



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION  
(Effective from July 2017)**

**Accreditation - (Cycle - 3)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
GOVERNMENT COLLEGE**

**Madappally  
Kerala  
673102**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL  
An Autonomous Institution of the University Grants Commission  
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

**Section I: GENERAL INFORMATION**

1.Name & Address of the institution:	GOVERNMENT COLLEGE Madappally Kerala 673102	
2.Year of Establishment	1958	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	15	
Programmes/Course offered:	15	
Permanent Faculty Members:	77	
Permanent Support Staff:	47	
Students:	1712	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. A well developed botanical garden 2. A functional student friendly Alumni Association 3. Effective extension activities	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 20-06-2019 To : 21-06-2019	
6.Composition of Peer Team which undertook the on site visit:		
	<b>Name</b>	<b>Designation &amp; Organisation Name</b>
Chairperson	DR. NEELIMA GUPTA	Vice Chancellor, CHHATRAPATI SHAHU JI MAHARAJ UNIVERSITY
Member Co-ordinator:	DR. SANGJA KHANDU	Principal, GOVT COLLEGE BOMDILA ARUNACHAL PRADESH
Member:	DR. THILAKAM C	Dean, MANONMANIAM SUNDARANAR UNIVERSITY
NAAC Co - ordinator:	Dr. Sujata Shanbhag	

## Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion 1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	The institution ensures effective curriculum delivery through a well planned and documented process
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates cross-cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum
1.4	Feedback System

### Qualitative analysis of Criterion 1

Government College, Madappally, Kerala is affiliated to Calicut University, Calicut and follows the common syllabus by the University. The college offers Choice Based Credit Semester System (CBCS) for UG programmes and Credit System for PG programmes. The delivery of the course curricula for the common, core, complementary, open and electives courses is performed by various methods: following the academic calendar, course and programme outcomes are uploaded on the college website, post admission test is conducted to identify the slow and fast learners, ICT teaching is adopted, innovative teaching methods (group discussions, interviews, peer teaching, online/web classes, internships, field trips, seminars, assignments etc.) are followed. Courses are offered in B.Sc., B.A. and B.Com and master's program in M.Com., M.A. (History, Political Science) and M.Sc. (Zoology, Chemistry, Physics). However, Masters programmes in Botany, Mathematics and Economics are not offered for which students have to seek admission elsewhere. Also, job oriented, skill based courses are lacking and such job oriented courses in BBA, BSA, B.Sc. with Geology, B.F.Sc. etc. maybe initiated.

The course is framed by the University but some of the teachers are members of the Board of Studies and are involved in curricula design. Two internal examinations are conducted each semester according to the university examination pattern. Remedial classes are offered to the weaker students. The talents of advanced learners are promoted.

The UG programmes offer comprehensive syllabus including topics on gender issues, environmental studies, human values and human values. Gender related issues and gender sensitization are dealt in BA English and History courses. The issues are addressed in the Women Development Cell; *Mathrukam* and gender sensitization seminars are also conducted.

Environmental and ecological awareness is created amongst students by including modules on Sustainable Environment and Environmental History. Environment awareness is also created by celebrating various environment focussed days (World Environment Day, Earth Day, Ozone Day). Modules on Human Rights and Ethics, Human Rights and Informatics are included to inculcate human values and ethics amongst students.

Teachers, parents and Student's feedback on the syllabus and results are collected, duly analysed and corrective methods are proposed accordingly.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.4 QIM	Innovation and creativity in teaching-learning
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Reforms in Continuous Internal Evaluation(CIE) system at the institutional level
2.5.2 QIM	Mechanism of internal assessment is transparent and robust in terms of frequency and variety
2.5.3 QIM	Mechanism to deal with examination related grievances is transparent, time-bound and efficient
2.5.4 QIM	The institution adheres to the academic calendar for the conduct of CIE
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students
2.6.2 QIM	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution
2.7	Student Satisfaction Survey

#### Qualitative analysis of Criterion 2

Few students from other states are also enrolled in the college. The college pays attention to the level of learning of the students and identifies advanced and slow learners and accordingly special programmes are organized to improve their talent and capacity: remedial teaching, scholar support programme and communicative English for slow learners, advanced learners are not only stimulated to train the slow learners but the college also offers facilities like Academic Facilitation Centre, Civil Service Club working under the Knowledge Lab and Science Parliament. Under the Government of Kerala initiatives like Walk with a Scholar (WWS) and Additional Skill Acquisition Programmes (ASAP) regular training is provided to the students which enhances government recruitments of the students.

Student centric methods of teaching-learning include ICT enabled teaching, group discussions, interviews, brain storming sessions, peer teaching, assignments, field trips, study tours, communicative English, soft skill development are adopted. Experimental learning is promoted by involving the students in research methodologies.

Innovations and creativity in teaching learning through The Knowledge Hub, Study Parks (Arts and Science) and Humanity Circle offer opportunities for discussions for teachers and students. Heritage walk is a learning programme initiated by the History Department to promote creativity. A good museum is developed by the Department of History which promotes students to develop interest in archaeological excavations and collections.

The average percentage of full time teachers against the sanctioned posts is 90.86, however, the average percentage of full time teachers with Ph.D. during the last 5 years is only 24.08. All such teachers should be encouraged to complete their Ph.D. Teachers from other states are almost negligible.

Students of each semester (UG and PG) are evaluated by Continuous Assessment (CA) and end semester university examinations. CA is monitored through written tests, assignments, seminars, viva voce and attendance. Students securing 90% and above attendance are awarded maximum marks and 75% attendance is compulsory. Learning management systems like MOODLE are operative.

In order to maintain transparency in evaluation, the internal assessment marks are displayed on the notice board, shown to the candidates and the complaints are duly addressed, signed by the candidate prior to sending them to the university. Logbook and Teachers dairy are maintained.

The Academic calendar, prepared by IQAC in tune with the University Academic Calendar is prepared and included in college handbook and displayed on the college website.

Each teaching Department prepares programme outcomes, programme specific outcomes and course outcomes according to the syllabi and general outline offered by the university. Orientation programmes for teachers and students are arranged regarding the scopes of the programmes. The College Council and IQAC frequently monitors the attainment of the outcomes. The results are monitored, feedbacks are collected from students, teachers and parents. The student's achievements in the competitive examinations are recorded and analysed. Average pass percentage of students is 83.95% which can be further improved. Some students have also topped or scored high marks in the university examination.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QIM	Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years
3.5	Collaboration

#### Qualitative analysis of Criterion 3

Research grants are being received from UGC, ICSSR, CST, cluster of college funded by the state government. But no research grants sponsored by corporate houses and endowment are received. The college performs various activities in neighbouring areas through NSS units, like *Swachh Bharat Abhiyan*, cleanliness of remote villages and blood donation camps, and self-defence trainings for girls are organised by NCC unit of the college. However as majority of the students are girls, sensitizing students to social issues may be further promoted. The Academic facilitation centre in the college functions as a nodal centre for creating better academic environment in the campus. The college encourages the faculty of Zoology and Botany to go for better equipments to initiate techniques for incubation centres. Regular orientation programmes are conducted in and outside the college. All the teachers are encouraged to do Ph.D's. During the past 5 years no teachers of the college have produced Ph.Ds. 08 teachers have been awarded Ph.D, some of the teachers are not Ph.Ds, they should be promoted to do Ph.D, act as research guides and get more grants. The research department of Zoology has developed mosquito control methods. Seminars on IPR and industry academic innovative practice are conducted. The teachers are moderately engaged in publications of research papers and books, which can be increased. Students actively participate in extension activities through NCC and NSS. The college has been awarded for the promotion of extension activities; Stem Cell Donation award for donating blood to cancer patients, Highest Blood Donor award by Vatakara Cooperative hospital. Departments of Physics, Chemistry and Commerce have signed MoU's with Uralungal Labour Contract Co-operative Society Ltd. (ULCCS), and NIT Calicut. Linkages for faculty and students exchange programmes may be further promoted and functional MoUs may be created.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.
4.1.2 QIM	The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.2.2 QIM	Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment
4.3	IT Infrastructure
4.3.1 QIM	Institution frequently updates its IT facilities including Wi-Fi
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

