are financial support is given to participate in research seminars and publications.The research faculties are financially supported for their research work and its publication.
- **Insurance Scheme** and support is given to the faculty members. We encourage the members to use the central government policies designed for citizens.

These welfare measures for the teaching and the non-teaching staff make them happy and content at their workplace.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 6.4

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**

2020-21	2019-20	2018-19	2017-18	2016-17
4	9	0	0	0

File Description	Document
Upload any additional information	[View Document](#)
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	[View Document](#)

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

Response: 4

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	4	4	4	3

File Description	Document
Upload any additional information	[View Document](#)
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	[View Document](#)

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 8.1

6.3.4.1 **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
17	0	0	0	0

File Description	Document
Upload any additional information	[View Document](#)
IQAC report summary	[View Document](#)
Details of teachers attending professional development programmes during the last five years	[View Document](#)

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

The college visualizes a holistic growth of staff by ensuring the quality of academics and administration of the college through an appraisal system. The college's Performance Appraisal System is multilayered and it includes students' feedback, self-appraisal, HoD's appraisal, Principal's Appraisal, and Management's appraisal. This system supports the teachers to enhance their professional skills.The institution organises FDP from time to time and encourages the faculty to attend FDPs conducted at various institutions to improve their professional competence.

Student's Annual Assessment of Faculty

The college collects the pupil's opinions about the teaching performance of the faculty through a well-structured appraisal form duly filled in by the students to register their assessment. The students are asked to evaluate the performance of the teachers concerned under several criteria on a scale. The average score is calculated by summing all the student responses. Given the results, teachers are being confidentially informed of the students' evaluation in person, based on which the faculty can make changes accordingly.

Performance Evaluation and Self-Appraisal Report

Every year, the teaching staff of the college shall fill a self-appraisal form regarding their teaching, research, and co-curricular performance. The same is submitted to the principal through the Head of the department.

Annual Assessment of the Faculty by the Head of the Department

At the end of each academic year, the Head of the Department assesses members of faculty and prepares a confidential report regarding their fortes and weaknesses. In preparing the report, the Head of the Department will consider the overall performance of teachers, such as fulfilling the assigned duties, ability to plan their teaching on par with the academic plan, their rapport with colleagues and the students. This report is submitted to the principal.

Assessment by the Principal: Based on the students' appraisal and the self-appraisal of the faculty and the report of the Head of the department, the Principal prepares a confidential report on the performance of each faculty.

Assessment of Faculty by the Management

The Manager solicits the Principal for a summary of the evaluation of faculty members and then holds a personal meeting with them to intimate suggestions, instructions, and opinions, if any, regarding their performance.

Appraisal of the non-teaching Staff: The self-appraisal of the non-teaching staff is conducted through a self-appraisal form filled in by the staff concerned. The Principal prepares a confidential report based upon the duty register and their performance. The Principal submits the confidential report to the Management. The Manager meets the non-teaching staff to suggest improvements in discharging their duties.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Navajyothi College, a self-financing college, is being run by the charitable Trust of St. Thomas Province, Kozhikode of the Little Flower Congregation. The financial matters are subjected to the rules and regulations of the Trust as well as the government norms. The financial issues are settled by a proper system according to the rules laid by the Trust. The transparent mechanism begins with the preparation of the budget each year and the subsequent approval from the Finance Committee of the Trust. The expenditures of the financial year are audited in two ways; internal and external.

Internal Audit: An eligible accountant is appointed for assisting the Bursar of the college. The accountant maintains bills and vouchers, payroll preparation, and payment of statutory compliance such as PF and ESI, TDS, GST. He prepares monthly account statements and submits them to the Bursar of the college for approval from the manager. Besides this monthly verification, an expert from the Trust is appointed as an internal auditor to confirm the accounts. He makes a thorough study of the fiscal details and submits the report to the Manager and the Bursar of the college and the Trust.

External Audit: An external auditor associated with the financial auditing of the Trust ensures the transparency of the financial management of the college. The college has a registered chartered accountant with Reg. No. M. No. 025486, CA G Santhosh Pai, B.Com LLB, FCA, DISA. The authorized chartered accountant audits the income and the expenditure and submits a report for central and state government verification. No serious objection to any fiscal management has been raised by the internal or the external auditor during the last five years.

Review Meeting: After obtaining the audited statements, a review committee assesses the audit report and settles objections, if any. The review committee comprises the Manager, the Bursar, the Principal, the

Accountant, and one senior faculty member.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	[View Document](#)

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

Response:

Navajyothi College is a higher education institute functions under the auspice of St. Thomas Province of Little Flower Congregation. Having several educational institutes across India, the congregation has a well-defined frame of education policies foreseeing the need of the people. Observing the guidelines of the St. Thomas Province, the College has framed strategies for mobilisation of funds and its optimal utilisation of resources.

