SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

UNIVERSITY OF CALICUT

UNIVERSITY OF CALICUT CALICUT UNIVERSITY P.O
673635
www.uoc.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The University of Calicut (UoC) is the largest in Kerala in terms of area spread out, affiliated colleges and the number of degrees awarded. Established in the year 1968, it is the second university to be set up in Kerala. With *'Nirmaya Karmana Sree'* i.e, "prosperity will be generated through pure actions" as its motto, UoC has been able to surmount all challenges and emerge as the largest residential cum affiliating University in Kerala, with 34 post-graduate departments and 405 affiliated colleges. It is governed by its act, statutes, enacted by Calicut University Act 1968 by the Legislative Assembly of Kerala. Recently the University celebrated its Golden Jubilee and the motto of the celebrations was "University to Society". Various activities for societal improvement such as building houses for the poor, Swach Bharath, Swasth Bharath, relief provided during floods etc. were taken up.

UoC was accredited with a three-star rating in 2002 and re-accredited with B Grade (CGPA 2.94) rating in 2010. Further, UoC was reaccredited in 2016 with A Grade (CGPA 3.13). As per NIRF Ranking 2021, UoC is placed as 60th University in India. In the 2020 QS India University Rankings 2020, UoC is placed at 40th position. UoC also made an appearance in the Outlook I-CARE rankings 2019 as 40th.

UoC imparts education through nine different schools and this has helped in interdisciplinary research within and among the schools. A choice-based credit system was implemented in 2008. The implementation of Outcome Based Education (OBE) is being carried out on a war foot basis. Ability Enhancement Courses have been made mandatory in the curriculum. The University receives funding from various agencies such as UGC, CSIR, DBT, DST, ICMR, MoEF&CC, ICSSR, KIIFB and MHRD to carry out various teaching and research activities. In recent years, UoC has conducted various Global Initiative Networking(GIAN) Programmes, which has helped the students and the faculty to have international exposure to learning and research. Regular feedback on curriculum is obtained from various stakeholders, analyzed and action is taken.

Vision

To pursue excellence in teaching, learning, research, and outreach and to become the best among the Universities in India.

Mission

To develop an ecosystem for advanced teaching, learning, research and enterprise, providing state of the art infrastructure and communication network, ambience for enhanced collaboration, and upholding social inclusiveness and gender equality. The University is committed to attract and retain the best talent.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Improving the grading constantly with each NAAC accreditation cycle and ranked by NIRF continuously for 5 times within the top 100 institutions of the country.

Well experienced as well as young faculty with international exposure, who have published in journals like *Science* and *Nature*.

Ever-increasing research metrics, showing strong growth in research. More than 1400 publications in indexed journals during 2016-2021 with H-index of 35 and over 7000 citations.

Safe and secured campus attracting more women students (80 per cent) and access to quality higher education for students from economically deprived sections.

Excellent student support services. The SUVEGA, IT based tele help desk offers 24 hours support service to the students. https://support.uoc.ac.in/

One of the largest University botanical gardens spreading out to an area of 19.5 acres and an aesthetic park with an area of 15 acres. https://botany.uoc.ac.in/index.php/2016-06-16-11-19-36/calicut-university-botanical-garden-cubg   https://www.uoc.ac.in/index.php/2016-04-27-10-20-26/university-park

An off-campus centre exclusively for the residential learning purpose of tribal students, in a district with a higher tribal population. https://itsr.uoc.ac.in/

Community Disability Management and Rehabilitation Programme (CDMRP) of the University is with the financial support from Government of Kerala. UNESCO has approved CDMRP as UNESCO chair. https://iqac.uoc.ac.in/images/Achievements/UNESCO_Chair_Details.pdf

World class sports facility, which generated Olympians, Khel Ratna awardees, Arjuna awardees etc.

Has a central sophisticated instrumentation facility, which offers free ships, supporting research activities. https://csif.uoc.ac.in/

E-governance is achieved and the administration is controlled through the e-filing system.

A well equiped University Health Centre, services offered to the people from the near by Panchayats.

Inhouse development of various softwares to suit various needs of the University. https://cucc.uoc.ac.in/

A new data centre set up with all requirements.

A strong focus on societal issues such as disaster management during floods through the NSS. The University built more than 50 houses for the poor in connection with the golden jubilee celebrations of the University. NSS 'Best Programme Coordinator' position in the country (2020).

One of the best digitalized herbarium and digital archives at the university level.

Awarness and training workshops conducted in three neighboruing panchayaths under Swach Bharath, Swasth Bharath Scheme.

Recipient of Green Champion Award from MGNCRE, a Central Government Organization.

Institutional Weakness

1. Lacking sufficient student and staff exchange programmes with international institutions.

2. Less number of international students.

3. Less generation of international financial support.

4. Comparatively weak monetary support from the Alumni.

5. Less number of campus placements.

6. Less linkage with industries.

7. Lesser activities related to innovation and consultancies.

Institutional Opportunity

1. Innovative programmes offered on emerging thrust areas in line with Industry needs.

2. Collaborative research programmes with national and international academic institutions.

3. Proximity to biodiversity-rich areas.

4. Near to International Airport

5. Location near to historically important regions like Kappad (the place where Portuguese sailor Vasco-da-Gama landed); Tirur (where the tragic Wagon Massacre during the Freedom struggle occurred); Thiruvanavaya (where *Mamankam*, a historical event took place) Calicut Beach (where *Salt Satyagraha* was organized by great freedom fighters).

6. Campus with a vast area of ~ 520.46 acres.

7. A good number of vibrant and young faculty recruited recently.

Institutional Challenge

1. Bringing out pedagogical innovations to suit the requirement of the present-day environment.

2. Reaching out the academic programmes to the international community.

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3. To cope with industry demands.

4. Harness support from sources other than government organizations.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

University of Calicut with a vision to become one among the top universities in India has identified specific goals addressing curriculum design and teaching and learning activities to excel in its academic pursuit. Through its mission UoC is committed to develop an eco system for innovative teaching, learning and research and to provide quality education to all sections of the society. UoC's approach towards curriculum design and development is well rooted in its vision and mission statements. The deployment of program development is through its appropriate channel authorities: the Department Council, the Board of Studies and the Academic Council, which is the highest approval authority related to all aspects of curriculum. Curriculum design and development is entrusted primarily upon the Board of Studies. UoC has a total of 115 BoS under 10 faculties and the faculties report to academic council. All programs are designed to address university wide graduate attributes through defining Programme Outcomes (PO)/Programme Specific Outcomes(PSO) and identifying them as knowledge, skills and values. PSOs are directly incorporated in the curriculum development of each program through defining course outcomes.

UoC tune its programmes and courses to meet the local, regional, national and global human resource needs in science, technology, humanities, language and liberal arts while preserving regional and national cultural legacy and ethos by embedding their historical and social dimensions into appropriate programme and course contents. Research programmes focus both on the basic and applied aspects so as to address the issues of the 21st Century.

University has introduced CCSS for the PG programmes in all the 34 university teaching departments since 2008. Total number of programmes offered is 122 of which 96.7% of the programmes have been revised. 95.2% of the programs are under CCSS and offers elective courses. University offers a total of 2370 courses of which 1113 courses are new courses (46.9%). Average percentage of courses having focus on employability/skill/entrepreneurship is 82.1%. Field project/research project is an integral part of all programmes and 100% of the students successfully completes their research project. A total of 29 value added courses were conducted by UoC.

Teaching-learning and Evaluation

University of Calicut (UOC) offers diverse UG and PG programmes. Since 2018, the admission to various programmes is conducted based on entrance examination. The average demand for various programmes is 24.57%. Foreign students are admitted to various programmes through a separate window following the guidelines laid by Government of Kerala and UGC. Admission to various programmes is conducted strictly following the reservation policy of the Government of Kerala. 50% of seats are reserved for students from various categories and more than 90% of these seats are filled every year. Since the inception of CCSS, UoC encourages creativity and innovation in its teaching-learning processes giving adequate stress on associating theoretical knowledge and practical skills. 95% of our full- time faculty are research degree holders and active researchers. UoC teaching-learning practices include methods such as the use of language labs, case studies,

seminars, frontier lectures, erudite lectures, walk with scholars, internships and presentations, laboratory-based learning for science students, use of audio-visual aids, stage performance for Drama and Music students, martial arts performance for folklore students, project-based field studies and ICT enabled class rooms/laboratories. Student-centric teaching-learning process encourages extensive use of discussions and interaction to facilitate interactive learning. Group interaction among students is ensured by the curriculum through tutorials and remedial classes. Frequent conduct of workshops/conferences/symposium on contemporary subjects promote peer learning, opportunities to interact with scholars from academia and industry, governmental and non-governmental organizations from India and abroad, and such interactions open up collaborative research activities. UoC CHMK central library and department libraries are well-stacked with latest collections of reference materials and e-resources and journals. Access is provided (24x7) through central library portal. Academic Calendar of UoC is strictly monitored by the Director of CCSS. Evaluation of students is done as per the CCSS regulation during each semester that allow students to fortify their strengths. Remedial measures are adopted to overcome students' weaknesses under the guidance of faculty through a structured system. Various mechanisms exist to assist all stakeholders to redress grievances related to teaching, learning, evaluation and other issues and the same is monitored by the office of the students Dean.

Research, Innovations and Extension

The University gives paramount significance to research and encourages its faculty and students to actively undertake research, innovation and extension with and without funding from government and non-governmental agencies. It continuously strives to update and upgrade experimental facilities and also shares its facilities to researchers outside the University. It does have a close to 100% PhD qualified regular faculty. The university regularly bags funding from CSIR, UGC, DST, DBT, ICSSR, KSCSTE etc. The University produced quality publications and systematically could improve its h-index above 30. With a limited faculty strength of 160, it has produced 550 PhDs, 1621 publications and 640 books and conference proceedings during the last five years.