#### Qualitative analysis of Criterion 4

The college has 46 class rooms out of which 22 are ICT enabled and 7 are smart classes, there are 11 laboratories. The college has a total of 133 computers. Most of the campus is connected with Wi-Fi internet facility. The infrastructure is being further strengthened with indoor stadium sponsored by RUSA and the state government has given grants for PG block, seminar complex and Physics laboratory is also under construction. There are well equipped seminar rooms, Edusat rooms, and auditorium, playgrounds (Basketball and tennis courts) are also available. There is girls' hostel with 40 rooms and girls common room, but they need further furnishing and proper facilities. Sports facilities include Kabaddi court, volleyball court, badminton court, basketball court, table tennis, and multi gym. Funds from RUSA, Directorate of college education, UGC, NABARD and Panchayat are being used for infrastructure augmentation. There is a central library and departmental libraries are also operative. The library has 66718 books, subscribes 40 magazines and 7 newspapers. The collection of the library is visible through OPAC and the software Book magic and INFLIBNET are operative, Shodh sindhu and Shodhganga membership are availed. Technology is used for identifying the user. Reprographic facility is available. The library should subscribe e-journals and e-books, the computer facility for students should be operative and library requires extension in its infrastructure. Library can be further enriched with rare books, special reports and databases. Sufficient library grants from RUSA, NABARD, UGC and Kerala government are received. Library users may be increased. Media centre recording facilities, Lecture Capturing System (LCS) are not available. The infrastructure of the college is appropriately maintained by funds received from the state government.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement
5.4.1 QIM	The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

#### Qualitative analysis of Criterion 5

Student support by means of financial and non-financial aids through Government as well as non-governmental schemes during the last five years shows an increase of approximately 4% and 18% respectively during 2015-16 and 2016-17. However there is a decrease of 8.1% during 2017-18. Average percentage of placement of outgoing students during the period under review shows a drastic decrease in trend. Student's outstanding performance in sports/cultural activities at National/ International level shows a gradual increase in all the five years under review. Student council is active and representation of students in academic /administrative bodies stimulates the activities of this institution.

The College has a General Alumni association, MACOS and three Department level alumni associations – CAAM, SPECTRUM AND ZAAM of the departments of Commerce, Physics and Zoology, respectively.

MACOS is an association of the old students of Govt. College, Madappally, constituted on 18/11/2012, registered under the Societies Act. An annual scholarship to the best outgoing students is given to three students.

CAAM is another registered alumni association of the Department of Commerce registered under the Societies Act. CAAM supports many student-centric placement activities, seminars and gives coaching for NET and other competitive examinations with the charitable objectives.

SPECTRUM is also a registered alumni association of the Department of Physics with the objective of conducting Golden Jubilee celebrations of the Department of Physics. The alumni of 1989 batch had offered two meritorious scholarships for the best UG and PG students in 2016. In 2017, SPECTRUM raised funds for library in memory of Sreerekha, a student who died in the year. An amount of Rs50000/- was raised for books and Rs10000/- for shelves.

ZAAM (previously ZOOM) is the association of the alumni of the department of Zoology. ZOOM works towards providing research and placement consultancy to its alumni and acts as a constant link between the alumni and the college.

The alumni associations of Government College Madappally actively play a role in the upliftment of the students and the college.



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Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution
6.1.2 QIM	The institution practices decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QIM	Perspective/Strategic plan and Deployment documents are available in the institution
6.2.2 QIM	Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism
6.2.4 QIM	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QIM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution conducts internal and external financial audits regularly
6.4.3 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QIM	The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms
6.5.5 QIM	Incremental improvements made during the preceding five years ( <i>in case of first cycle</i> )  Post accreditation quality initiatives ( <i>second and subsequent cycles</i> )

#### Qualitative analysis of Criterion 6

Effective leadership is reflective in the functioning of the college. The college practices decentralization and participative management by constituting various committees for proper functioning. The college ensures the involvement and contribution of the benefactors like parents, teachers, alumni, local bodies, NGOs and industrial firms for its comprehensive development. All the financial transactions of PTA are transparent, and are subject to audit.

Both short-term and long-term strategies related to the academic and the infrastructural fields are imperative for the all-round development of the students. The college has formulated a strategic plan for the period 2016-2023, the strengthening of the ICT enabled teaching and learning and office governance.

An organisational structure consists of the Principal, the college council, IQAC, and various statutory and non-statutory committees like College council, Planning Research and Development Committee (PRDC, Research

Committee), Anti-Ragging Cell, Examination Committee, IQAC (Internal Quality Assurance Cell), CDC, PTA, Cell against Sexual Harassment, Discipline Committee, Student Grievance Redressal Cell, SC/ST Grievance Redressal Cell, and Committee for SC/ST, Minority Cell, OBC Cell, Purchase Committee, Girl Students' Welfare Committee, RUSA Committee and Ethics Committee.

As a Government institution, the college follows the norms of the UGC, State Government and the affiliating University. Recruitments and promotions of both academic and administrative staffs are made in compliance with the norms of UGC and the state government.

IQAC has constituted the Academic monitoring committee, e-orientation training for teaching and non-teaching staff have been initiated. Welfare measures for the teachers and non-teaching staff are provided as per government rules. Students' feedback, self-appraisal report, Annual Log books for academic staffs and interactive meetings for administrative staff are the mechanisms followed for the assessment of quality performance. The college receives various Plan and Non-plan funds and grants from various agencies like UGC, RUSA, NABARD and state government. Internal audit has been conducted for the funds mobilised through PTA and other agencies which are subject to financial audit by the Directorate of Collegiate Education and Accountant General. Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years is not progressing.

As per the previous PTR, linkages with other academic institutions were suggested. Post accreditation initiatives still require further linkages. The alumni association has become operative and functional. The functioning of the Career Counselling has improved. ICT enabled teaching, auditorium, seminar hall and sports facilities have improved. Research Talk and e-Orientation Training for teaching and non-teaching staff have been initiated by IQAC. However faculty further needs to improve their academic qualifications and get projects. Placement cell should be more active and job-oriented, skill development and innovative courses are yet to be implemented.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.2 QIM	<p>1. Institution shows gender sensitivity in providing facilities such as:</p> <ol style="list-style-type: none"> <li>1. Safety and Security</li> <li>2. Counselling</li> <li>3. Common Room</li> </ol>
7.1.5 QIM	<p>Waste Management steps including:</p> <ul style="list-style-type: none"> <li>• Solid waste management</li> <li>• Liquid waste management</li> <li>• E-waste management</li> </ul>
7.1.6 QIM	Rain water harvesting structures and utilization in the campus
7.1.7 QIM	<p>Green Practices</p> <ul style="list-style-type: none"> <li>• Students, staff using <ol style="list-style-type: none"> <li>a) Bicycles</li> <li>b) Public Transport</li> <li>c) Pedestrian friendly roads</li> </ol> </li> <li>• Plastic-free campus</li> <li>• Paperless office</li> <li>• Green landscaping with trees and plants</li> </ul>
7.1.18 QIM	Institution organizes national festivals and birth / death anniversaries of the great Indian personalities
7.1.19 QIM	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions
7.2	Best Practices
7.2.1 QIM	Describe at least two institutional best practices (as per NAAC Format)
7.3	Institutional Distinctiveness
7.3.1 QIM	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

#### Qualitative analysis of Criterion 7

To provide a safe and secure learning environment, Gender equity promotion programs have been organized by the institution which shows a declining trend during the period under review.