The College has to resort to various resources to mobilise funds due to the lack of funds from the State government, UGC or University. The Bursar devises a systematic strategy for mobilising and utilising the fund. The primary funding source of the College is St. Thomas Province Trust and from the internal stakeholders. The funds received from the trust through bank loan is used for creating infrastructure. The College is authorised to use students' fees for the expenditure of the College, including the payment of salary.

Mobilisation of Fund: The Bursar prepares a plan for mobilising funds for each academic year with the consultation and approval of the manager and principal. The project the submitted to the governing council for sanction. The prime source of the fund is from the St. Thomas Province Trust, Kozhikode. The College is entitled to receive funds from various sources such as non-government bodies, internal stakeholders, individuals, and philanthropists. All the funds received are utilised for the benefit of the College. The strategies formed for the mobilisation of the fund include the following;

- **Internal stakeholders**: A significant fund source is the tuition fee collected from the students. The College collects the tuition fee per the government order each semester. Apart from tuition fees, the College collects computer lab, library, and sports fees at admission to utilise for individual purposes.
- **Individuals**: Philathropers and human minds contribute a portion of their income for the specific development of college activities.
- **Community Fund Raising**: apart from the individual contribution to charitable activities of the College through NSS, community fundraising is executed. This kind of mobilisation of the fund is to be approved by the Principal and Bursar.
- **Bank Loan**: The trust resorts to bank loans to develop infrastructure.

The utilisation of Fund: The ideal utilisation of funds varied in different ways.

1. **Preparation of the Budget**: A budget is prepared at the beginning of every financial year and submitted to the College's governing council. They approve the budget after ample verification and, after that, grant permission for its utilisation.
2. **Allocation and utilisation of the Fund**:The funds are distributed based on the budget and the requirements. The tuition fee collected is mainly used for the payment of salary and other days to day expenses. The fund received for various purposes is strictly used for the contribution alone.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

The internal Quality Assurance Cell of the college has clearly stated policies of institutionalising the college's quality assurance. It envisages plans and takes measures to their particular implementation. The suggestions are submitted to the college council and, after that, directed to a performance by each department. The major initiatives of the IQAC for the last five years include;

- **Implementing extension and outreach Programmes**: The intervention of IQAC framed policies

in enhancing the quality of the academics and non-academic performance of the stakeholders. Their implementation significantly improved the stakeholders as better human persons.

- **Implementing certificate courses:** Besides the structured syllabus of the University, IQAC directed each department to introduce certificate courses for students. The duly constituted board of studies prepares a certificate course for each year.
- **Academic auditing**: The purpose of the academic audit is to ensure the quality of each department in the teaching-learning process.
- **Faculty Appraisal:** An appraisal system framed to ensure the quality of the faculty by the IQAC with a multilayered system including self-appraisal of the teachers, appraisal by students and head of the department, principal, and management.
- **Introducing best practices:** IQAC introduces best practices on academic and non-academic levels for the attainment of the vision and mission of the institution. Some of the best practices of the college are **SISA, SAIN, et al., N-SAC.**
- **Organising workshops and training programs:** IQAC conducts periodic training programmes and seminars for faculty and students in the college to ensure the incremental quality of the stakeholders.
- **Feedback analysis and action taken reports:** IQAC ensures quality by collecting feedback from the stakeholders and preparing a report for regular progress.
- **Institutional Collaborations:** IQAC ensures that collaborations are executed at the college and department levels with various companies and educational institutions for quality assurance.
- **Enhancing employable skills:** IQAC, through the college's placement cell, conducts various training programmes for improving the employable skill of the students.

Practice 1

   Feedback analysis: Feedback analysis is an initiative of IQAC for institutionalising the college's quality assurance. A well-framed system of analysis is active in the college. Feedback on the curriculum is obtained from the stakeholders. The feedback is analysed, and IQAC suggests improvements in the areas needed.

Practice 2

Collaborative Initiatives: Collaborative initiatives are quality improvement systems executed by the IQAC from the very inception of this Cell in the college. Each department is advised to enter into a functioning MoU with other companies of interest or other educational institutions. Each department entered into a contract with similar interested institutions and companies as per the direction.

Sl No	Department	Partner Institution
1	Commerce	PG Department, NAS College Kanhangad, CJ Buildware Tiles and Sanitaries, ISDC-ACCA
2	Management Studies	WAM Tea Wayanad, Hedge School of Applied Economics
3	Computer Studies	Learn Computer Systems, Vivid Frames, Crampete, Logic Calicut
4	Economics	Dpartment of Economics NAS College, Hedge School of

		Applied Economics
5	Physical Education	Made 2 Fit
6	Navajyothi College	K.E. Mananam

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives   )

Response:

IQAC framed specific goals for improving teaching-learning processes and thus maintaining quality in the academic and organisational activities. There are various means designed to review academic progress and learning outcomes by introducing precise initiatives in the institution. From these various means, **two practices** with specific norms, structure and methodologies for institutional reviews and implementation are mentioned below.