The University strives hard to create a healthy eco system for conversion of ideas to products or services through innovation. It has entered an MoU to setup a FabLab (Fabrication Laboratory) with Kerala Startup Mission with a specific focus on digital fabrication and future technologies. It is also promoting patenting by its faculty, and has conducted over 500 workshops in skill development and IPR.

The University not only provides its students a variety of opportunities to be part of its extension activities. The NSS spear heads the extension activities and the then Co-ordinator Sri Valsarajan P was adjudged as the BEST PROGRAMME COORDINATOR NATIONAL AWARD of the Central Government for the year 2018-19.

Infrastructure and Learning Resources

The UoC campus is spread over an area of 526 acres. The total built up area of the building constitute 2,01,918.25 m2. ICT facilities are available in the 94 classrooms and 30 seminar halls. Science departments have common and specialized laboratories with latest equipments. The common academic support facilities include CSIF, museum, animal house, botanical garden, park, observatory, manuscript library etc. All the 34 departments have KOHA-enabled automated domain specific academic libraries.

The sporting facilities includes a large stadium, galleries, synthetic tracks, two grass football fields, indoor stadium, swimming pool, gymnasium, health and fitness centre, yoga centre, handball court, basketball court,

kho-kho court with roof, volleyball court, cricket nets, kabadi court, tennis court, boxing ring, taekwondo court, table tennis board, and sports hostel. The campus has open theatre, seminar complex, open stage, and student trap, for holding cultural events. UoC has three studios for multi-media production. The campus offers general facilities like health centre, bank, ATM, school, child care centre, amenity centre, cyber spot, park, bookshop, etc. to students and visitors.

The library system has over 4.5 lakhs documents including books, periodicals, theses, reference volumes etc. Library provides access to 50,000+ subscribed e-books from various publishers. Library subscribes 200+ national and international journals and provides access to over 7000 e-journals under UGC e-Shodhsindu programme, available through campus Wi-Fi connectivity and remote login facility. All library resources are integrated and searchable through a google like open-source discovery platform.

University updates its IT facilities following the IT policy. The whole campus is Wi-Fi enabled and the student computer ratio is 3:1. Apart from the 1GBPS leased line internet connectivity, UoC has 35 and 32 MPBS leased connectivity. The institution has a data centre and well-equipped e-content developing facility like media centre, audio visual centre, lecture capturing system, and mixing equipments and softwares at the EMMRC and Mass Communication department. University has spent an average of 28.36% of its annual budget for infrastructure augmentation and 15% for the maintenance of academic and physical facilities excluding salary for the last five years. Maintenance of the campus facilities are done based on the maintenance policy.

Student Support and Progression

UoC provides excellent support to the students so as to help them to evolve out as successful citizens with a potential to take up the challenges of the world. Research fellowship is provided by the University for the research scholars, without any external fellowships. The students are provided with free ships to utilize the central instrumentation facility, which will help them to do world class research. Almost all the students have residential facility in the campus and provides accommodation and food at affordable rates, so that economically weaker sections are benefited. The central placement cell supports the students to get placements by conducting job fairs. The career guidance bureau takes up various programmes for mentoring and conducting coaching classes for ensuring the entry of our students into various governmental and non-governmental services as well as to qualify various competitive exams. The institutional grievance redressal is well structured and implemented that the students have a fair and confident student life in the campus.

UoC has well-established sports facilities including a large world class stadium with synthetic track and gymnasium. Moreover, basketball court, football court, Kho Kho ground, hand ball court, tennis court, international standard swimming pool along with facilities for physical conditioning are helping to nurture world class sports personalities. UoC has produced a number of sporting heroes and heroines who won many prestigious honours including four Padmasrees (Dr.P.T.Usha, M.D.Valsamma, Anju George and Late Jimmy George), Rajiv Gandhi Khel Ratna (Anju George), Dronacharya Award (Robert Bobby George) and 14 Arjuna Awardees. Very recently 2020-21, the UoC team has won the All India Inter University championship in football, volleyball, baseball etc.

The student council activities are well structured and vibrant that the students get to experience a democratic style of governance and functioning. The students of UoC have won many laurels in youth festivals at the state and national levels. Under the umbrella of the registered alumni association of UoC, all the departments' alumni associations are functioning effectively. The alumni are contributing intellectually and materialistically towards the development of the University. A good number of endowments are constituted with their support.

Governance, Leadership and Management

The UoC considers academic excellence with social commitment as its abiding motto. To ensure equitable growth and sustainable development in the long run, the University has a clearly stated vision&mission which guides its entire set of activities. The University has a democratic, decentralised and participatory system for governance and administration.

Statutory bodies such as the Senate, the Syndicate, Academic-Council, and Board of Studies regularly interact with stakeholders to formulate policies to lead the University to serve its purpose. The Vice-Chancellor is the chairman of the Senate, Syndicate, Academic-Council, and IQAC. Faculty members, students and non-teaching staff are highly involved in decision making. The Senate is the supreme authority and the executive powers of the University are vested with the Syndicate. The Academic-Council advises the Senate/Syndicate on academic matters. Students Council can recommend the Syndicate/Academic-Council on issues affecting students.

The University meets its financial needs with the grant-in-aid of State Government in Plan and Non-plan Schemes,UGC&RUSA grants. The Planning&Development and the Finance Branches of the University lead the process of resource mobilisation and welfare measures for the Univeristy staff/students. The Planning board finalises and the PLD branch submits the proposals to the funding-agency. The grant is then dispersed to departments based on the Syndicate approved budget.

University ensures efficient utilisation of funds through the budgetary control system. The budget administration is supervised by the Vice-Chancellor and the Registrar. University follows the Kerala-Purchase-Manual for the purchase procedures. University has a purchasing department headed by a Deputy-Registrar to monitor and facilitate procurements of the departments. The University has an internal/external audit mechanism in place.

University has a robust e-governance system to streamline its functioning. To facilitate quick file processing/decision making, University has implemented DDFS. The University has initiated a student service centre-SUVEGA for a better/faster service to students. All the admissions, examinations and other key services, including the library, have also been digitalised.

The University implemented LMS, filled up faculty vacancies, and periodically gave academic and non-academic staff refresher/orientation programmes.

IQAC of the University endeavor to develop a quality system for conscious, consistent and catalytic action to improve the academic and administrative performance.

Institutional Values and Best Practices

Nirmayakarmanasree, as its motto, the University not only aims in teaching and research but also nourishes the values and character of students. These are achieved through the programs and best practices. The University envisages a gender-friendly campus. Therefore, many programs are conducted and policies are adopted to make the staff and students gender sensitized. Despite the small number of LGBTQI students, the transgender policy has been implemented and programs like invited talks, sports competitions, etc. are organized specifically for them.

The University understands the need for energy conservation and have installed 300 KW capacity solar panels at various locations within the campus. The university established sensor LED bulbs, Mini-mast\High-mast LED lights, BLDC fans, and uses LED monitors, which altogether accounted for saving 17,030 W of electricity per year. To check for drawbacks, energy auditing, green auditing, and environmental auditing are conducted every 5 years and the related suggestions are implemented in the forthcoming policies and practices. Through the water treatment plant, safe drinking water is ensured and the wastewater created is utilized for gardening. Green campus initiatives such as a Green Park, Botanical Garden, Miyawaki Forest Plantation, Bamboo Garden, Ginger Garden, etc. are maintained and extension activities are ensured. The use of plastic on campus has been minimized by the university orders. Automobiles are restricted at night and security alerts are assured 24 hours. The degradable wastes are managed through vermicomposting, waste water recycling plant, twin bin system, and biogas plant.

The university ensures a barrier-free environment by understanding the needs of differently-abled persons and has introduced lifts, ramps, and signboards. The stigma and exclusion faced due to developmental disabilities are addressed through the CDMRP. Mentally challenged adult people are given vocational training and they are facilitated to work in a different sector. Another noticeable contribution of the university is in the field of physical education through the 'Scheme Ladder' program and contributes best athletes for the country. The University inculcates unity in diversity in students and staff by organizing festivals and celebrating national/international events. Code of conduct ensures a healthy relationship between campus inmates.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	UNIVERSITY OF CALICUT
Address	University of Calicut Calicut University P.O
City	Malappuram
State	Kerala
Pin	673635
Website	www.uoc.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Vice Chancellor	M. K. Jayaraj	0494-2400241	9400007779	-	vc@uoc.ac.in
IQAC / CIQA coordinator	P. Sivadasan	0494-2407406	9447101158	-	diriqac@uoc.ac.in

Nature of University	
Nature of University	State University

Type of University	
Type of University	Affiliating

Establishment Details	
Establishment Date of the University	23-07-1968
Status Prior to Establishment,If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	**Date**	**View Document**
2f of UGC	23-07-1968	View Document
12B of UGC	23-07-1968	View Document

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**	**Programmes Offered**	**Date of Establishment**	**Date of Recognition by UGC/MHRD**
Main campus	University of Calicut Calicut University P.O	Rural	520.459	180231.2	UG,PG, Ph.D, M.Phil, PG Diploma		
Off Campus	*Dr. John Matthai Centre, Aranattukara, Thrissur, Pin-680618*	*Rural*	*18*	*10010.81*	*UG, PG, Ph.D, M.Phil, PG Diploma*	*19-09-1976*	*20-09-1976*
Off Campus	*Institute Of Tribal Studies And Research(itsr), Chethalayam, Wayanad, Pin-673592*	*Tribal*	*10*	*2864.83*	*UG, PG*	*24-02-2011*	*25-02-2011*