A Women's Cell is constituted in the College which organizes counselling sessions, invited talks and training sessions in self-defence for students in association with the Women Civil Police Officers from Vatakara Police station. However, the Cell needs restructuring as it is not constituted as per the gazetted guidelines of the

Internal Complaints Committee (ICC).

Separate rest rooms for girls and the women staff, Lady's Amenity centre, and fitness centre facilitates trainings for physical health, but the facilities therein need to be improved.

To maintain eco-friendly ambience and green culture, the college needs to take efforts in Solid Waste Management, Liquid Waste Management and E-waste Management.

To make the students aware of the importance of conservation of nature and to promote sustainable development, the college should conduct awareness campaigns.

The institution plans and organizes activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations, observes various days, celebrating major events and remembering the great leaders on their birth and death anniversaries (Independence Day, Gandhi Jayanti, Republic Day, 31 October, Kargil Day, World Blood Donor Day, World Yoga Day, World Environment Day, No Horn Day, World Cancer Day, Sadbhavana Day, National Youth Day, Swacchata Abhiyan, Teachers' Day, National Science Day, Baghat Singh Day, AIDS Day, Children's Day, World Ozone Day, and Army Day.)

As the college is state Government owned, it provides attention on all its financial, academic, administrative and auxiliary needs as per government rules.

**Section III: OVERALL ANALYSIS** based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)

**Strength**

Strengths

1. Campus with adequate scope for expansion.
2. Participative management of institute activities.
3. Stakeholder's have better relationship with the institution.
4. Heritage museum with archaeological excavations and collections.
5. Botanical garden is well developed and a source of attraction.

Weaknesses

1. Lack of innovation and skill development courses.
2. MOOC courses are not included in the curriculum.
3. Research ambience, publications in UGC listed journals and Scopus index is very low.
4. Industrial collaboration for employability is very low.

Opportunities

1. Has the potential to contribute to the socially relevant research activities.
2. Has the potential to excel in sports and cultural activities.
3. Entrepreneurial skills can be developed by industrial collaborations.
4. Innovative courses in the emerging areas can be introduced

Challenges

1. Placement of the graduating students is challenging.
2. To develop research ambience among staff as well as students.
3. To manage the waste- Solid, Liquid and e-wastes.
4. To get qualified staff for teaching and research.

#### **Section IV: Recommendations for Quality Enhancement of the Institution**

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- The institution may strengthen the Career counselling and Placement Cell.
- The institution may enhance the research activities by encouraging the faculties to do research, enrich and equip themselves for obtaining funds from apex funding agencies.
- Media centres for cultivating the talents of students be established.
- Skill development programmes/courses be introduced on short term basis.
- Online courses may be introduced for the better application of ICT enabled teaching.
- The institution may strengthen linkages with other academic institutions for improvement in teaching and research
- Student exchange programmes may be introduced.
- The institution may induct industrial collaboration for the promotion of entrepreneurial skills among students.

**I have gone through the observations of the Peer Team as mentioned in this report**

**Signature of the Head of the Institution**

**Seal of the Institution**

Sl.No	Name		Signature with date
1	DR. NEELIMA GUPTA	Chairperson	
2	DR. SANGJA KHANDU	Member Co-ordinator	
3	DR. THILAKAM C	Member	
4	Dr. Sujata Shanbhag	NAAC Co - ordinator	

Place

Date

NAAC



**NAAC**

**Institutional Assessment and Accreditation**

2017

**Accreditation - (Cycle: 3)**

**GOVERNMENT COLLEGE, Madappally, Kerala**

Track ID : KLCOGN11979

AISHE-ID : C-8086

**Graphical Representation based on Quantitative  
& Qualitative Metrics**



**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

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## Graphical Representation based on Quantitative & Qualitative Metrics

### Metrics(Q<sub>n</sub>M & Q<sub>M</sub>) Weightage scored by the institution in percentage

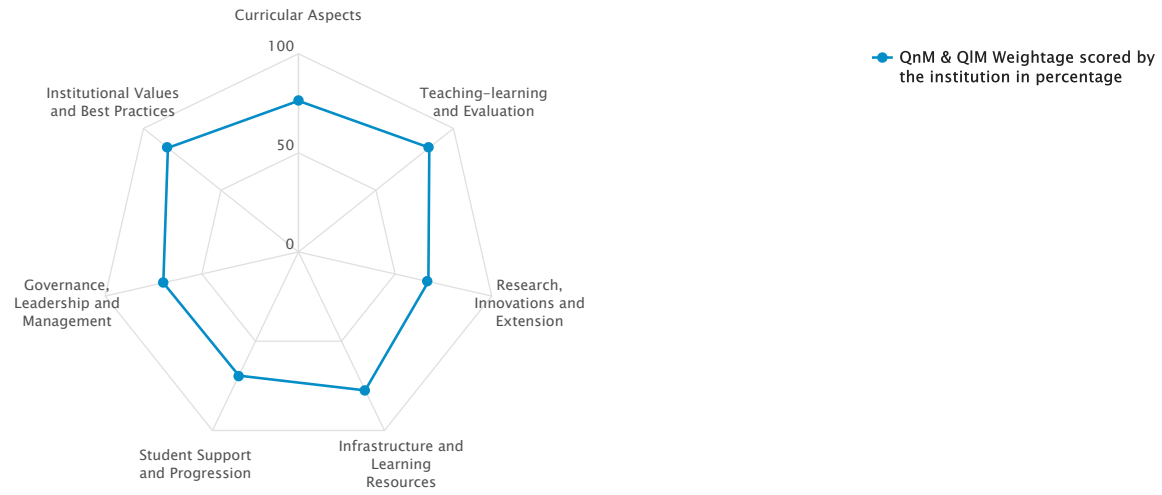
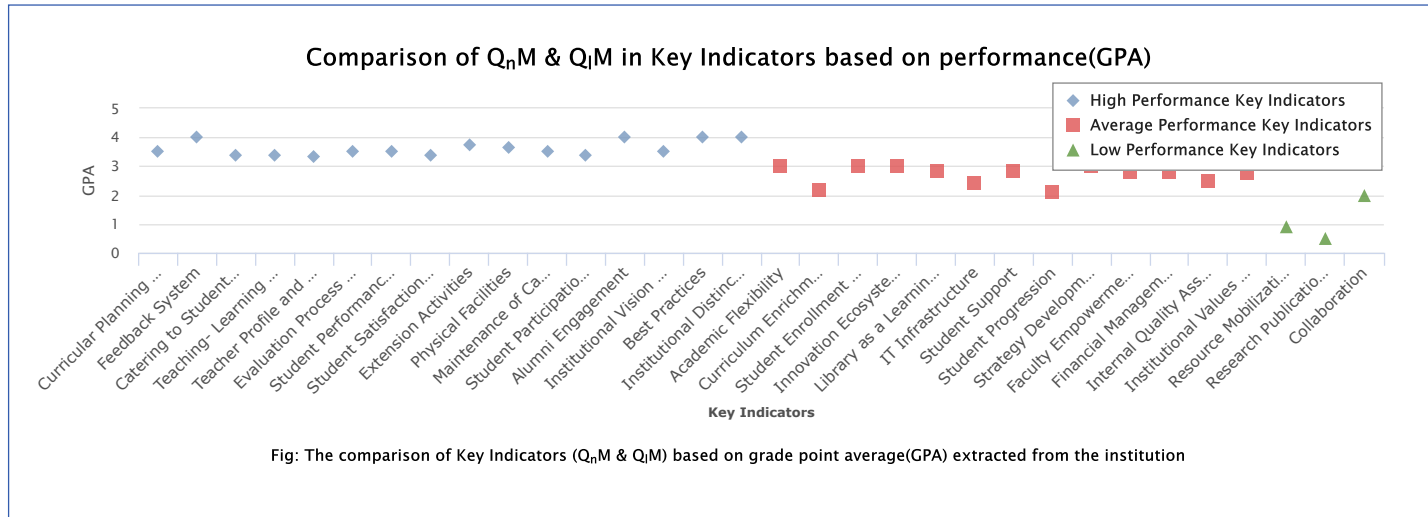
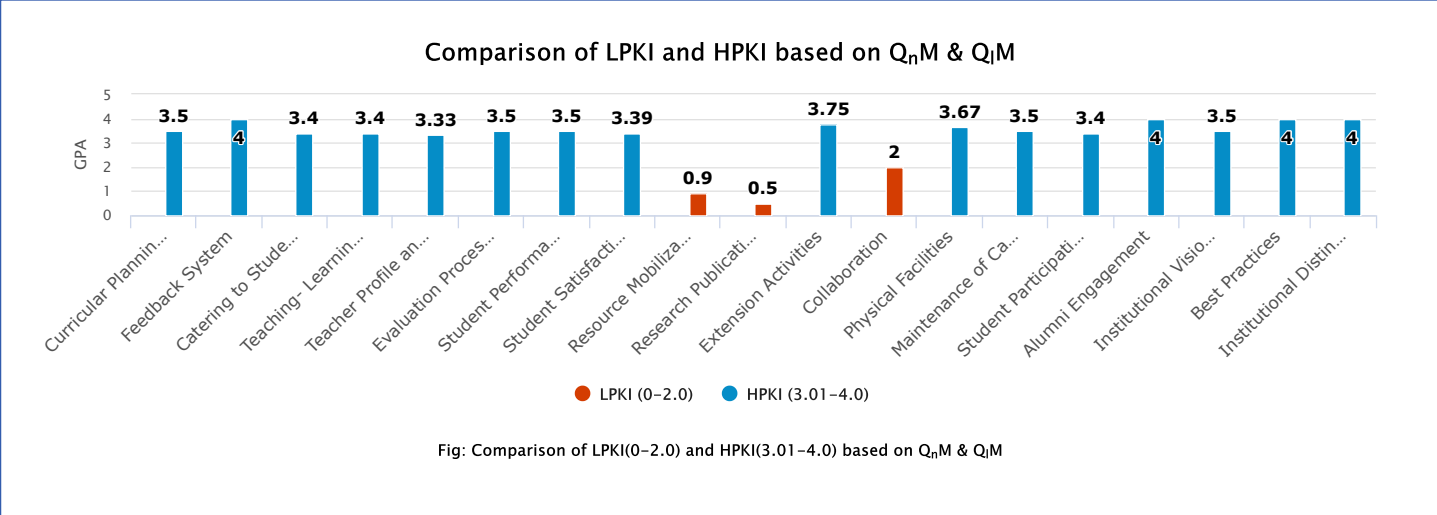