Academic Activities: With the establishment of the IQAC cell in the college, specific norms and means for the academic improvement of the institution have been introduced. The structure and methodologies set up for the incremental improvement in the academics start from the preparing **Academic Calendar.** It helps to have a scientific approach in disseminating academic and non-academic activities and organising programmes in advance for each department. Every teacher who is assigned various courses to teach prepares a **Curriculum Design** to present the course to the students in a better way. This curriculum design is supplemented with a **Teachers' Diary** for the daily auditing of the classroom performance. The students are evaluated and categorised against their academic performance and then assisted in improving their studies through **Academic Improvement Programmes** such as *LEAP*, *Buddy Group, and Remedial Classes*. Besides, the academic improvement is assessed through **internal examination** that includes a Written Test, Viva, Seminar and Assignment. These classroom activities are supplemented with **Collaborative Activities** designed to help the students accommodate in the corporate world and gain practical knowledge. Towards the end of each semester, IQAC initiates a **Result analysis** to make corrections and improvements in the result. The result is conveyed to parents through **PTA meetings** held every semester. Apart from the learning outcome reviews, IQAC has a systematic, structured plan for assessing the teachers. The learning outcome assessment is evaluated through **Curriculum appraisal,** collected from students every year. Teaching methods is evaluated through **Self-Appraisal of the Teachers,** collected from the teachers at the end of the academic year. IQAC conducts **Academic auditing** every year and design policies and methods for the betterment of the stakeholders. The Committee appointed for auditing visits each department and verifies the documents with systematically

devised criteria. They submit a report to the IQAC based on the records provided by the department. IQAC informs each department about the report with suggestions to improve the quality of teaching and learning processes.

ICT improvement: The institution has made available suitable and sufficient Information Communication Technologies on the campus. The college had an optical fibre cable with a speed of 60mpbs which was later increased to 100 Mbps. Simultaneously the campus is made a Wi-Fi campus allowing access to all the stakeholders. The computer lab is upgraded with new systems and programme. Each department is furnished with a LAN connection and ICT enabled classroom. The video classes of the teachers are published on the official YouTube channel for the students' reference.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality intitiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: C. 2 of the above

File Description	Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Navajyothi College gives utmost significance to gender equity in all areas of activities. The measures taken for achieving the goal can be classified into two: curricular and co-curricular activities. The curricular activities are supplemented with other programmes of gender sensitization. The university syllabus includes modules that sensitize gender equity and promote gender equality. Such curricular modules seen in the syllabus of the Department of Economics are Gender Equality and Sustainable Development. **The syllabus of English** provides a course as a Common Course (2A04 Readings on Gender) to all students at college level. The effective realization of the course is done through various programmes such as debate competitions, flash-mob and hair donation. Apart from the curricular activities, the college provides two awards from 2018 onwards specially designed for female faculty and girls. It is titled *Navajyothi Woman Puraskar*. A certificate of appreciation and endowment is given to the winner after verifying the documents provided along with the application.

Safety and Security

Fully Protected Campus: The 21 acres of sprawling campus is fully protected with compound walls and fencing with one main entry.

Security: There is **security personal** at the entrance for validating the rightful entries to the campus.

ID Card: The Faculty and the students are provided with the Identity card of the institution. It is obligatory for all the staff members irrespective of status and the students to wear identity card when they are on the campus.

CCTV Surveillance: The campus is furnished with CCTV Surveillance at key positions of the college campus and in the exam halls.

Apart from these safety measures, the college also protects the students and the staff with the regular functioning of the Grievance Redressal Cell, Women Cell, Anti-Ragging Committee. A signed declaration is obtained from a student at the time of admission to prevent ragging.

Complaint Box: A complaint box is placed at a convenient place for the students to report any complaints.

Counselling: A counselling facility is given to the staff and the students. A staff member is working as a counsellor and an external counsellor is also appointed. The students and the staff are free to make an appointment with the counsellor at any time and get the help. At the same time, the college conducts counselling workshops for each for all the members on the staff.

Common Rooms: The College provides separate rooms for girls and boys. One common rest room is

made available for girl students. One common restroom is also provided to lady teachers for their leisure and comfort. Sufficient numbers of toilets are available for the students.

Incinerators and Sanitary Napkins: Incinerators are installed in toilets to burn the used napkins. Sanitary napkins are kept for distribution at a separate counter in the common room for ladies.

 Infirmary: It has the facilities like bedding and a first aid box for giving immediate attention.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	[View Document](#)
Link for annual gender sensitization action plan	[View Document](#)

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. **Solar energy**
2. **Biogas plant**
3. **Wheeling to the Grid**
4. **Sensor-based energy conservation**
5. **Use of LED bulbs/ power efficient equipment**

Response: B. 3 of the above

File Description	Document
Geotagged Photographs	[View Document](#)
Any other relevant information	[View Document](#)
Any other relevant information	[View Document](#)

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

The college has systematized procedures for the management of the waste on the campus. The waste produced is mainly from students' food waste, paper, plastic, and E-wastes. The supporting staff oversees the waste management of the college in various ways.