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
Law	0	10	10
Education/Teachers Training	0	63	63
Arts/Humanities/Social Sciences	0	283	283
Business Administration/Commerce/Management/Finance	0	12	12
Fine Arts/Performance Arts/Visual Arts/Applied Arts	0	2	2
Hotel Management/Hospitality/Tourism/Travel	0	1	1
Engineering/Technology/Architecture/Design	0	15	15
Specification of Degree with Sanskrit/Urdu/Persian/Arabic Nomenclature	0	15	15
General	0	2	2

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	403
Colleges Under 2(f)	112
Colleges Under 2(f) and 12B	82
NAAC Accredited Colleges	68
Colleges with Potential for Excellence(UGC)	6
Autonomous Colleges	7
Colleges with Postgraduate Departments	230
Colleges with Research Departments	57
University Recognized Research Institutes/Centers	16

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes

SRA program	Document
NCTE	[106290_4849_4_1638528763.pdf](106290_4849_4_1638528763.pdf)

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned				34				66				142
Recruited	7	1	0	8	24	5	0	29	73	50	0	123
Yet to Recruit				26				37				19
On Contract	0	0	0	0	0	0	0	0	24	30	0	54

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				205
Recruited	91	114	0	205
Yet to Recruit				0
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				53
Recruited	20	23	0	43
Yet to Recruit				10
On Contract	7	3	0	10

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	0	0	0	0	0	0	0	0	0	0
Ph.D.	42	9	0	16	5	0	43	35	0	150
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	0	0	0	3	5	0	8

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	10	17	0	27
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	14	13	0	27

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	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

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Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Philosophy	Chair for Christian Studies and Research	Indian Institute of Christian Studies
2	Malayalam	Vaikom Muhammed Basheer Chair	Instituted with the grant from Government of Kerala
3	Arabic Philosophy	Chair for Islamic Studies and Research	The Federation of Muslim Colleges Calicut
4	West Asian Studies	Chair for Maritime History of South India	Indian Navy
5	Nil	Chair for Gandhian Studies and Research	Rajiv Gandhi Cultural and Educational Trust
6	Nil	CH Muhammed Koya Chair for Studies on Developing Societies	MS Grace Educational Association
7	Nil	Chair for Sanathana Dharma Studies and Research	Santhana Dharma Trust
8	Nil	Muhammed Abdurahiman Chair for Secular Studies	Muhammed Abdurahiman Memorial Trust
9	Nil	Moulana Abdulkalam Azad Chair	As per UGC sponsored programme
10	History	EMS Chair for Marxian Studies and Research	Calicut University Employees Union and Association of Calicut University Teachers

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	84	0	0	0	84
	Female	99	0	0	0	99
	Others	0	0	0	0	0
PG	Male	297	7	0	0	304
	Female	1393	5	0	0	1398
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	54	0	0	0	54
	Female	92	0	0	0	92
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	26	1	0	0	27
	Female	115	0	0	0	115
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	13-08-1987
Number of UGC Orientation Programmes	20
Number of UGC Refresher Course	43
Number of University's own Programmes	2
Total Number of Programmes Conducted (last five years)	65

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	Three Star	68.45	EXIT REPORT 2002.pdf
Cycle 2	Accreditation	B	2.94	EXIT REPORT 2010.pdf
Cycle 3	Accreditation	A	3.13	EXIT REPORT 2016.pdf

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Arabic	View Document
Bio Technology	View Document
Botany	View Document
Chemistry	View Document
Commerce And Management Studies	View Document
Computer Science	View Document
Economics	View Document
Education	View Document
English	View Document
Environmental Science	View Document
Geology	View Document

Hindi	[View Document](#)
History	[View Document](#)
Institute Of Tribal Studies And Research	[View Document](#)
Journalism And Mass Communication	[View Document](#)
Law	[View Document](#)
Library And Information Science	[View Document](#)
Life Sciences	[View Document](#)
Malayalam And Kerala Studies	[View Document](#)
Mathematics	[View Document](#)
Nano Science And Technology	[View Document](#)
Philosophy	[View Document](#)
Physical Education	[View Document](#)
Physics	[View Document](#)
Political Science	[View Document](#)
Psychology	[View Document](#)
Russian And Comparative Literature	[View Document](#)
Sanskrit	[View Document](#)
School Of Drama And Fine Arts	[View Document](#)
School Of Folklore Studies	[View Document](#)
Sociology	[View Document](#)
Statistics	[View Document](#)
Womens Studies	[View Document](#)
Zoology	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The New Education Policy (NEP) envisages a holistic and multidisciplinary education to develop all capacities of human beings such as intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. To achieve this, the University of Calicut has recently (2022) started four new

integrated Postgraduate programs viz Integrated M.Sc Bioscience Program, Integrated M.Sc Program in Physics, Integrated M.Sc Program in Chemistry and Integrated MA Development Studies Program. These programs are interdisciplinary as many related subjects are included in the syllabi, unlike the conventional programs. For example, mathematics and physics are part of the syllabus of the M.Sc Bioscience program. Such approaches will help develop creative thinking crossing the boundaries of subjects leading to better outcomes. Moreover, the Integration of undergraduate and post-graduate programs is a unic feature of these programs. This will help with focused study for a longer period on a specific area and will help to become a master in the field. Also, more emphasis is given to research and especially promoting interdisciplinary approach. In tune with NEP, exit options are given to the students wherever feasible in these programs. For further improving multidisciplinary and interdisciplinary approaches, UoC has formed Schools with inclusion of related departments coming under a school. For example, all biological science departments comes under the School of Bioscience, and Departments like Physics, Chemistry, Nanoscience, etc. come under the School of Physical Science. Students are given the freedom to select elective courses from any School and this will improve their multidisciplinary/interdisciplinary learning experience. Also, this will improve collaborative research among the faculty of different departments. University has set up guidelines for industry collaboration for research, consultancy services, and resource sharing. Also, University has included provisions for teaching some courses and undertaking joint research by visiting professors from outside the University. Departments of the university offer open elective courses which are taken up by students from other departments. This cross-education is evident not only within the schools of sciences, social sciences and languages, but also between them. Already, there is a practice of faculty from one department delivering invited lectures in another department. Research scholars are encouraged to present papers in research forums of other departments and students are encouraged to do projects relating to other disciplines. The departmental libraries are being opened up to

students from other disciplines. University is planning to introduce a system to improve interdisciplinary research among faculty of different disciplines from within the university as well as with other universities in India and abroad. The preparation of guidelines for resource sharing, patent rights sharing, and publication sharing and for signing an agreement with all such details among the collaborating participants is on the anvil. University is also considering internal funding specifically for such multidisciplinary/interdisciplinary research proposals arising from the faculty. Also, joint research with fund sharing (50:50) from industry and university will be considered. Philanthropic fund raising for such specific programs is under active consideration.

2. Academic bank of credits (ABC):	University of Calicut has progressed towards the implementation of the Academic Bank of Credits (ABC) by implementing the following requirements for the ABC. The restructuring of the programme curricula is already done in ways that would facilitate the implementation of ABC. The specific steps taken in this regard are as follows. Every student enrolled in the programmes of UoC is provided with a unique ID which is used across all requirements from registration to certification. The University of Calicut has already implemented a Choice Based Credit Semester System for almost all the regular graduate and post-graduate programmes in the University Teaching Department/Schools of this University. The mobility of every learner in the academic programmes of the UoC in almost all post-graduate programmes and under-graduate programmes is already regulated by the credits the student accumulates. The programme structures are standardised as per UGC regulations and their contents are being updated every three years to match with the international standards of similar programmes. As per the requirements of the proposed ABC, this University has already categorised the courses of all the post-graduate programmes as five types of courses, viz. Core courses, Elective courses and Audited Courses. Core courses should generally be offered by the parent Department/School concerned. Elective Courses and Audited Courses are offered by the parent departments and/or other departments. In addition to the above courses for the

	mandatory requirement of a programme, there are two compulsory courses - Ability Enhancement Course (AEC) & Professional Competency Course (PCC). Every student is free to register for as many courses as she/he can manage if facilities permit, meeting the minimum credit requirements. Enrolled students, in almost all programmes, have the privilege to avail themselves the possibility of multiple entries – multiple exits. However anytime, anywhere, and any level entry and exit in programmes are yet to be materialised. University is already accepting 20 per cent of credits of a programme to be transferred from courses offered through the online modes like National Schemes – SWAYAM, NPTEL, etc., or of any specified university for credit transfer and credit accumulation. As part of the internationalisation of the programmes and making them more global, UoC has recently launched five-year integrated programmes in sciences and social sciences Further integration of the academic programmes of the university with similar programmes of other universities is in progress. The University realises that the following major aspects of the Academic Bank of credits are yet to be implemented. Inter-collegiate and university mobility for doing a program. Student autonomy to complete courses from any institutions of their choice at any period of the available courses. Credit management from multiple institutions. Credit redemption. Regarding these Kerala state Higher education Council has in policy accepted that an Academic Bank of Credit (ABC) shall be established which would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account the credits earned.
3. Skill development:	The National Education Policy 2020 notably highlights skill development as a vital factor for the education development in India. One of the salient points drawn as the vision of the NEP 2020 is to develop skills among the learners. The rationale behind the same is the dramatic scientific and technological advances, and machines taking over the unskilled job, creating an inevitable call for skilled workforce. The University realizes the need for skill development and thereby employability and consider it as a rightful priority to be implemented among the