Fig: The criterion wise distribution of weighted scores (Q<sub>n</sub>M & Q<sub>M</sub>) for the institution





### Distribution of High Performance Key Indicators (3.01–4.0)

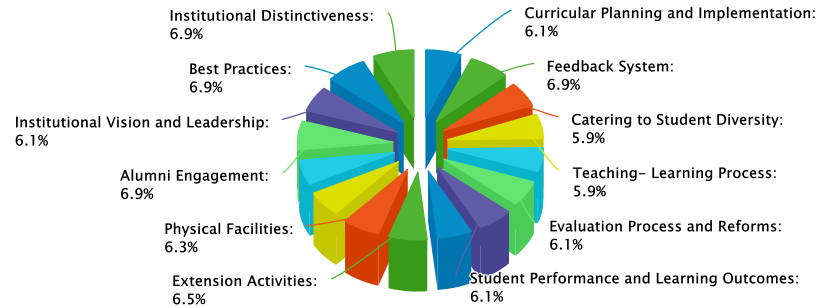


Fig: High Performance Key Indicators(3.01–4.0) for the institution

### Distribution of Average Performance Key Indicators (2.01–3.0)

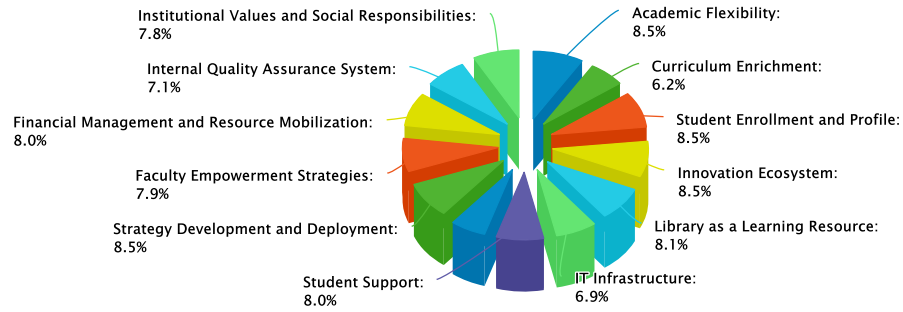