Solid Waste Management: Solid waste generated on the campus include solid or semi-solid domestic waste, sanitary waste, institutional waste, street sweepings, silt removed or collected from the surface drains, agriculture and e-waste. They are sorted under recyclables such as paper, plastics, cardboard, metals, glass, e-waste. Many properly labeled waste bins are placed at key positions on the campus. This label is helpful for collecting the waste that is sorted. The trash generated can be classified into rubbish and garbage. Garbage is decomposable, primarily food waste; the rubbish is dry principally materials such as glass, paper, cloth or wood. They are gathered at dumpsites, where the waste is treated naturally. The decomposable food waste is generated from the students' food waste (for a minimum measure) and the canteen. The canteen operators themselves manage the waste by taking them to piggery and poultry farms.

Pen friend Programme: The non-degradable waste generated at the college is mainly from the use of pens by the students. The IQAC observes that this kind of waste is mismanaged on the campus. Thus the Department of Management Studies has come up with a project of *Pen Friend Programme*, fixing boxes at various places on the campus to collect waste pens. The used ball pens are collected in the box kept on each floor by the Department of Management studies.

E-waste Management: E-Waste is reduced to an average level by proper and timely maintenance of the electrical devices. The irreparable computers and accessories are utilized for display in the Hardware Museum by the Department of Computer Studies. An exhibition was conducted by the Department for the school and college students in the neighbouring institutions.

Haritha Karma Sena: The College has an MoU with Haritha Karma Sena, a unit of the Suchitwa Mission Project of the Government of Kerala. The Haritha Mission collects the non-biodegradable waste from the college to shred in recycling units.

Liquid Waste Management: The liquid waste is adequately defused through a proper waste channel connected to covered pits.

Waste recycling system: The food waste generated by the students is collected and treated as food for poultry and aqua farming situated on the campus. Waste papers are collected to be sent for recycling. They are sold in the crap mercantile. There is also a vermiculture pit and biofertilizer functioning on the campus that uses agriculture and flower gardens.

The campus is free from biomedical waste and hazardous chemical waste.

File Description	Document
Any other relevant information	[View Document](#)
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Link for Geotagged photographs of the facilities	[View Document](#)

7.1.4 Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	[View Document](#)
Any other relevant information	[View Document](#)
Link for any other relevant information	[View Document](#)

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	[View Document](#)
Geotagged photos / videos of the facilities	[View Document](#)
Any other relevant documents	[View Document](#)
Link for any other relevant information	[View Document](#)

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any

awards received for such green campus initiatives:

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Divyangjan friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

The vision of the college *is Lighted to Enlighten* i.e. to mould the younger generations to become the agents of change in the society. To attain this goal, we promote initiatives of creating an inclusive environment on the campus. Navajyothi College is in the forefront of the integration process, imbibing all the cultural, regional, religious, and socio-economic differences of the nation. We create and maintain an ambience of a family that receives all, excludes none. Though being a campus of mono-language and monoculture, the college community is open to observing various cultural and religious festivals of national importance. The observation of festivals of various religions is given utmost care so that the students and staff community shall imbibe the spirit of national integration and religious harmony.

Socio-economic inclusiveness and harmony are promoted in the college. No discrimination is found between the rich and the poor, the majority and the minority sectors. Economically weaker students are given freeships and institutional scholarships to support their studies.

The core values given on the website show the well conceived mission of the college to promote tolerance and harmony on the campus. The core values of the college include the following to hail its inclusive environment in the formation of the younger generation;

- **Create Men and Women for and with others**: We aim not to create just intellectual beings that are self-centred but to form individuals who care for others and society.
- **Cura Personalise**: (Care of the whole person) Every aspect is taken care of at Navajyothi college. It includes intellectual, social, physiological, political, spiritual and moral.

Promoting communal harmony is also a regular practice of the college. We begin our day with a prayer to the Almighty that promotes the **universal brotherhood**.

The student community supports those who are deprived of food and shelter by visiting them and rendering help to **the orphanages, nursing homes**, **children's home**s, and provides food for the beggars on the street.

We also train our students in generating empathetic feelings towards physically challenged people. We make sure our students support and promote **visiting blind people, buying their products, helping out paraplegic patients.**

Such practices are aimed at moulding the younger generation to become agents of change for the nation's future.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)
Link for any other relevant information	[View Document](#)

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

One of the core values of this college is to provide *adequate attention to impart the country's constitutional values and teach them to the students to promote the 'fundamental duties''.*Navajyothi College takes utmost care to integrate values, sensitise rights, duties, and responsibilities among the students and staff. It is achieved by various programmes organised by the college throughout the year. Fundamental duties and responsibilities of a citizen and values remind us of the social responsibility that rests upon each person. The students show their commitment to society through various programmes like:

1. Students Engaged in social activities such as honouring old persons around the college by reaching out to them with gifts, distributing Onam kits to the palliative patients, spending time and energy in house building for the poor and elderly persons, initiating road cleaning in the panchayath, food distribution to beggars on the street, visiting Old Age Home**,** assisting blind persons.