students. The courses/programmes offered by the university is designed in such way that it aims at sustainable development and holistic learning. The proposed plan for imparting skills to students is by transforming the courses/programmes with skill orientation in addition to the theoretical knowledge. Thus, under each course, stress will be given to include development of skills related with that particular course. Measures to include "Skill development" as a common course across all disciplines is also under consideration. Both soft skills and hard skills will be given importance in all disciplines. The technological needs to meet the requirement of imparting the soft skills to students in an effective manner will be charted out. For efficiently imparting of hard skills required for the students, measures like introducing compulsory internships, fieldwork, workshops, industry visits, collaborations, interlinkages and other similar means across all disciplines are planned and will be implemented after analyzing the feasibility of the measures. Along with providing an opportunity to acquire hard technical, domain skill, and soft skill, the university envisages to impart scientific temper among the students. Just in line with the expectation of NEP, care will be taken to impart life skills such as communication, cooperation, teamwork, and resilience to students and will be included in the curriculum as well. Specific sets of skills and values across domains will be identified for integration and incorporation at each stage of learning. The University had already started with value-added courses, capacity building courses and bridge courses for facilitating value-added, ethical education. Moreover, gender equity is one of the major areas identified by the university to enrich and empower the women fraternity. Extensive coaching programmes for competitive examinations (including NET/JRF), regular conduct of workshops on self-employment programs, career guidance seminars and expert talk with prominent personalities in public sphere are expected to continue in the university. Programs to get acquainted with the applications of technological development in the real issues faced by the organizations using Big Data Analysis and Artificial Intelligence is intended to be imparted to the students. University is in the right direction to implement NEP in its true sense by aiming to impart

	skills such as critical thinking, problem solving, adaptability and flexibility so as to pinpoint the skill gap and thereby reduce the same.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Ideas from vedics of ancient philosophy, arts and literature are worth-fully incorporated into the learning system where ever possible in UoC educational programmes. It serves to provide a sense of identity as well as belongingness to the country. The pluralistic strength of regional languages is taught with an intention of promoting India's unique heritage of linguistic bond. This may help to impart the rich diversity and inbuilt unity with in social system. Few efforts through programmes of different departments are highlighted: 1. Theatre Arts: School of Drama and and Fine Arts insist the importance of Indian classical theatre and arts in learning programmes by offering BTA,MTA,MA Music. The students get opportunity to learn the rich history of Indian theatre, creative forces of Indian classical music and vividness of folklores and other performing arts by exploring the past traditions along with the present global trends. Workshops are conducted to introduce Natyasaasthra lead by master artists. Courses like History and Development of Malayalam Theatre, Traditional Indian Theatre and Classical Theatre are part of the study. Classics like Vikramorshiyam(Kalidasa), Karnabharam(Bhasan), Mudraraksasam(Visakhadatta) and Mrikshaghadikam(Sudrakan) are included in syllabus, taught and reproduced for modern theatre. In class calendar Yoga,Kalari(Martial art) and appropriate theatre games are kept alive for students. 2. Folk Studies: School of Folklore Studies is the prime centre in Kerala with credit of distinct and different programmes that enhance the concept and practice of folklore with a scientific attitude. Introduction to Folklore,Kerala Folk and Folkloristics through Ages are courses offered by department for MA Folklore Studies. Department is maintaining a Kalarippayattu(Kerala Martial Art) training and presentation centre. 3. Languages, Literature and Humanities: MA Comparative Literature Programme is unique in its ideas as well as practices. Indian Poetic tradition, Indian Prose Fiction and Indian Theatre and Drama make aware of the rich past of Indian languages. Cross cultural communication in literature helps to imbibe the diversity of Indian

	languages by comparing its structure and function of international language with reference to Russian. University offers PG Programmes in Sanskrit,Arabic, Malayalam,Hindi and English. Department of Urdu is a new entry in this stream. Other than opening to different frontiers of languages it provides the ability to torch on the glorious past, it develops multi-disciplinary skills through seminars,workshops and exhibitions and series of webinars. Departments of Philosophy,Sociology and History are imparting knowledge on ancient Indian society with multiple levels of understanding. They are offering courses like Issues in Indian Philosophy, Philosophy and Cultural Studies, Sociology of Indian Society, Rural and Tribal Societies in India, Knowledge and Culture in Early India, Problems and debates in Early Indian History and Discourses in Indian Nationalism in PG Programmes. Institute for Tribal Studies and Research Centre in Chethalayam,Wayanad District, an exclusive higher education centre for tribes is situated in a district where different tribes exist. It has initiated minor research works on tribes by tribes; again, it is first of its kind in a university system in Kerala.
5. Focus on Outcome based education (OBE):	As per the National Educational Policy (2020), effective learning requires a comprehensive approach that involves appropriate curriculum, engaging pedagogy, continuous formative assessment, and adequate student support. The policy maintains that the curriculum must be interesting and relevant, and updated regularly to align with the latest knowledge requirements and to meet specified learning outcomes. Bearing the NEP mandate in mind, the IQAC has taken initiatives to transform the university curriculum into Outcomes-Based Education (OBE). The Graduate attribute policy has listed the skills and attributes that the University expects its graduates to develop during their programme and course of study. The OBE framework has been introduced in all the 38 post-graduate programmes of the University Teaching Departments and in all under-graduate and post-graduate programs of affiliated colleges. The outcome-Based Education Model is effectively realized by reviewing the vision and mission of the departments, defining PEO- PO/PSO-CO through stakeholders' participation, CO-PO mapping, designing attainment levels and target attainment

level, calculating CO-PO attainments followed by developing teaching-learning strategies at the course level and program level. The OBE model in UoC has been implemented by the way of different meetings and workshops. As per the NEP (2020), high-quality pedagogy is necessary to successfully impart the curricular material to students; pedagogical practices determine the learning experiences that are provided to students, thus directly influencing learning outcomes. In UoC, pedagogies are adopted in most of the courses to engage the students in problem-solving and extracting the practical utility of knowledge. Participative teaching-learning practices include practical and designed experiments, case studies, software training, software-based education and the use of ICT. Teachers will be trained to focus on socio-emotional learning - a critical aspect of any student's holistic development. In UoC teachers are recognized for novel approaches to teaching that improve learning outcomes in their classrooms, and this system will be improved further. NEP (2020) stresses that examinations would test achievement of basic learning outcomes, through assessment of core concepts and knowledge from the national and local curricula, along with relevant higher-order skills and application of knowledge in real-life situations, rather than rote memorization. It also stresses that the assessment tools will be aligned with the learning outcomes, capabilities, and dispositions as specified for each subject of a given class. As part of OBE preparedness, to ensure that the stated Course Outcomes (COs) leading to the intended Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) are assessed, all faculty members were trained in assessment in OBE framework through a series of Workshops for faculty on Question Paper Setting on OBE Basis for 8 Days (10.09.2021 to 23.09.2021). Model question-papers for semester-end examinations incorporating the Course Outcomes were also prepared in these workshops. The university has now made OBE mandatory for all programs and the curricula was modified as per the OBE framework for all 38 PG programmes in the teaching departments of the university. These were approved by the concerned Board of Studies during the period between March 2021 and 14th August 2021.

6. Distance education/online education:	To tackle the current and future problems of providing quality education in these challenging times as well as to accomplish the objectives envisioned in NEP 2020, the University of Calicut has already adopted ICT-based teaching supporting online learning. Some of the steps taken are detailed below: 1. Dedicated data centre facility: Data centre is with enhanced digital infrastructure, including new hyper convergence server technology, with the goal of assuring continuous high-speed access to our resources. The HCI facility installed in the University consists of 4 Server nodes with total Compute: 22x2x4 = 176 Core, Memory: 512 GB x 4, Storage: 60 TB (effective). 2. Implementation of Online learning platform: University has created a Learning Management System (LMS) based on the Open-Source MOODLE platform, which is connected with Big Blue Button/Google Meet/Webex for conducting LIVE classes which is operational from June 2020 onwards. This facility can be accessed by the students and faculty members through the CU Learn Space portal http://learnspace.uoc.ac.in/. Webex facility is used for the conduct of Academic Seminars and Workshops which can cater up to 1000 participants. 3. e-Learning Platform for the School of Distance Education (SDE). The University has implemented an e-learning platform (MOODLE) for the School of Distance Education (SDE) students with a strength of around 2 lakhs, exclusively for the conduct of online examinations (https://examonline.uoc.ac.in/). Recently, the University has successfully conducted trial versions of Online (proctored) online examinations. 4. Training for Faculty: Faculty Training Programs on Online Hands-on Training on Learning Management System - MOODLE were organised in three phases for faculty members of the University teaching Departments. The MOODLE platform presently has 468 courses available, taught by 214 faculty members to the entire students in the University teaching departments. 5. Centre for e-Learning. The university has also established an e-Learning Centre to oversee all e-Learning-related activities, ensuring that technological advancements are effectively utilised and seamlessly integrated into the current higher education system. 6. Conducting MOOC and faculty training Programmes with the help of the Educational Multimedia Research Centre (EMMRC) and the Pandit Madan Mohan Malviya

National Mission on Teachers and Teaching (PMMMNMTT) located in our main campus. EMMRC had already produced 41 MOOC courses. 7. Digital repository, and knowledge dissemination through Library. University library has access to over 7000 e-journals under UGC e-Shodhsindhu Programme and 50000+ subscribed e-books from various publishers. An Institutional Repository is set up to host the publications of the university, e-theses, dissertations and other resources. The e-contents of Consortium for Educational Communication (CEC) are also available in the library for reference. The off-campus access to library resources is permitted to the faculty and students through https://idp.uoc.ac.in/ portal. 8. Addressing digital divide. University can address the limitations of the digital divide through government projects such as KFON. As a postgraduate institution, all of our stakeholders have access to at least a smartphone for accessing online classes. Nonetheless, the availability of gadgets is a limiting factor where the programme requires the use of laptops/desktops.