Fig: Average Performance Key Indicators(2.01–3.0) for the institution

### Distribution of Low Performance Key Indicators (0-2.0)

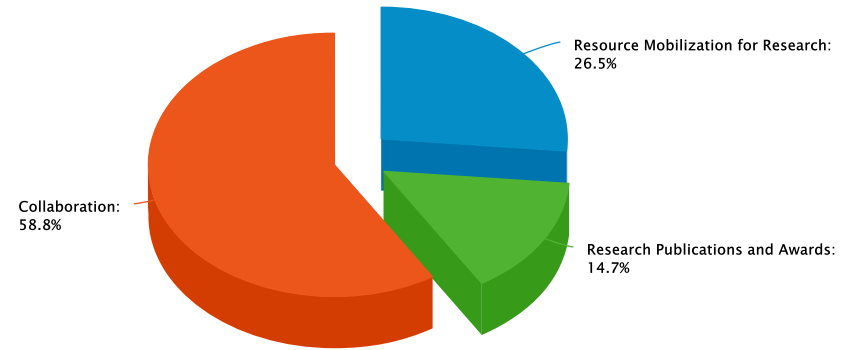
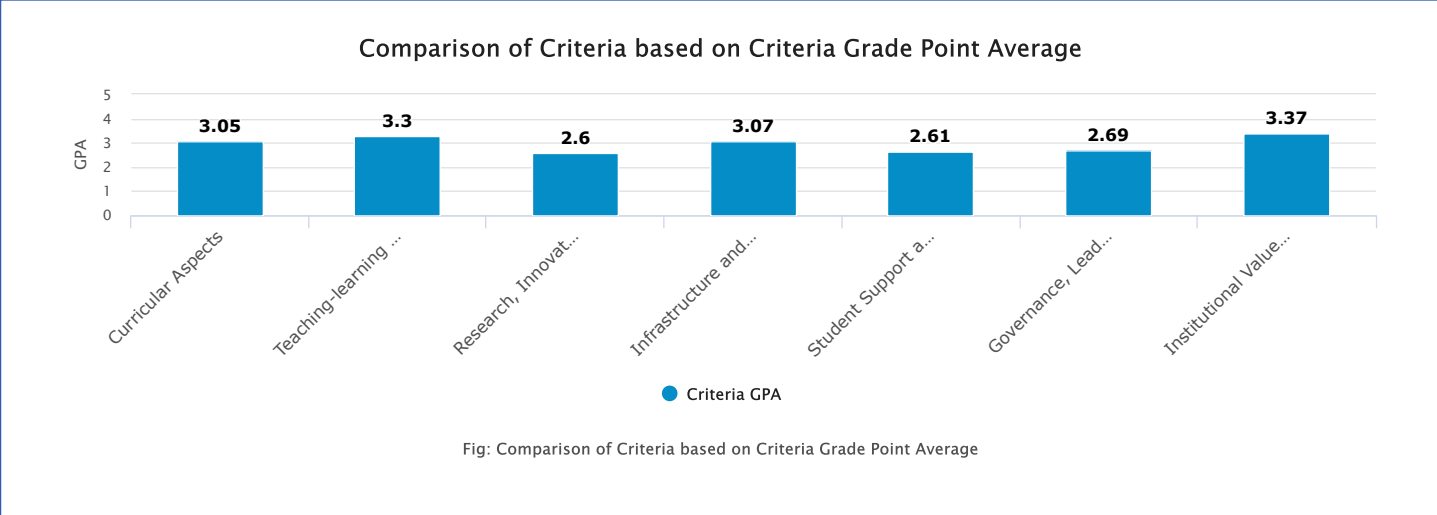
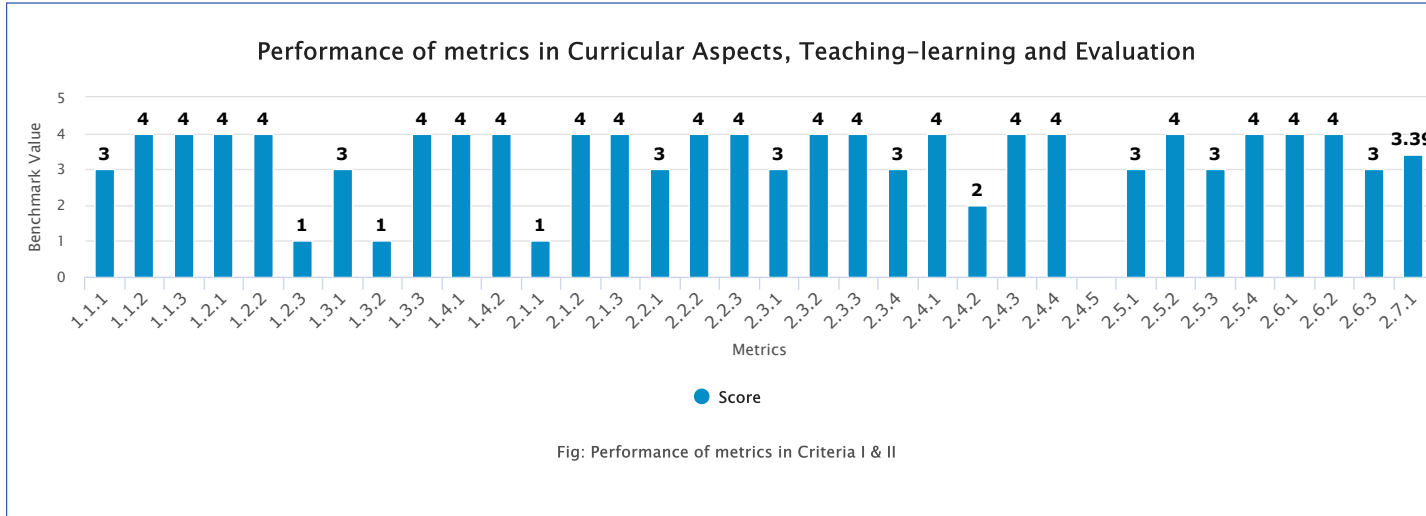
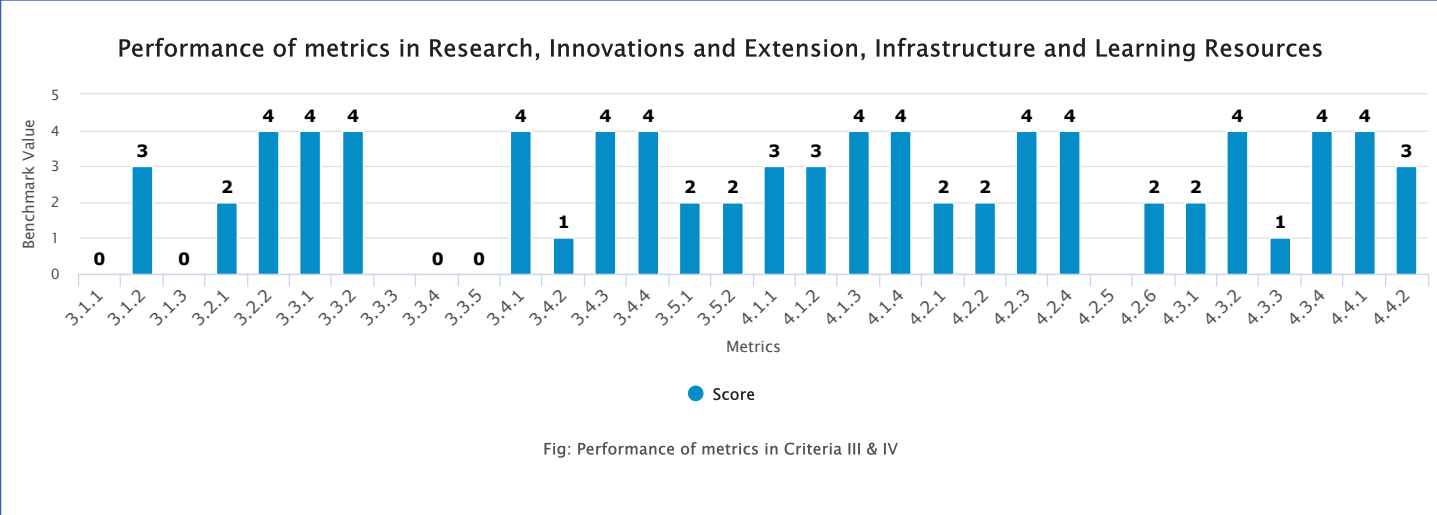


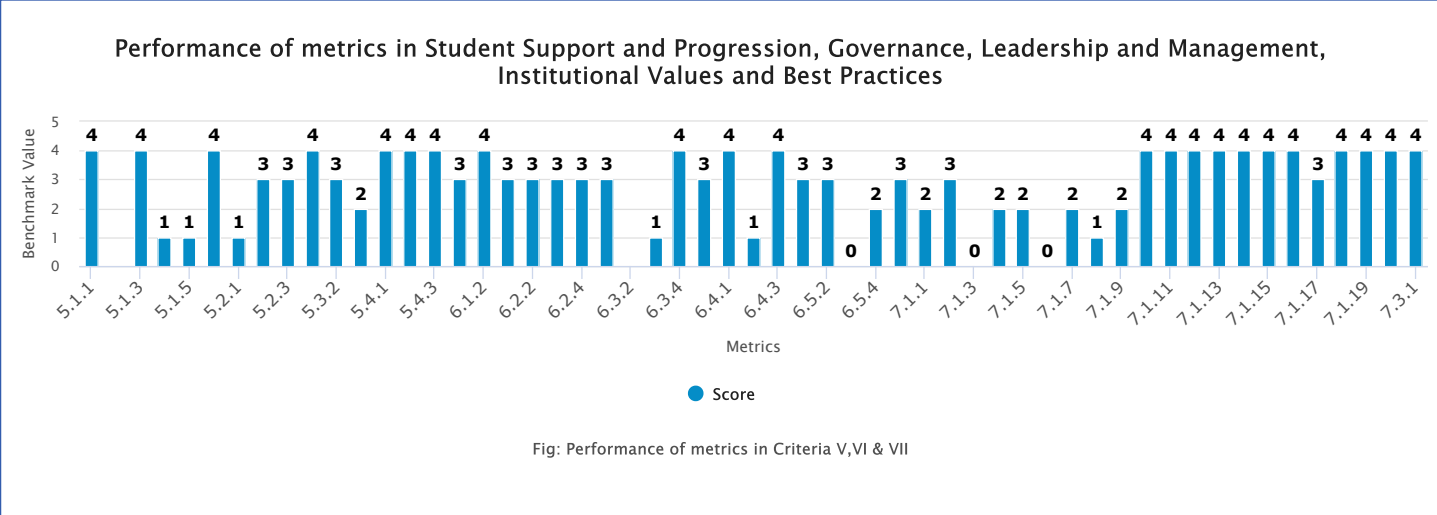
Fig: Low Performance Key Indicators(0-2.0) for the institution