2. Students are sensitised to civic duties by partaking in panchayath activities as COVID19 volunteers, Posco volunteers, Swach Bharath, flood relief volunteers.

The students and the staff are made aware of the Fundamental Duties of a citizen as is given in Article 51A, Part IV-a of the Indian Constitution by conducting various programmes.

Abide by the Constitution and respect the National Flag & National Anthem: Our students and staff preserve the culture of giving respect to the national flag and the national anthem. It is evident in the observation of **Independence Day** and **Republic day**. Moreover, the regular **class ends with the national anthem** sung by the college choir. The entire campus comes to stillness during this time of honouring the National anthem.

- Follow the ideals of the freedom struggle: The observation of **Gandhi Jayanthi**, an important day set aside for martyrs' freedom, helps sustain the ideals of freedom struggle among the students.
- Protect Sovereignty & Integrity of India: **Republic day** observation is a key to refreshing the country's sovereignty.
- Defend the country and render national services when called upon: Voluntary service rendered during COVID-19 Pandemic and flood is an excellent example for how the students imbibe the spirit of oneness and empathy.
- Sprit of common brotherhood: Brotherhood is a sublime quality capable of overcoming all the barriers irrespective of caste, creed and religion, gender, rich and poor. We extend the idea of inclusiveness by observing National Unity day, Aids Day and various other cultural celebrations. The cultural celebrations remind the **composite culture** of India, and the observation of Environment Day, World Water day is a message for the preservation of the natural environment.
- Safeguard public property: By cleaning the nearby town and the river are some examples.

 Implementing the democratic process of electing the Students' Union in the college sensitise about fundamental right. Apart from the college union, the students are made to be members of certain administrative and academic bodies to get enlightened in the administrative systems of the institution. The college facilities are rendered to the Local Self-government bodies for the general election of the panchayath and the state.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	<u>View Document</u>
Link for any other relevant information	<u>View Document</u>

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. **The Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	<u>View Document</u>
Code of ethics policy document	<u>View Document</u>
Any other relevant information	<u>View Document</u>

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

The college is particular to observe various days of national and international importance. These celebrations are mainly done by NSS and the Departments. They are the following:

1. **Yoga day**: It is observed to convey the message of yoga.
2. **Teachers Day**: Teachers were honoured and meetings were conducted.
3. **Sadhbhavana Day**: The students are made aware of the importance of Constitution.
4. **Reading day**: It is observed to emphasize the importance of reading.
5. **Ozone day**: Awareness is created on climate change and global warming.
6. **Older person's day**:   This day is observed to inspire the students to respect the elders.
7. **Independence Day**: Indian Independence Day is celebrated to instill patriotic fervor.
8. **Gandhi Jayanthi**: The day is observed to acknowledge the contributions of Gandhi to the nation.
9. **Environment Day**: World environment day is celebrated by planting the saplings.

10. **World AIDS Day**: Observation of World AIDS Day is organized to feel for the AIDS patients.
11. **Forest Day:** Forest Day is commemorated to create the importance of preserving the forest and planting saplings to sustain biodiversity.
12. **Disable Day:** Disable day is observed to create awareness among the students to raise a hand of help for the disabled.
13. **Women's day:** This day is observed to treat women equally, find them strong and capable.

Other days observed with various programmes are 14. Yoga Day 15. Teachers Day 16. Sadhbhavana Day 17. Reading Day 18. Ozone Day 19. Older Person's Day 20. Independence Day 21. Gandhi Jayanthi 22. Environment Day   23. World AIDS Day   24. Forest Day   25. Disable Day 26. Women's day 27. International Nurses' Day 28. Mother's Day 29. Earth day 30. World water Day 31. Cancer Day 32. Republic Day 33. Gandhi Martyrs' Day 34. Human rights day 35. Navy Day 36. Unity Day 37. Poverty Eradication Day 38. World Food Day 39. International Girl Child Day 40. Mental Health Day 41. Theater Day 42. White Cane Day 43. Road Safety Day 44. Energy Conservation Day 45. NSS Day 46. Youth Day 47. National integration Day 48. Children's Day 49. Kerala Piravi 50. Christmas 51. Deepavali 52. Police Commemoration Day 53. World Photography Day.

The proof for all these programmes are given as additional documents.

File Description	Document
Link for Geotagged photographs of some of the events	[View Document](#)
Link for any other relevant information	[View Document](#)
Link for Annual report of the celebrations and commemorative events for the last five years	[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**

SAIN et al.– Students' Academic Incubator and others of Navajyothi.

It is an academic incubator that fosters the students to develop their skills and acquires academic and additional skills during their course of study in the college.

1. **Objectives of the Practice**

SAIN et al. is . With a well-defined philosophy of its functioning and objectives, *sain et al.* was a success during these past years.