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
44	44	43	44	43

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

1.2

Number of departments offering academic programmes

Response: 34

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1885	1854	1544	1670	1712

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

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
913	752	736	693	627

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

2.3

Number of students appeared in the University examination year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
913	752	736	693	627

File Description	Document
Institutional data in prescribed format	View Document

2.4

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

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

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
1805	1860	1700	1602	1602

File Description	Document
Institutional data in prescribed format	View Document

3.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
160	114	134	137	137

File Description	Document
Institutional data in prescribed format	View Document

3.3

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
242	242	242	242	242

File Description	Document
Institutional data in prescribed format	[View Document]

4 Institution

4.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
31404	15932	24518	14437	16336

File Description	Document
Institutional data in prescribed format	[View Document]

4.2

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
429	417	383	365	336

File Description	Document
Institutional data in prescribed format	[View Document]

4.3

Total number of classrooms and seminar halls

Response: 133

4.4

Total number of computers in the campus for academic purpose

Response: 549

4.5

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

2020-21	2019-20	2018-19	2017-18	2016-17
7125.97	6308.45	8330.73	8397.54	7546.3

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

With a vision to be one among the top five universities in the country that pursues excellence in every domain of its activity, the University has developed an eco system for innovative teaching, learning, and research and enterprisies activities through providing state of the art academic ambience and conducive environment while upholding social inclusiveness that contributes to the socio-economic development of the nation/region. All the programmes of the University are strategically designed to accomplish the vision and mission of UoC and to ensure that the outcomes are aligned with Outcome Based Education(OBE). Recently the University has restructured the curriculum based on OBE with a strategic goal of offering a high-quality learning environment that produces resilient, productive and confident graduates. All programs are designed to address university wide graduate attributes through defining Programme Outcomes /Programme Specific Outcomes, course outcomes and identifying them as knowledge, skills and values.

The approach adopted by the University to tune its programmes and courses to meet developmental needs is multi-pronged: To develop curricula under various faculties to meet the local, regional, national and global human resource needs in science; technology, humanities, language and liberal arts tracking the latest trends at various levels. At the same time, special focus is given for exploring and preserving regional and national cultural legacy and ethos by embedding their historical and social dimensions into appropriate programme and course contents. This approach helps the University to equip its graduates to confidentially capitalize the global level career prospects without compromising cultural values rooted in their real-life settings. This is well reflected in the course outcomes and programme outcomes.

Regional and local developmental issues and priorities are well addressed in the programmes like Commerce and Management Studies,Economics, Women Studies and Journalism and Mass Communication and so on. While MA Economics offers special emphasis on Kerala Model of Development, MA Women Studies gives focuses on Women Empowerment in Indian context. Commerce and Management Studies prioritizes Indian market economy experience as a critical component of its course content. MA in Journalism and Mass Communication gives a balanced priority to produce graduates for the cultural industry both in Malayalam and English.

The University follows to lay emphasis on regional and local priorities by running specific programmes like Folklore Studies, Tribal Studies, Kerala Studies etc. and courses like Kerala History, by which the institution successfully generates and transacts knowledge based on the social and historical experiences rooted in its immediate geographic location.

MSc Environmental Studies, MSc Geology, MSc Nanotechnology and other programmes in the science stream of the University are designed to address the sustainable developmental issues like climate

change, environmental protection, sustainable development, biodiversity conservation, materials challenges etc. which focus on global developmrntal needs.

In order to meet the graduate attributes, various skill enhancement courses and professional competency courses are introduced. Offered in the first and second semesters of PG Programmes, these courses ensure that the graduates are well equipped to meet the micro-level skills required to meet human resource needs and developmental priorities at various levels.

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

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

Response: 96.72

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

Response: 118

1.1.2.2 **Number of all Programmes offered by the institution during the last five years.**

Response: 122

File Description	Document
Minutes of relevant Academic Council/BOS meeting	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Details of Programme syllabus revision in last 5 years	[View Document](#)
Any additional information	[View Document](#)

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 93.77

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

2020-21	2019-20	2018-19	2017-18	2016-17
1922	1855	1724	1325	1258

File Description	Document
Programme/ Curriculum/ Syllabus of the courses	[View Document]()
Institutional data in prescribed format	[View Document]()

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response: 46.96

1.2.1.1 **How many new courses were introduced within the last five years.**

Response: 1113

1.2.1.2 **Number of courses offered by the institution across all programmes during the last five years.**

Response: 2370

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

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 95.45

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

Response: 42

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

1.3 Curriculum Enrichment

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

Response:

University of Calicut believes that the basic objective of education, particularly higher education, is to create a responsible citizenry that values democratic principles, pluralistic views, equitable and sustainable development and professional excellence. To achieve this goal, the University integrates into its curricula at various levels such as PhD, MPhil and Masters many cross-cutting themes and issues relevant to professional ethics, gender, human values and human rights, environmental protection and sustainability.

Professional Ethics: The curricula of programmes like MAs in Communication and Journalism, Library and Information Science, Psychology, Law, Management Studies, Folklore Studies, Sociology, etc. incorporate professional codes of conduct endorsed by the appropriate national and global professional bodies. This move is highly helpful to make the students industry ready with a value-based attitude.

Research Ethics: Aiming at imparting the fundamentals of ethics in research, the University introduced a special course titled Research and Publication Ethics at PhD programmes across all domains and a comprehensive plagiarism checking certification policy as part research regulations. As per the existing curricula, all research scholars, both at PhD and MPhil levels are to publish original articles with due authorship credits to their guides. This is to familiarize the researchers with the practical aspects of core research values like academic integrity, originality, intellectual property rights etc.

Human Values: The syllabi of MA Philosophy, Language and Literature, Political Science, Sociology, Economics, Mass Communication, Environmental Science, Law, and Women Studies deal with question of human rights, democratic values, gender sensitization, bioethics and medical ethics, environmental ethics, political dynamics of social inclusion and exclusion.

Social Justice and Gender Sensitization: Social justice and gender equity through the empowerment of the marginalized including women and tribal people is a critical priority of the University. To meet this objective, the University launched the Department of Women Studies. The curricula of the programmes focus on diverse themes and issues related to gender equity and women empowerment in Indian context in general and in Kerala situation in particular. Department of Sociology is also offering a core course on gender studies for MA programme. With a similar objective, the University started the Institute of Tribal Studies and Research (ITSR) at Wayanad, a district with major population of tribal groups. The ITSR offers graduate and post-graduate level programmes in Sociology for tribal students. Through ITSR, the University successfully implements its policy of academic inclusion and sets an example for academic outreach to the grassroots honoring their ethos and values and integrating these values to the curricula.

Environmental Sustainability and Disaster Management

As the present century addresses a plethora of issues related to the environment, the course and curriculum of most of the programs especially in the School of Bio Sciences are designed to provide students with opportunities to address them from a local or regional standpoint. The curricula address awareness and action programs on environmental issues like resource depletion, pollution and climate change in line with

the sustainable development paradigm interlinked Sustainable Development Goals of the UN Agenda for 2030.

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

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

Response: 29

1.3.2.1 **How many new value-added courses are added within the last five years.**

Response: 29

File Description	Document
Institutional data in prescribed format	[View Document](#)
Brochure or any other document relating to value added courses	[View Document](#)
Any additional information	[View Document](#)

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 18.39

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

2020-21	2019-20	2018-19	2017-18	2016-17
1643	50	32	0	0

1.3.4 Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).

Response: 49.87

1.3.4.1 **Number of students undertaking field projects or research projects or internships.**

Response: 940

File Description	Document
List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template)	View Document
Any additional information	View Document
Link for additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: A. All 4 of the above

File Description	Document
URL for stakeholder feedback report	View Document
Institutional data in prescribed format	View Document
Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

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

File Description	Document
Institutional data in prescribed format	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Demand Ratio (Average of last five years)

Response: 24.57

2.1.1.1 **Number of seats available year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
847	835	788	866	864

File Description	Document
Demand Ratio (Average of Last five years) based on Data Template upload the document	[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 (Excluding Supernumerary Seats)

Response: 96.16

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

2020-21	2019-20	2018-19	2017-18	2016-17
404	407	361	346	336

File Description	Document
Average percentage of seats filled against seats reserved (Data Template)	[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:

Educating the underprivileged, including the tribal community, in the backward districts of Northern Kerala and the first-generation learners is a matter of pride for UoC. Systematic student assessment and remedial teaching are followed for needy students, wherefore substantial autonomy is allowed to the departments/centers, to provide options for aiding slow and advanced learners, from induction up to programme culmination. The OBE system and its outcomes are reflected in the Academic and Examination Manual where Bloom's Taxonomy plays a significant role, for almost all academic programmes. The Learning Outcomes stated are quite measurable. The outcomes are assessed and measured to identify the extent to which goals are accomplished by the learners via a system of Continuous Internal Assessment.

UoC takes a keen interest in assessing the knowledge gaps and learning requirements of the students. Annually, the departments conduct induction /orientation programmes and give freshers an opportunity to express themselves, wherein the students familiarize themselves with the institution, its activities, facilities, rules and regulations and code of conduct. Some departments conduct a prognostic test, especially to identify slow and advanced learners, who are then supported through bridge courses, induction programme, theatre workshops, quizzes, test papers, assignments, and relevant extra-reading materials. These activities enable learners for self-regulation and self-evaluation of their learning and permit teachers in identifying students' extra interests or weaknesses. Accordingly, measures are taken in addressing the needs of students at varied competence levels. Scheduled tutorial classes and mentoring programme provide slow and advanced learners with special tasks to address their specific needs.

The Mentor-Mentee interaction keeps the faculty in constant touch with slow learners, thereby stimulating their overall personality development. Tutorial classes addressing academic and other problems are taken as a remedial measure for slow learners. Slow learners receive due attention, both inside and outside the classrooms, with a focus on identifying and nurturing their skills and talents to boost their confidence and allowing them to bloom. For this, students under different faculties also attend value-added courses in communication skills, personality development and soft skills and other courses of contemporary relevance. The structured student academic counseling process of the University augments these activities.

Advanced learners are advised to refer higher-level study materials, and are encouraged to make presentations, write papers, and participate in international/national conferences/seminars/workshops etc. They are encouraged to attend competitive examinations, write articles for departmental magazines, and undertake editorial works.