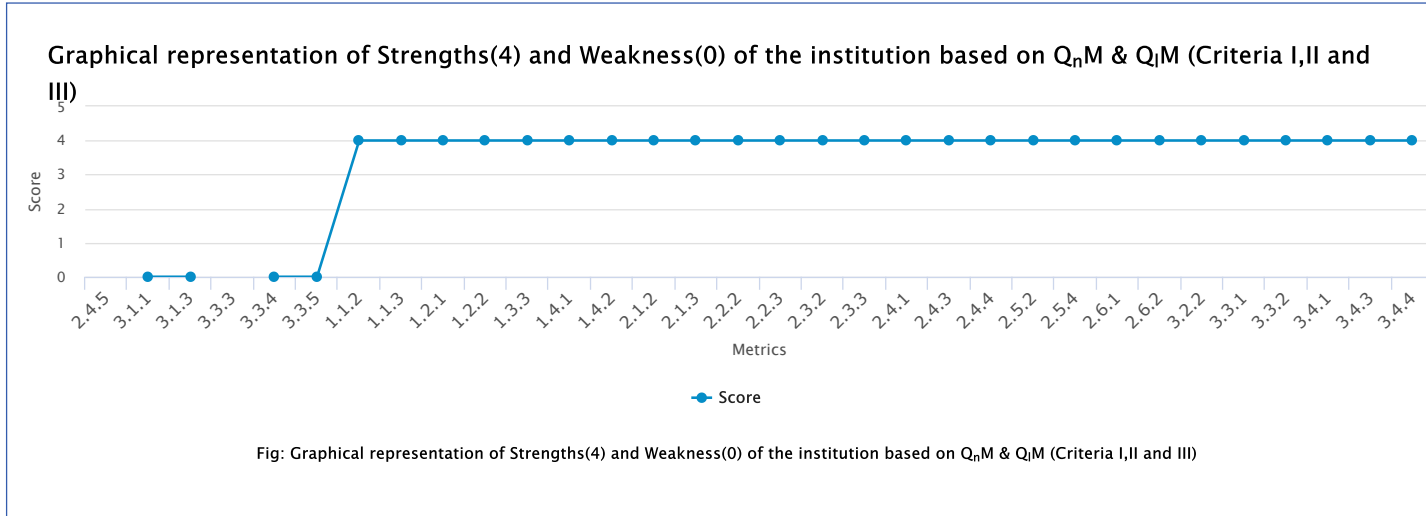


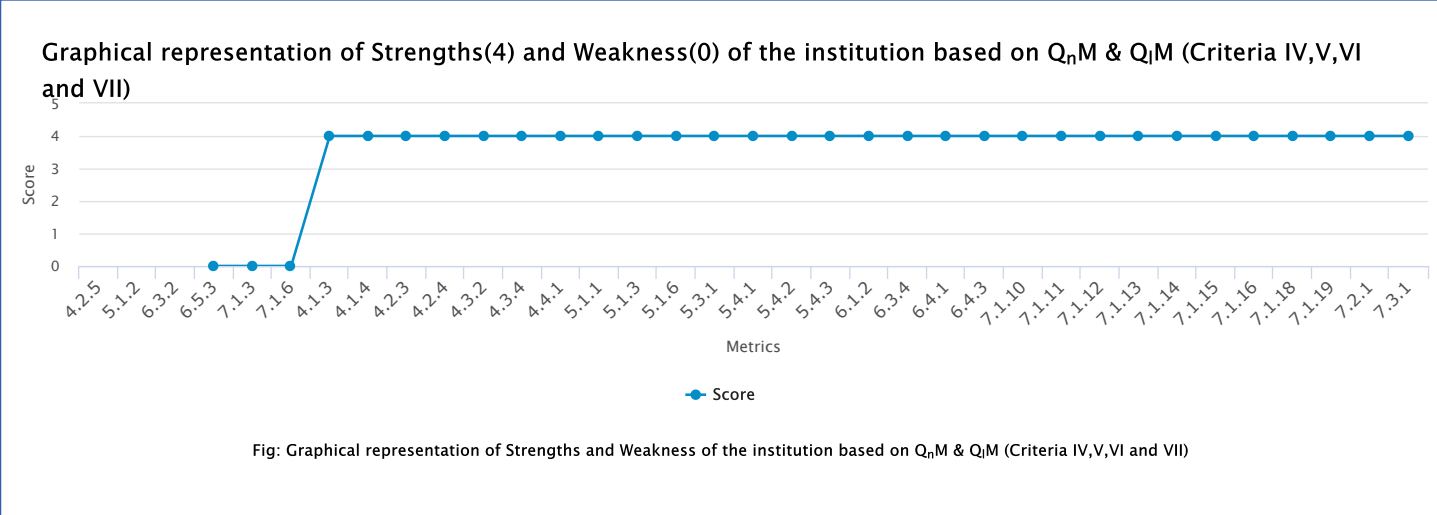












Graphical representation of Strengths and Weakness of the institution based on Q<sub>n</sub>M & Q<sub>i</sub>M (Criteria I,II and III)

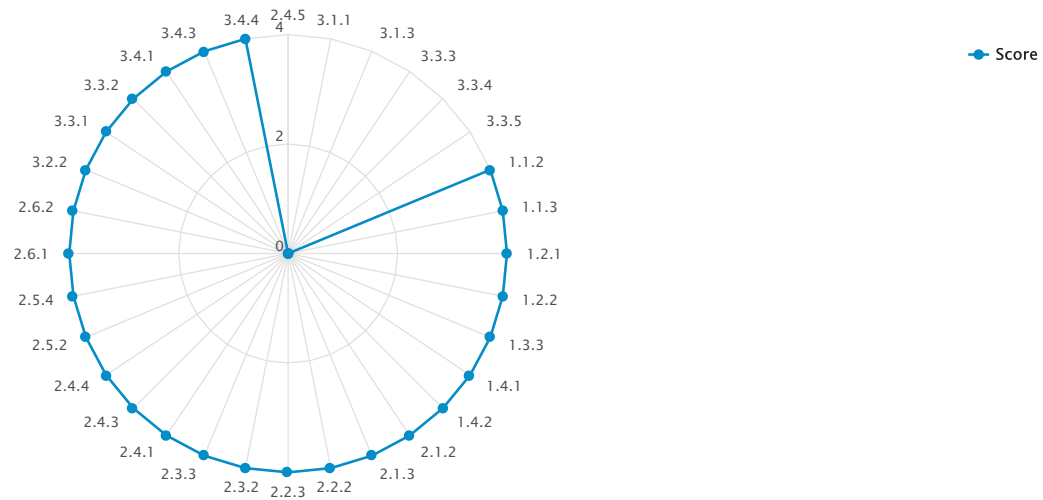


Fig: Graphical representation of Strengths(4) and Weakness(0) of the institution based on Q<sub>n</sub>M & Q<sub>i</sub>M (Criteria I,II and III)