The objectives of the project

- Empower the students both academically and co academically
- Impart training for competitive and eligibility examinations
- Impart training in leadership skills and organisational skills
- Focus on the integral growth of the students through counselling
- Foster student's participation in competitions at various institute
- Promote participation in conferences and seminars.
- Inculcate values and constitutional awareness
- To assist the students to excel in academics by providing scholarships and training.

  - **The principles of the Practice**: The underlying principle of this venture is to help the students "to excel in academics and to ensure their integral growth", as according to the mission of the College. This mission is rooted in the college's vision, "Lighted to Enlighten" The vision, "Lighted to Enlighten", is the foundational principle of every activity in the college. The mission perspectives of the college are generated from this vision. Likewise, the underlying principle of SAIN et al. is is "to excel in academics and ensure the integral growth of the students".

The Context

Navajyothi College, with its vision, **Lighted to Enlighten,** is committed to providing unbiased and impartial assistance to the students. With zero discrimination, the Management and the staff provide the best to develop the academic and non-academic lives of the students. The Management and the staff have realized that the stakeholders are from very average families (incapable of providing opportunities to their children). The students who join the college for their degree studies need skill training, personality development, and other else. Realising their inner potential, the college promotes their skills through the platform of *SAIN et al.* – **Students' Academic Incubator (and others) of Navajyothi**. This platform is used to promote academic discourses, training programmes, skill acquisition, leadership training, placement assistance,   and similar pieces of training.

The Practice

The primary tenets of SAIN et al. lie in uplifting the slow learners and supporting the advanced learners with various academic and co-academic programmes. As realised from the overall performance of the students, everyone has the potential to excel in their activities. Therefore imbibing the spirit of the vision and mission of the college, SAIN et.al. prepare programmes

Academic Activities

Apart from the regular stereotyped classes, the college organises many programmes related to the students' academic excellence. The students are classified into different groups and are trained according to their capacity. The mostly fall into symposiums, paper-presentation on important subjects and current issues, and syllabus related matters.

Skill Developments: Measures were taken to develop the students' soft and hard skills during the past

years. In association with the different cell in the college, SAIN et al. has executed different programmes such as Residential personality development programmes, **PEP** (Personality Enhancement Programme), career guidance, leadership workshops.

Evidence of Success

It has been noted that the academic activities conducted on behalf of SAIN et al. resulted in developing the participants' confidence level and academic excellence. *Sain et al.* conducted symposiums, debates and paper presentations both offline and online on particular topics. The papers presented are collected and published in the college. The success of the practice can be pointed out as follows;

- Students have acquainted with a topic other than the topic prescribed in the syllabus.
- An interdisciplinary knowledge bank is created through the publication of the papers.
- The participants could learn research methodologies and write a research paper.
- A sense of logical presentation and arguments on a topic is learned.
- There are workshops conducted on personality development, career guidance.
- Those participants in the leadership training conducted by Sain et al. became the leaders of the college union and other various bodies and clubs.
- Students participated in various competitions conducted at different institutions across Kerala.

Problems Encountered and Resources Required

While adhering to the policies of this best practice, .The major challenge is the constraint of time. Due to the lack of time, only a limited number of the programmes conducted.

Students were not experts due to their rural background in the topic selected for debate and other modes of paper presentation. So the papers presented at symposiums were not met with the mark of the genuine research papers.

Due to the COVID-19 pandemic, there was a limited chance for conducting offline training programmes on skill developments.

It was found that the confidence level of the

Resources we need are trainers in enhancing soft skills and academic skills.

Notes

Keeping in tune with the college's vision, *Lighted to Enlighten*, and the vision and mission of sain et al., it is happy to find that the programmes conducted on its behalf were successful. We could impart training for some students to prepare the research papers, symposiums, debates. The mission to excel in academics and to ensure the students' integral growth through SAIN et al. was achieved.

Practice 2

Title of the Practice

Students' Initiatives in Social Animation [SISA]

Objectives of the practice

To enable students to find, learn, and respond to the needs of society.

To understand the peripheral and marginalised people.

To inculcate values that protect the human dignity

To grow as a responsible citizen.

The context

SISA is an enterprise of the college envisaged to empower students to enter social animation.It is an expression of the commitment of the college to society. The learning takes place not only in the classrooms but also in the society.Students should know about the society they live in and contribute their youth to better the society around them. Hence, under the college's auspice, apart from the NSS as social animation group, SISA engages the students in leading them towards contributing to the public. The beneficiaries of this enterprise are people in and around Cherupuzha Panchayath. The agents of the programme are mainly postgraduate students**.**

The practice

The concerned students chart out a programme of action from the beginning of the academic year and design them to be completed in a year. As the programme is realised in the actual living conditions of the world, the students might face challenges and difficulties. The students are directed to adopt an institution like an orphanage, Old Age Home or a village. They promote peace and harmony, impart training on anything the situation demands after being verified by the visits. The contextual challenges make the students improve their problem-solving skills, enhance their capacity to risk management, and evolve as leaders of society.