UoC curricula facilitate student-centric learning with Group Discussions, Flipped Classroom, Meta Plan, Roleplays, Triple Feedback, Collaborative Learning, Peer Tutoring, Quizzes, Simulation and Gaming. The students gain skills in critical thinking, communication, group cohesiveness and learning. Summer Internships of 8-12 weeks are considered as an integral part of the curriculum.

Apart from the extra-curricular activities organized by the Departmental Student's Union, departments organize activities that promote leadership skills. Many departments regularly arrange lectures by scientists and public figures, corporate connect programmes, and industrial visits to facilitate the exposure of students. Moot court sessions, art exhibitions, community outreach programmes and entrepreneurship awareness enhance teaching and learning experiences in different disciplines.

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

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

Response: 12:1

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:

UoC strives to shift the balance of power in learning from faculty to the learners, by designing courses inbuilt with active involvement and participation of students in learning within and beyond classrooms, facilitating and supporting student-responsibility of learning, and building the principle of student-centeredness in purpose and processes of evaluation.

Students are involved in projects/ dissertation work guided by faculties/scientists in and out of the campus. They participate and involve in various co-curricular activities and outreach programmes organised in collaboration with sister departments and other reputed institutions/organisations. Visits to botanical garden/museum, field trips, study tours, industrial and institutional visits are also part of the curriculum of different courses. Erudite lectures, frontier lectures, endowment lectures, extension lectures etc. allow interaction with experts of various areas on relevant academic, socio-cultural, and environmental issues. Students imbibe experiential learning partly through the curriculum itself via diverse practical sessions in the laboratory besides the end-semester project work. Provision is made to regularly update the PG and Research labs to be on par with the advanced laboratory/research technologies. Opportunities for student participation are provided in diverse curricular and co-curricular fora like seminars, conferences, lectures, literary and cultural events, various club activities in the domains of art, dance, theatre, music, and other performing arts in and out of the campus.

For augmenting learning outside the classroom, some departments have different clubs with activities including weekly discussions, group discussions, open debates, screenings of films and plays etc. Special programmes like extension lectures, capability enhancement programmes, motivation lectures, personality development programmes, and leadership training also boost the learning level and general outlook of the students.

Most of the science departments have summer internships and dissertation projects (carried out in collaboration with industry, R&D laboratories, other Universities etc.) as part of their curricula. Faculties of Social Sciences, Humanities and Arts provide opportunities for field experiences through projects,

internships and dissertations. Besides dissertation, some students obtain and analyse acquired data, prepare term papers and technical write up etc. beyond writing review papers on their topic of interest. This type of training helps them in conceptualizing ideas, developing hypothesis and experimental designs, performing experiments, interpreting results, writing project reports, and presenting results in seminars/conferences. Students also contribute to the University newsletter published by the Department of Mass communication and journalism.

The National Service Scheme of the UoC plays a major role in community-oriented activities that enhance students' social awareness and skills. The CDMRP, a unique extension centre of the Department of Psychology, approved as the UNESCO Chair of Community based Disability Management Rehabilitation studies, provides comprehensive, evidence-based disability management and rehabilitation services to children with developmental disabilities through a community approach, and act as an authentic platform to conduct need-based training and awareness programme in areas of disability and rehabilitation. The UNESCO Chair on Indigenous Cultural Heritage and Sustainable Development established recently (Tribal studies) aims at excellence in academics of students belonging to indigenous communities through exchange of experience and knowledge between universities and other higher education institutions in India and abroad.

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

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

UoC has implemented the Learning Management System (LMS) under the Open Source based MOODLE platform to support e-Learning integrated with the Big Blue Button/Google Meet/Webex for the conduct of LIVE classes. Online Hands-on Training Programme on MOODLE was provided for the faculty members by the joint initiation of EMMRC, Department of Computer Science and IQAC. The teaching, learning and assessment activities of the University teaching Departments are carried out by the support of this facility especially during the Covid-19 pandemic. Effective teaching strategies are adopted, which include, classroom teaching, seminars, assignments, test papers and internal assessments. There are 468 courses present in the MOODLE platform, with a total number of enrolled students 1979. Other teaching platforms adopted include Google classroom, Google meet, Zoom, Microsoft teams etc.

ICT based communication are part of daily instructional process in UoC. Classrooms are equipped with essential ICT facilities to provide an interactive mode of teaching-learning, engaging students in meaningful discussions, both individually and in groups. Individual and group presentations, seminars & assignments, role plays, survey-based fieldwork & projects all make use of ICT facilities, within and off the campus. ICT is utilized by the Departmental subject associations to routinely conduct various extension activities, such as workshops and lectures by experts to elevate students' knowledge and keep them abreast with global academic and research advancements. Computer-aided model development

through visual aids like 2D/3D structures is adopted in Microbiology, Nanoscience and Technology, Chemistry, Physics, Biotechnology etc. UoC has a transparent and continuous internal assessment system, which is strictly streamlined through ICT.

Other supporting establishments in the University including the general library and the Educational multimedia research center (EMMRC) provide constant support to the faculty members as well as students. EMMRC, dedicated for supporting the academic ambience of the University, promotes the development of e-contents and MOOC courses and modules by the faculty members. The CHMK Central library is networked with the departmental libraries and is stacked with relevant and latest textbooks and reference materials, the details of which can be accessed from anywhere anytime. With a collection of 45000 digital books and 7032 E-journals, students have easy access to e-resources, e-books, e-journals through a digital resource center available at the central library through UGC- INFLIBNET. Physically challenged students and teachers also have separate advance facility in CHMK Central Library to access the library resources.

Students in School of Drama, Music and Mass Communication and Journalism, utilize ICT to articulate their views through stage performance, individual and group performances, videography, posters, cartoons, photographs, and multimedia presentations. In Life Sciences and Biotechnology departments, students are encouraged to work on projects of interdisciplinary nature. Central sophisticated Instrumentation Facility (CSIF), a well-equipped laboratory with sophisticated equipments for life/basic sciences and technology, facilitates all science students for hands-on learning and exposure. Students and teachers at the university can have free access to all sophisticated equipment's housed in CSIF. The CHMK central library and Botanical Garden as well as Toch and Fell Garden provide necessary provisions for physically challenged students for extra learning and exposure.

File Description	Document
Upload any additional information	[View Document](#)
Provide link for webpage describing the " LMS/ Academic management system"	[View Document](#)

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

Response: 12:1

2.3.3.1 **Number of mentors**

Response: 160

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: 56.36

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

2.4.2 Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. year-wise during the last five years

Response: 95.82

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
151	110	129	131	132

File Description	Document
List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years	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: 14.24

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

Response: 2278

File Description	Document
List of Teachers including their PAN, designation, dept and experience details	View Document
Any additional information	View Document

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

Response: 27.13

2.4.4.1 **Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years**

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

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

2.5 Evaluation Process and Reforms

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

Response: 32.48

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

2020-21	2019-20	2018-19	2017-18	2016-17
18.52	58	29.61	31.22	25.03

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

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

Response: 0.09

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

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

File Description	Document
Number of complaints and total number of students appeared year wise	[View Document](#)
Any additional information	[View Document](#)

2.5.3 IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

Response:

During the past few years, the examination wing has undergone remarkable changes in terms of automation, and online processing, which has brought efficiency and transparency to the examination management system. With an increasing number of students and new courses, the online management of the examination system and its automation is critically important to overcome new challenges in the examination wing. Right from the introduction of Choice-based Credit Semester system (CCSS) on the campus, the diversity and exercise of choice of students are expanded to a great extent, and subsequent changes in the course structure and examination are taken care of by this automated system. Automation includes e-application forms, entrance test syllabi, admit cards, examination date sheets, results, and other notifications. Through this, the University has acquired large data of applicants together with academic performance, as input for further planning and development of the academic programmes in the campus and affiliated colleges.

Online payment facility is available for remitting charges of admission fee, exam fee, duplicate mark sheets, attestation/ verification of mark sheets, eligibility certificate, degrees and transcripts, provisional certificate, and degree certificate via a secured payment gateway. Each Programme/ Course is uniquely

identified in the automated system using specific codes and is regularly updated by the office with revision/introduction of new programmes and courses based on inputs from concerned departments/centers. Verification and approval of admit cards and e-Forms are managed by the HoDs/Directors. Each faculty member acquires a login/password to enable online submission of marks of theory, practical, dissertation and internal assessment. The entries on the system are cross verified. Digital printing of Mark sheets/Degree certificates is made with non-tearable paper with in-built security features like a seal, rainbow printing, watermark, encrypted barcode etc.

Transfer of Question papers from Pareeksha Bhavan to the examination centers is online, through a dedicated and secure system which are printed at the receiving end. The evaluation of PhD thesis is taken care of by the office of the Directorate of Research. The Adjudicators are advised to evaluate the thesis using soft copies and hard copies are provided only on request to save time and money. Similar upgrading is effected for M. Phil. programme also.

Since 2013-14, the University is following the online process for new admissions. All the works related to entrance tests for all courses/programmes are administered online by the office of the Directorate of Admissions. Entrance tests are conducted offline across the state. Students from the UT of Lakshadweep are admitted through the Directorate of UT administration. These initiatives have enabled error-free results delivery in a time-bound manner, right from the entrance examinations to results declaration. Technical Helpdesk is available through SUVEGA, unique IT supported system to the students from 10 am to 5 pm offline. Voice recording system is also made available to provide efficient support for the students. Besides, dedicated support is provided through contact details on the web portal**.**

File Description	Document
Year wise number of applications, students and revaluation cases	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.5.4 Status of automation of Examination division along with approved Examination Manual

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

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

2.6 Student Performance and Learning Outcomes

2.6.1 The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

Response:

UoC is committed to being at the forefront of providing quality education to students and to be a catalyst in moulding and igniting their minds and bringing about a bright and sustainable future for the country as stated in our Motto, '*Nirmaya karmana Sree'*. The expected and defined outcome of all programmes of UoC is reflected in the Graduate Attributes of the University, a set of competencies, skills abilities, and values that the students should develop, within their course of study. As dreamt by the founders of the UoC, it strives to accomplish its vision **to pursue excellence in teaching, learning, research, and outreach and to become the best among the Universities in India**.