Graphical representation of Strengths and Weakness of the institution based on Q<sub>n</sub>M & Q<sub>i</sub>M (Criteria IV,V,VI and VII)

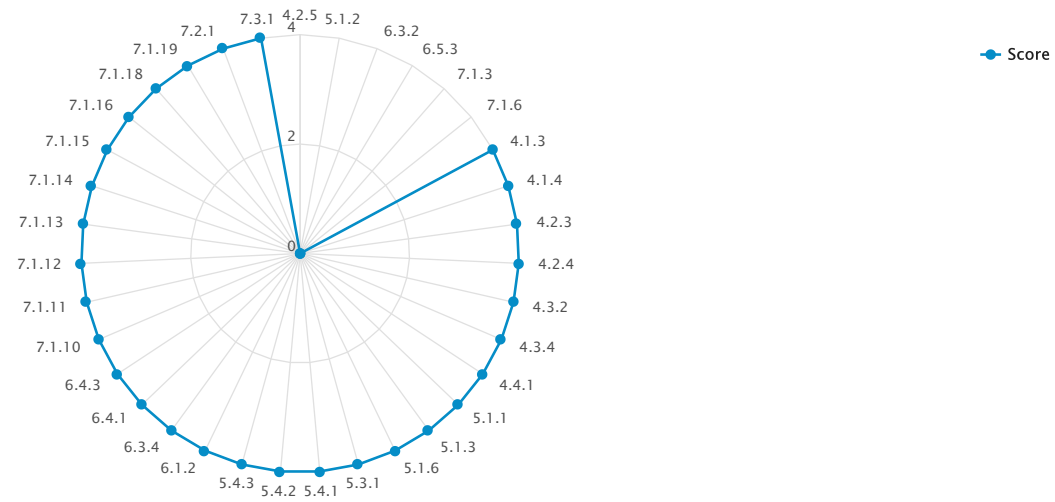


Fig: Graphical representation of Strengths and Weakness of the institution based on Q<sub>n</sub>M & Q<sub>i</sub>M (Criteria IV,V,VI and VII)



# NAAC

## Institutional Assessment and Accreditation

(Effective from July 2017)

Accreditation - (Cycle: 3)

**GOVERNMENT COLLEGE, Madappally, Kerala, 673102**

Track ID : KLCOGN11979

AISHE-ID : C-8086

Visit dates : 20 - 06 - 2019 to 21 - 06 - 2019

# Grade Sheet



**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

An Autonomous Institution of the University Grants Commission

P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA

Name of the Institution: GOVERNMENT COLLEGE

Type of the Institution: Affiliated college

Dates of Visit: 20 - 06 - 2019 to 21 - 06 - 2019

No	Criteria	Weightage ( $W_i$ )	Criterion-wise weighted Grade Point (CrWGP <sub>i</sub> )	Criterion-wise Grade Point Averages (CrWGP <sub>i</sub> / $W_i$ )
1	Curricular Aspects	100	305	3.05
2	Teaching-learning and Evaluation	330	1115	3.38
3	Research, Innovations and Extension	116	312	2.69
4	Infrastructure and Learning Resources	99	307	3.1
5	Student Support and Progression	118	327	2.77
6	Governance, Leadership and Management	94	263	2.8
7	Institutional Values and Best Practices	100	337	3.37
<b>Total</b>		$\sum_{i=1}^7 (W_i) = 957$	$\sum_{i=1}^7 (CrWGP_i) = 2966$	<b>3.1</b>

$$\text{Institutional CGPA} = \frac{\sum_{i=1}^7 (CrWGP_i)}{\sum_{i=1}^7 (W_i)} = \frac{2966}{957} = 3.1$$

**Grade: A**

Name of the Institution: GOVERNMENT COLLEGE

Type of the Institution: Affiliated college

Dates of Visit: 20 - 06 - 2019 to 21 - 06 - 2019

No	Criteria and Key Indicators	Key Indicator Weightage (W <sub>i</sub> )	Key Indicator Wise Weighted Grade Points (KIWGP) <sub>i</sub>
<b>Criterion 1: Curricular Aspects</b>			
1.1	Curricular Planning and Implementation	20	70
1.2	Academic Flexibility	30	90
1.3	Curriculum Enrichment	30	65
1.4	Feedback System	20	80
<b>Total</b>		<b>∑ W<sub>1</sub>=100</b>	<b>∑ (KIWGP)<sub>1</sub> =305</b>
<b>Calculated CrGPA<sub>1</sub> = ∑ (KIWGP)<sub>1</sub> / ∑ W<sub>1</sub> = 305 / 100 = 3.05</b>			
<b>Criterion 2: Teaching-learning and Evaluation</b>			
2.1	Student Enrollment and Profile	30	90
2.2	Catering to Student Diversity	50	170
2.3	Teaching- Learning Process	50	170
2.4	Teacher Profile and Quality	60	200
2.5	Evaluation Process and Reforms	50	175
2.6	Student Performance and Learning Outcomes	40	140
2.7	Student Satisfaction Survey	50	170
<b>Total</b>		<b>∑ W<sub>2</sub>=330</b>	<b>∑ (KIWGP)<sub>2</sub> =1115</b>
<b>Calculated CrGPA<sub>2</sub> = ∑ (KIWGP)<sub>2</sub> / ∑ W<sub>2</sub> = 1115 / 330 = 3.38</b>			
<b>Criterion 3: Research, Innovations and Extension</b>			
3.1	Resource Mobilization for Research	10	9
3.2	Innovation Ecosystem	10	30
3.3	Research Publications and Awards	16	8
3.4	Extension Activities	60	225
3.5	Collaboration	20	40
<b>Total</b>		<b>∑ W<sub>3</sub>=116</b>	<b>∑ (KIWGP)<sub>3</sub> =312</b>
<b>Calculated CrGPA<sub>3</sub> = ∑ (KIWGP)<sub>3</sub> / ∑ W<sub>3</sub> = 312 / 116 = 2.69</b>			
<b>Criterion 4: Infrastructure and Learning Resources</b>			
4.1	Physical Facilities	30	110
4.2	Library as a Learning Resource	19	54
4.3	IT Infrastructure	30	73
4.4	Maintenance of Campus Infrastructure	20	70