- The students adopt a place/ institution/centre for their activities.
- They survey what exactly they can contribute to the selected place.
- They spend a minimum 18 hrs (1 Credit) in an academic year.
- Students and the staff in charge make five visits (5 visits shall amount to 10 hrs) and then conduct a day's programme for the adopted institution.
- Students contact govt. Officials for assistance and permission if necessary.

Evidence of success

The students visited JyothiBalikaBhavan, Vazhakundam, Pulingom in Cherupuzha Gramapanchayath. They have completed the required hours of visit and conducted a one day workshop in the institute. The of the institute girls who deprived of the comforts of their homes. Owing to various reasons, they are to stay in the BalikaBhavan. They conducted various programmes during their visit. They had taken tuition and conducted soft skill development programmes for the inmates. Five days of visit and one-day workshop

with different activities gave a sense of The one day workshop on personality development was a successful one.

1. **Problems Encountered and Resources Required.**

One of the problems faced during the visits to the JyothiBalikaBhavan at Vazahkundam

The visits rarely collided with their regular programmes

The inmates were unreceptive during the first visit, but later

The students have to drop their regular classes once a week.

The visit was not regular due to COVID -19 Pandemic lockdown in the state. It caused a three months delay to complete the regular visits.

Unprecedented exam schedules hinder the regularity of the visit and timely completion.

Resource Required: We need funds for the completion of the programme. Therefore, we need to seek help from a philanthropists.

Notes

The success of this practice is heartily accepted Undergraduate students can engage in social animation through NSS at the college and university levels. However, no such programme is designed by the university for postgraduate students. SISA could be an example of a well implemented programme.

File Description	Document
Link for Best practices in the Institutional web site	[View Document](#)
Link for any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

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

Navajyothi College, situated in the remote village of the North Malabar region, is surrounded by migrant farmers. The College always remains glued on its motto, 'Lighted to Enlighten', to act as a beacon radiating the light of wisdom among the rustic younger generation of the locality, who were deprived of higher educational facilities and to fulfil the mission of shaping the aspirants into responsible citizens. The College imparts proper orientation to the students to become HERO – *To Heal, To Empower, To be Responsible and to Organise* - to achieve this.

Heal: Healing is an act of becoming a 'Good Samaritan' with the acquired humane values and the consequent transformation into a model citizen. Students engage themselves in various activities that heal the lives of the people around them.

- The College students under the leadership of the College Union visited the rehabilitation centre of mentally disabled people – The New Malabar Rebahilation Centre – at Chayyoth, Nelewswar, Kasaragod. They rendered their service by cleaning the Centre, distributing food and provisions to the inmates and performing cultural programmes.

- The Post-graduate student of the Department of English visited Y'sNivas, a home for aged people rendered destitute by their relatives. This visit enabled the students to understand the miseries of the homeless and thereby develop an empathetic attitude towards them in particular and humanity in general.

- The NSS unit of the College makes their routine visit to Palliative Centres and supply provisions for the families of the ailing patients. They celebrate 'Onam' with them, and this empirical knowledge of the suffering of the patients will broaden their perspective of suffering, life and death.

- Regular blood donation camps were conducted during the last five years, and around ninety students donated blood in 2018 – '19. It was conducted in collaboration with 'Red is Blood', the Blood Bank of Kannur and Kasaragod District Hospital.

- The distribution of food kits to the poor people and COVID-19 patients during the lockdown was a great philanthropic programme conducted by the College to conscientise the students to become proactive to the society around them. No less than 150 food kits were distributed to COVID patients around Cherupuzha panchayath.

Empower: it is an act of constructing a better society comprising responsible and committed citizens through supporting and encouraging altruistic activities.

- A Dress Donation Campaign christened as NIVASANAM was conducted for helping out the poor

people in the village Junuwar, Chhattisgarh, from 19 -22 November 2019. The overwhelming responses of the campaign were admirable. The dress was handed over to the Amarjyothi CMI Tribal School in the village.

○ Many programmes were organised for women empowerment on the campus and off the campus. Women's day celebration is regularly observed on March 8. 'A One-Day Training Programme on Cake Making' was conducted by women cell. The training was led by Mrs Kunjumol Johny, the Proprietor of 'Kunjoos Home Bakery', Moukode, Kasaragod.

○ The PG Department of English conducted an extension programme on 'The Basics of Self-defense' at Govt. UP School, Kannivayal, which instilled confidence in the students' minds, as is evident in the memento given to the College by the school.

○ The Department of Computer Studies conducted a training programme on digital literacy for Kudumbasree at Kollada – Kudumeni Dhanasree Unit as part of their extension programme.

○ NSS Navajyothi College Unit and various departments organised and conducted Awareness Programmes during the last five years. One was on 'Water Preservation' on June 26 2017, building a check dam across the stream. Another was conducted on 'Aids Day' with the theme 'Right to Health' with the participation of a hundred students. A 'COVID-19 Awareness' session was intended for the people of Bhoodhanam Colony, Cherupuzha by the Department of Management Studies in association with 'Health Dialogue' Kozhikode on April 7 2021. The colony people were supplied with provisions and stationery items.