The programme and course outcomes of all the programmes offered by UoC are provided on university/department web pages, to educate the students on learning outcomes, in terms of critical and analytical skills, creativity and competencies. This information enables students to select different programmes of their choice and to understand how the programme would develop their talents, skills, abilities, and competencies through the selected course of study. Some departments/centers have separately provided additional information on specific programme outcomes, placement possibilities and learning outcomes through brochures, leaflets, etc. which are made available to the public by floating on the UC webpage or department/center webpage. Some departments/centers also use social media platforms to share such information to provide additional information about the programme. Some of the key attributes of the programme/course outcomes, depending on its nature are:

1. Knowledge depth is expected to be acquired in the subject domain for theoretical and practical learning outcomes.
2. Critical thinking, Creative thinking, decision-making, interpersonal and leadership skills, behavioral change, and opportunities for personal development.
3. Scope for creativity, research, innovation, and entrepreneurial enhancement.
4. Scope for acquiring inter-disciplinary and multi disciplinary knowledge.
5. Training, skill enhancement, and placement.
6. Understanding, regional, national, and global diversity perspectives.

UoC continue to serve the nation through high-quality teaching and research, by developing competent, skilled, and sensitive human resource that would be an asset to any developing nation like India. Through national and international collaborations in research and teaching, UoC is making efforts to become a world-class teaching-cum-research university adopting the best national and international practices. UoC is committed to offer a pleasant learning experience, without compromising intellectual freedom and critical research opportunities in frontier areas of primary concern to our nation. Programmes offered by UoC are therefore synchronized with this idea and vision and are geared to realize the course/programme outcome in terms of creating highly competent and skilled men and women.

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

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

Response:

The University through its academic activities makes sure that the significant graduate attributes such as knowledge, intellectual depth, creative and critical thinking, and problem solving, teamwork and communication skills, professionalism, leadership qualities etc. are inculcated in the student during the teaching-learning programme. As per the University guidelines, at least two written tests (unit tests and model examination) and one seminar presentation are held for internal assessment. Different teaching departments of the University, like the school of Drama, Folklore, Music, Journalism, Education, Physical Education etc. have developed several additional tools to assess the attainment of intended outcomes of courses/programmes. The placements of students, the research outcomes, achievements in co-curricular/extracurricular activities, awards, fellowships, scholarships for students, performance in professional examinations etc. are also taken as an index of the attainment of POs and PSOs. The feedback from the employer and alumni also contribute to the assessment of the programme outcome. Most of the new courses started at UoC have focused on students' gaining in-depth knowledge in the field of study with sufficient interdisciplinary/transdisciplinary or cross-domain perspectives and capacity building for creativity, innovation, analytical and problem-solving competencies, decision-making capabilities, skill enhancement and employability. Programmes of Humanities and Languages streams specifically focus on improving interpersonal skills, communication competence, emotional intelligence, team/independent work capability; team/collaboration skills; time management and leadership qualities. These play a critical role in producing a good human being who is committed to the community, society, and environment, and can fruitfully contribute to Nation building. The minority coaching center of the University provides free coaching to students of these categories for competitive examinations. Many students of these categories have already cleared such examinations and serve the nation in different capacities at different places. The placement and Employment information and Guidance Bureau of UoC also conducts various programmes in this direction to equip the students for different State and National level examinations. A few faculty members of the University extend voluntary service to these coaching centers. Through multilevel

feedback as well as formal and informal means, the teaching departments/centers identify the shortcomings, if any, and rectify the same in due course of time.

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

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 98.53

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

Response: 605

2.6.3.2 **Total number of final year students who appeared for the examination conducted by the Institution.**

Response: 614

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.74

File Description	Document
Upload database of all currently enrolled students	[View Document](#)
Upload any additional information	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

The university follows a well-defined policy regarding research and actively supports regular up-gradation of its facilities. Being a state university, there is an Academic Council, Reasearch Council and Syndicate to monitor, assist and guide research activities in the University. The University has an established research policy document (https://iqac.uoc.ac.in/images/Policy_Documents/Research_Policy_C U.pdf) which envisages promotion of high quality research and encourages innovation and entrepreneurship. A doctoral committee/Research Admission Committee is associated with every research department. The committee monitors research in departments right from admission of research scholars to their final open defence. The teaching departments, the primary centres of research, augmented ably by the Central Sophisticated Instrumentation Facility (CSIF, https://csif.uoc.ac.in/) which hosts bigger experimental facilities that are not only shared by multiple science departments of the University but also extends the research facility and expertise to researchers outside the campus. The CSIF also fosters the idea of collaboration between different departments. Currently CSIF hosts facilities like Field Emission Scanning Electron Microscope (FE-SEM), BET Surface Area Analyser, CHNS Analyser, Ultracentrifuge, System Microscope, Differential Scanning Calorimeter (DSC), Thermo Gravimetric Analyser (TGA), UV-VIS-NIR Spectrophotometer, Real-Time PCR, Inductively Coupled Plasma Mass Spectrometry (ICP MS) Guidelines 2, Atomic Force Microscope (AFM), Liquid Chromatography-Mass Spectrometry (LCMS), X-RAY Fluorescence Spectrometer, FT, Raman Spectrometer, Fast Protein Liquid Chromatography (FPLC), Powder X-Ray Diffractometer, Cell Sorter (Flow Cytometry), and FTIR Spectroscopy and Imaging. In order to facilitate research and unify its efforts, the University established a Directorate of Research (DoR, https://dor.uoc.ac.in/) which handles all research activities of the campus. The DOR also has a Research Council to monitor and regulate research activities of the University. In addition to the eminent academicians and deans, it also contains a student as its member. Recently, the University has started Directorate of Projects for giving more thrust to conduct sponsored research with external funding. In order to facilitate fast and easy adoption of research among newly recruited faculty, University initiated seed money grant. Eventhough Covid 19 and associated lock-downs hindered its progress, the University has already signed a memorandum of understanding with Kerala Start-up Mission to setup a Fabrication Laboratory (FabLab) in the campus.

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

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

Response: 18.93

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

2020-21	2019-20	2018-19	2017-18	2016-17
94.625	0	0	0	0

File Description	Document
Minutes of the relevant bodies of the University	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	[View Document](#)

3.1.3 Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.

Response: 2.79

3.1.3.1 **The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
5	2	3	5	4

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of the award letters of the teachers	[View Document](#)

3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years.

Response: 480

3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
74	107	94	87	118

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

3.1.5 Institution has the following facilities to support research

1. **Central Instrumentation Centre**
2. **Animal House/Green House**
3. **Museum**
4. **Media laboratory/Studios**
5. **Business Lab**
6. **Research/Statistical Databases**
7. **Mootcourt**
8. **Theatre**
9. **Art Gallery**
10. **Any other facility to support research**

Response: A. 4 or more of the above

File Description	Document
Upload the list of facilities provided by the university and their year of establishment	[View Document](#)
Paste link of videos and geotagged photographs	[View Document](#)

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)

Response: 2.94

3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST , DBT, ICSSR and other similar recognitions by national and international agencies.

Response: 1

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-version of departmental recognition award letters	[View Document](#)

3.2 Resource Mobilization for Research

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

Response: 25

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	25	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of the grant award letters for research projects sponsored by non-government	[View Document](#)
Any additional information	[View Document](#)

3.2.2 Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).

Response: 1864.99

3.2.2.1 **Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).**

2020-21	2019-20	2018-19	2017-18	2016-17
690.33	62.64	166.93	572.14	372.95

01-06-2022 11:47:11

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for research projects sponsored by government	View Document

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

Response: 1.31

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

Response: 42

3.2.3.2 **Number of full time teachers worked in the institution year-wise during the last five years..**

Response: 160

File Description	Document
Supporting document from Funding Agency	View Document
Institutional data in prescribed format	View Document

3.3 Innovation Ecosystem

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

Response:

As a premier hub of higher education and training, universities offer not only learning and research in different discipline, but also encourages students and researchers for finding answers to the problems faced by the society, in the form of prototypes, products and solutions, there by develops an innovation ecosystem in and around its jurisdiction. An individual or a team of student entrepreneurs perceive these hurdles faced by the society with utmost empathy and take-up the challenge as an innovator and finds a way-out in the form of a scalable prototype or a business model, so that the solution may come as an affordable entity. But many a time, due to high risks involved, a significant proportion of these ventures had to be closed due to lack of funding, bad business decisions, lack of market demands, competition from other ventures, government policies etc. or a combination of all these. Due to these reasons, many brilliant students and researchers are often reluctant to take-up the challenge despite their path-breaking and innovative ideas. To overcome these issues the University of Calicut has taken a lot of initiatives.

 To nurture an entrepreneurship culture and a start-up ecosystem in and around and being a support to the industries and ventures a vibrant team have been established. A University-Industry linkage cell and the team is committed to look in to the issues related to the academia-industry related matters. Under its

umbrella, a couple of one day workshops had been conducted, where, almost all the industrial representatives within the university jurisdiction and faculty members of all disciplines have enthusiastically attended, which opened up a lot new avenues to the university, while the industry perceived the events as a stepping stone for helping them or supporting them to overcome their technical challenges.