No	Criteria and Key Indicators	Key Indicator Weightage (W <sub>i</sub> )	Key Indicator Wise Weighted Grade Points (KIWGP) <sub>i</sub>
<b>Total</b>		$\sum W_4=99$	$\sum (KIWGP)_4 =307$
<b>Calculated CrGPA<sub>4</sub> = <math>\sum (KIWGP)_4 / \sum W_4 = 307 / 99 = 3.1</math></b>			
<b>Criterion 5: Student Support and Progression</b>			
5.1	Student Support	38	107
5.2	Student Progression	45	95
5.3	Student Participation and Activities	25	85
5.4	Alumni Engagement	10	40
<b>Total</b>		$\sum W_5=118$	$\sum (KIWGP)_5 =327$
<b>Calculated CrGPA<sub>5</sub> = <math>\sum (KIWGP)_5 / \sum W_5 = 327 / 118 = 2.77</math></b>			
<b>Criterion 6: Governance, Leadership and Management</b>			
6.1	Institutional Vision and Leadership	10	35
6.2	Strategy Development and Deployment	10	30
6.3	Faculty Empowerment Strategies	24	67
6.4	Financial Management and Resource Mobilization	20	56
6.5	Internal Quality Assurance System	30	75
<b>Total</b>		$\sum W_6=94$	$\sum (KIWGP)_6 =263$
<b>Calculated CrGPA<sub>6</sub> = <math>\sum (KIWGP)_6 / \sum W_6 = 263 / 94 = 2.8</math></b>			
<b>Criterion 7: Institutional Values and Best Practices</b>			
7.1	Institutional Values and Social Responsibilities	50	137
7.2	Best Practices	30	120
7.3	Institutional Distinctiveness	20	80
<b>Total</b>		$\sum W_7=100$	$\sum (KIWGP)_7 =337$
<b>Calculated CrGPA<sub>7</sub> = <math>\sum (KIWGP)_7 / \sum W_7 = 337 / 100 = 3.37</math></b>			
<b>Grand Total</b>		<b>957</b>	<b>2966</b>

$$\text{Institutional CGPA} = \frac{\sum_{i=1}^7 (\text{CrWGP}_i)}{\sum_{i=1}^7 (W_i)} = \frac{2966}{957} = 3.1$$

# NAAC

## Institutional Assessment and Accreditation

(Effective from July 2017)

Accreditation - (Cycle: 3)

**GOVERNMENT COLLEGE, Madappally, Kerala, 673102**

Track ID : KLCOGN11979

AISHE-ID : C-8086

## Peer Team Metric wise Score Report



**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**An Autonomous Institution of the University Grants Commission**

**P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

### 1. Curricular Aspects

#### 1.1 Curricular Planning and Implementation

Metric ID	Metrics	Score

<b>Metric ID</b>	<b>Metrics</b>	<b>Score</b>
1.1.1	The institution ensures effective curriculum delivery through a well planned and documented process	3

### 1.3 Curriculum Enrichment

<b>Metric ID</b>	<b>Metrics</b>	<b>Score</b>
1.3.1	Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	3

## **2. Teaching-learning and Evaluation**

### 2.2 Catering to Student Diversity

<b>Metric ID</b>	<b>Metrics</b>	<b>Score</b>
2.2.1	The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners	3

### 2.3 Teaching- Learning Process

<b>Metric ID</b>	<b>Metrics</b>	<b>Score</b>
2.3.1	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences	3
2.3.4	Innovation and creativity in teaching-learning	3

### 2.5 Evaluation Process and Reforms

<b>Metric ID</b>	<b>Metrics</b>	<b>Score</b>
2.5.1	Reforms in Continuous Internal Evaluation(CIE) system at the institutional level	3
2.5.2	Mechanism of internal assessment is transparent and robust in terms of frequency and variety	4
2.5.3	Mechanism to deal with examination related grievances is transparent, time-bound and efficient	3

<b>Metric ID</b>	<b>Metrics</b>	<b>Score</b>
2.5.4	The institution adheres to the academic calendar for the conduct of CIE	4

## 2.6 Student Performance and Learning Outcomes

<b>Metric ID</b>	<b>Metrics</b>	<b>Score</b>
2.6.1	Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students	4
2.6.2	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution	4

## **3. Research, Innovations and Extension**

### 3.2 Innovation Ecosystem

<b>Metric ID</b>	<b>Metrics</b>	<b>Score</b>
3.2.1	Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge	2

### 3.4 Extension Activities

<b>Metric ID</b>	<b>Metrics</b>	<b>Score</b>
3.4.1	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years	4

## **4. Infrastructure and Learning Resources**

### 4.1 Physical Facilities

<b>Metric ID</b>	<b>Metrics</b>	<b>Score</b>
4.1.1	The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.	3

<b>Metric ID</b>	<b>Metrics</b>	<b>Score</b>
4.1.2	The institution has adequate facilities for sports, games (indoor, outdoor), gymnasium, yoga centre etc., and cultural activities	3

#### 4.2 Library as a Learning Resource

<b>Metric ID</b>	<b>Metrics</b>	<b>Score</b>
4.2.1	Library is automated using Integrated Library Management System (ILMS)	2
4.2.2	Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment	2

#### 4.3 IT Infrastructure

<b>Metric ID</b>	<b>Metrics</b>	<b>Score</b>
4.3.1	Institution frequently updates its IT facilities including Wi-Fi	2

#### 4.4 Maintenance of Campus Infrastructure

<b>Metric ID</b>	<b>Metrics</b>	<b>Score</b>
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.	3

### **5. Student Support and Progression**

#### 5.3 Student Participation and Activities

<b>Metric ID</b>	<b>Metrics</b>	<b>Score</b>
5.3.2	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution	3

#### 5.4 Alumni Engagement

<b>Metric ID</b>	<b>Metrics</b>	<b>Score</b>
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<b>Metric ID</b>	<b>Metrics</b>	<b>Score</b>
5.4.1	The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years	4

## 6. Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

<b>Metric ID</b>	<b>Metrics</b>	<b>Score</b>
6.1.1	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution	3
6.1.2	The institution practices decentralization and participative management	4

### 6.2 Strategy Development and Deployment

<b>Metric ID</b>	<b>Metrics</b>	<b>Score</b>
6.2.1	Perspective/Strategic plan and Deployment documents are available in the institution	3
6.2.2	Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism	3
6.2.4	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions	3

### 6.3 Faculty Empowerment Strategies

<b>Metric ID</b>	<b>Metrics</b>	<b>Score</b>
6.3.1	The institution has effective welfare measures for teaching and non-teaching staff	3
6.3.5	Institution has Performance Appraisal System for teaching and non-teaching staff	3

### 6.4 Financial Management and Resource Mobilization

<b>Metric ID</b>	<b>Metrics</b>	<b>Score</b>
6.4.1	Institution conducts internal and external financial audits regularly	4
6.4.3	Institutional strategies for mobilisation of funds and the optimal utilisation of resources	4

### 6.5 Internal Quality Assurance System

<b>Metric ID</b>	<b>Metrics</b>	<b>Score</b>
6.5.1	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes	3
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	3
6.5.5	Incremental improvements made during the preceding five years ( <i>in case of first cycle</i> ) Post accreditation quality initiatives ( <i>second and subsequent cycles</i> )	3

## **7. Institutional Values and Best Practices**

### 7.1 Institutional Values and Social Responsibilities

<b>Metric ID</b>	<b>Metrics</b>	<b>Score</b>
7.1.2	1. Institution shows gender sensitivity in providing facilities such as:  1. Safety and Security  2. Counselling  3. Common Room	3
7.1.5	Waste Management steps including: • Solid waste management • Liquid waste management • E-waste management	2
7.1.6	Rain water harvesting structures and utilization in the campus	0

<b>Metric ID</b>	<b>Metrics</b>	<b>Score</b>
7.1.7	Green Practices <ul style="list-style-type: none"> <li>• Students, staff using</li> <li>a) Bicycles</li> <li>b) Public Transport</li> <li>c) Pedestrian friendly roads</li> <li>• Plastic-free campus</li> <li>• Paperless office</li> <li>• Green landscaping with trees and plants</li> </ul>	2
7.1.18	Institution organizes national festivals and birth / death anniversaries of the great Indian personalities	4
7.1.19	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions	4

### 7.2 Best Practices

<b>Metric ID</b>	<b>Metrics</b>	<b>Score</b>
7.2.1	Describe at least two institutional best practices (as per NAAC Format)	4

### 7.3 Institutional Distinctiveness

<b>Metric ID</b>	<b>Metrics</b>	<b>Score</b>
7.3.1	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust	4