○ COLF – 'Children of Little Flower' – is an enterprise to support the deprived children of study aids. More than 50 students are selected to receive study aids from the Management every year.

Responsible: Intending to create a willingness to respond to the problems and needs of the miserable and ailing people around, the College implemented various programmes that will help the students become responsible citizens with a fellow feeling.

○ An excellent example of how the students exhibited their empathetic concern is assisting the inmates of the 'Blind Men's Institute' – Ashraya Swasrya Sangam – at Mathamangalam. They were provided with provisions and supported by buying their products.
○ Another commendable activity was the donation of hair for cancer patients. Many girl students willingly came forward to donate their hair. This programme was conducted on March 8 2021.
○ On January 18 2021, the students observed 'Road Safety Week' by conscientizing the public about the increasing number of road accidents in the locality.

- The highly laudable effort done under the leadership of the college NSS Unit with monetary aid from the staff, students and the public was the construction of a house for a low-income family at Gokkadavu, Thirumeni, in May 2021. The house's key was handed over to the needy by the Pro-Vice-Chancellor of Kannur University.
- The College extended its monetary aid as a response to the 'Ambulance Challenge' offered by Cherupuzha Gramapanchanyath.
- Our responsibility does not limit to the people but extends to nature also. Many environmental protection activities viz. cleaning the river, planting saplings, the founding of 'Flora – Nature Club'. The 'Environmental Day' was observed on June 5 with various programmes on and off the campus.
- Students participated in the campaign 'Swach Bharath by cleaning towns and roadside areas.

Organise: The fourth component of 'HERO' suggests that the students organize and conduct various activities, in the college and outside the campus.

- Students are given chances to engage themselves in intercollegiate programmes such as 'Emforio', 'Bits Flare'. They benefited a lot from being occupied conducting such programmes.
- The College organised the 'Basilius Basketball Tournament' in January 2016. The participation of various teams made the tournament a successful one. The College also hosted the 'Intercollegiate Basketball Tournament' of Kannur University in 2018 – '19.
- Awareness Classes were arranged on 'Menstrual Hygiene and Healthy Life' for the women of Perugudi Colony, Cherupuzha Gramapanchayath, in December 2021.

Each activity of the College aims to mould the students into constructive and responsible citizens. We ensure that "None is left behind without proper attention."

File Description	Document
Link for appropriate web in the Institutional website	View Document
Link for any other relevant information	View Document

5. CONCLUSION

Additional Information :

Cherupuzha Panchayath is an upcoming town in the North Malabar region. The early fifties and sixties witnessed a migration of farmers from Travancore. This migration has increased the population of the region and Cherupuzha became the center of the adjacent villages. Cherupuzha Panchayath has eight high schools that impart the primary and the secondary education to the children of these areas but the higher education at regular colleges was unattainable for these people. They had to satisfy themselves with the parallel education system for a long time. The CST Fathers started their social ministry in late 90s and eventually realized the need of a regular higher educational institution. Thus in 2010, Navajyothi College attained approval from state government and Kannur University. In 2011, the College began functioning with three departments. The sanctioning of self financing colleges by the Govt. of Kerala strengthened the dreams of middle class people. Over the years students have got placement at various industries and IT fields. The college now prepares for accommodating New Education Policy.

Concluding Remarks :

The history of Cherupuzha Panchayath has changed with the beginning of Navajyothi College. The college is a solution to many enthusiastic students hailing from financially backward families. The serene environment of the campus leads the students to integral personality development. The College prepares for the holistic and multidisciplinary education rooted at the Indian Ethos and enable the stakeholders to grow towards enlightening the world around.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
2.6.3	**Average pass percentage of Students during last five years** 2.6.3.1. **Number of final year students who passed the university examination year-wise during the last five years** Answer before DVV Verification: 2.6.3.2. **Number of final year students who appeared for the university examination year-wise during the last five years**

2.6.3.1 Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
116	134	146	123	114

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
116	134	146	123	114

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
237	196	192	176	180

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
237	196	192	176	180

3.4.2 **Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
6	3	0	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
4	1	0	0	0

	Remark : The value is updated.
3.4.4	**Average percentage of students participating in extension activities at 3.4.3. above during last five years** 3.4.4.1. **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
784	427	340	333	356

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
318	427	244	141	265

Remark : The value is updated.

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
6.00	12.09	5.64	4.99	3.79

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
17.14	27.33	22.99	14.40	11.28

Remark : The value is updated.

5.3.3	**Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)** 5.3.3.1. **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

| 40 | 14 | 18 | 19 | 19 |

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
35	14	17	18	16

6.3.4	**Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**
	6.3.4.1. **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**
	Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
40	0	0	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
17	0	0	0	0

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of courses offered by the Institution across all programs during the last five years**
	Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
273	257	227	198	198

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
273	258	227	198	198