University is in the process of starting an incubation centre in the campus with 8000 square feetarea exclusively for this purpose, where start-ups would be given space at subsidised rate for developing their ideas. A Fab lab(Fabrication Laboratory) is in the prime establishment agenda with the financial support of the Kerala Start-up Mission(KSUM) within the incubation centre. Further, the university has been approaching different funding agencies for establishing various additional facilities in the incubation centre helpful for prototype development and testing, so that the new ideas can be materialized to prototypes internally. A central sophisticated instrumentation facility(CSIF) with 21 high-end costly equipment has been setup in the campus, which can cater the need of testing the samples with extreme precision, which also give priority to start-ups and industrial samples. We periodically conduct workshops for students and general public on newer technologies, encourage farmers and small-scale entrepreneurs to discuss issues related to their activities to suggest remedies from the basic science expertise.

UoC hope that these efforts would give a boost to start-ups and new entrepreneurs to tackle hurdles and challenges and give a boom in the number of start-ups in the coming years and build up an innovation ecosystem in and around the University of Calicut.

File Description	Document
Upload any additional information	View Document

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development during the last five years.

Response: 523

3.3.2.1 **Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
127	88	85	94	129

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.3.3 Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.

Response: 142

3.3.3.1 **Total number of awards / recognitions received for *research /* innovations won by institution / teachers / research scholars / students year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
27	33	31	24	27

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

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website	[View Document](#)
Any additional information	[View Document](#)

3.4.2 The institution provides incentives to teachers who receive state, national and international recognitions/awards 1.Commendation and monetary incentive at a University function 2.Commendation and medal at a University function 3. Certificate of honor 4.Announcement in the Newsletter / website

Response: B.. 3 of the above

File Description	Document
Institutional data in prescribed format	View Document
e- copies of the letters of awards	View Document

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

Response: 3

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

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

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

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

Response: 4.64

3.4.4.1 **How many Ph.D's are awarded within last five years.**

Response: 557

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

Response: 120

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
URL to the research page on HEI web site	View Document

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

Response: 11.88

3.4.5.1 **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
348	262	294	346	371

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

3.4.6 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: 4.5

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

2020-21	2019-20	2018-19	2017-18	2016-17
79	113	140	127	155

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

3.4.7 E-content is developed by teachers :

1. **For e-PG-Pathshala**
2. **For CEC (Under Graduate)**
3. **For SWAYAM**
4. **For other MOOCs platform**
5. **Any other Government Initiatives**
6. **For Institutional LMS**

Response: B. Any 4 of the above

File Description	Document
Institutional data in prescribed format	View Document
Give links or upload document of e-content developed	View Document

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

Response: 6.09

File Description	Document
Bibliometrics of the publications during the last five years	View Document

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

Response: 31

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.

Response:

University being a power house of knowledge generation, it is keen in outspreading the scientific finding to new inventions, products, solutions and services that benefit industries and the society as well as finding solutions to both groups. UoC has a Directorate of Consultancy (DoC), which has defined set of mandatory activities. DoC also has a clear vision, mission and objectives. DoC has set guidelines for undrertaking consultancy either invidually or department wise. Stepwise procedure for undertaking consultancy services are illustrated in the guidelines, including the receipt of funds and sharing of the same between the consultant/department. For initiating and monitoring the consultancy activities an Advisory Council is formed, chaired by the Voce Chancellor.

Dr. Gopinathan. C, Associate Professor, Department of Biotechnology has filed three patents of which one is granted and two others have been published and reached the stage of first examination report. In addition, he has also developed three technical know-hows for solid waste treatment, hi-tech oyster mushroom production and high-rate waste water treatment. He has already been appointed as technical consultant for Calicut Corporation, Union territory of Lakshadweep and Mahatma Gandhi University,

Kottayam for waste management projects. He has already made an understanding with M.G. University, Kottayam for hi-tech mushroom production, which the university plans to implement through its innovation foundation. He has also offered to share the technical know-how of hi-tech oyster mushroom cultivation for the benefit of tribal students at Institute of tribal studies and research (ITSR), Chethalayam, Wayanad, setup by University of Calicut. Black water Pvt. Ltd., Navi Mumbai has agreed to commercialise the patent already granted on the topic "Cost effective production of Bacillus thuringeinsis for the production of bio pesticide against mosquito larvae".

Dr. P. Raveendran's group from Department of Chemistry is pursuing problems related to the utilization of carbon dioxide as an industrial solvent being a greener alternative in three major areas: pharmaceutical industries, textile industries and in agriculture. In pharmaceutical industries, tuning solubility and bio variability are challenging issues when active pharmaceutical ingredient is weakly water soluble. His group could tune the group solubility (increasing/decreasing) and drug delivery time, and this idea has been under the review in the patent office. He could successfully reduce the urea loss in the fertilizers by combining with other compounds which enhanced the urea release time by which the fertilizer could be completely absorbed by a plant.

At UoC, consultancy revenue is generated from various sources such as 1) plant identification process related to the activities of Calicut University Botanical Garden, 2) consultancy related to various facilties and services available in the Departmet of Physical education, 3) consultancy provided for sample analysis at Central Sophisticated Instrumentation Faciltiy (CSIF) to various other research institiutions and industries. UoC is in the path of involving more faculty/departments for providing consultancy, keeping in view of the huge potential that exists in this area, and to give it a further boost by promoting such activities at the institute level.

File Description	Document
Upload soft copy of the Consultancy Policy	[View Document](#)
Upload minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy	[View Document](#)
Paste URL of the consultancy policy document	[View Document](#)

3.5.2 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 47.05

3.5.2.1 **Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2020-21	2019-20	2018-19	2017-18	2016-17
26.73	11.95	4.02	2.53	1.82

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts indicating the revenue generated through consultancy	View Document

3.6 Extension Activities

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

Response:

The UoC with its motto "Nirmaya Karmanasree" heralds its commitment towards holistic growth of its students. The NSS unit of UoC is quite vibrant and undertakes extension activities spanning five districts. Programmes include but not limited to awareness on Swach Bharat Abhiyan, Anti Narcotic Training of Trainers Workshops, VISAKA – Vittiya Saksharatha Abhiyan, PULSE POLIO Immunization, creating Campus Bio Diversity Parks, promoting and engaging in agriculture, water conservation, waste management and anti-corruption activities. During floods in 2019 and 2020, the members of the NSS took leadership in co-ordinating relief operations and supply of essential food and other goods. Kerala State Award for the Best NSS Cell and Best Programme Coordinator for 2016-2017 was awarded to the UoC. One of the flagship programmes of the NSS unit in 2017-18 was the Abhayam – Suvarna Jubilee Bhavana Padhathi, where 50 houses were constructed and delivered to the needy within the five districts where UoC prevails. Now the plan is extended to construct 250 houses. UoC is also active in social welfare programmes in and around the campus.The NSS won many prestigious awards the top one being the Best Programme Coordinator National Award, 2018-19 (declared in 2020) conferred to Mr. Valsarajan P V of UoC.

Every department is involved in many extension activities by sharing their expertise on a wide variety of topics like science popularisation, gender equity and physical fitness to the society surrounding. In many such activities students from outside university is also allowed to participate. The department of Physical education actively organises summer coaching camp for students in the 7-18 age group in an attempt to improve their talents as well as physical fitness. Coaching by experts is provided in disciplines like athletics, baseball, basketball, boxing, chess, cricket, football, handball, judo, kho-kho, softball, taekwondo and volleyball. Training is also conducted in swimming. Another noteworthy extension activity is conducted by the department of botany, where training to preserve nature is given by guided visit to students from nearby schools to the Calicut University Botanical Garden. The garden sprawls over 19.5 acres with a shallow basin encompassed by the slopping terrains except for a narrow gap on the southern side where it slides down to a small transitory reservoir, providing diverse habitats and niches for a variety of plants. It also hosts a touch and feel garden for differently abled.

During Covid 19 pandemic, the department of Life Sciences distributed sanitisers by giving training to students from various departments to prepare hand sanitiser.

As part of its commitment to the upliftment of marginalised sections of the society, UoC has entered an MoU with the United National Educational and Cultural Organisation to setup a UNESCO CHAIR on INDIGENOUS CULTURAL HERITAGE AND SUSTAINABLE DEVELOPMENT in order to promote

an integrated system of research, training, information and documentation on the life and culture of indigenous people of the state of Kerala and Lakshadweep from multiple perspectives.

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

3.6.2 Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years

Response: 8

3.6.2.1 **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
0	3	3	1	1

File Description	Document
Institutional data in prescribed format	View Document
e-copy of the award letters	View Document

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

Response: 98

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

2020-21	2019-20	2018-19	2017-18	2016-17
26	30	21	11	10

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 69.25

3.6.4.1 **Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
560	963	1960	650	1690

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.7 Collaboration

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

Response: 56.8

3.7.1.1 **Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
70	59	58	51	46

File Description	Document
Institutional data in prescribed format	View Document
Copies of collaboration	View Document

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

Response: 37

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

2020-21	2019-20	2018-19	2017-18	2016-17
11	9	7	5	5

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of the MoUs with institution/ industry	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The University is equipped with all advanced facilities for running its postgraduate and research programmes effectively. The campus spreads over an area of 520.46 acres with the main campus and off-campus centres. The total built-up area of the building used to run academic programmes, basic facilities and administration constitute 2,01,918.25 m2. The facilities include fully digitized and semi-digitized classrooms, centralized and decentralized science laboratories, animal house, herbariums, museums, manuscript library, departmental libraries, computer labs, and production studios in addition to seminar halls and conference facilities, all organized under nine schools.

Classrooms: The majority of our classrooms are fully digitized, equipped with LCD projectors, dedicated screens, visual presenters, LED television, smart boards and LAN /Wi-Fi-enabled computer systems and all others are semi-digitized classrooms equipped with LAN connection and facilities for students to use their personal computers. The classrooms have tripod/wall-mounted black/green boards, high-quality rub-wood furniture including tables, chairs and bookshelves. RO filtered drinking water and restroom facilities are available adjacent to the classrooms.

Departmental Labs: Science Departments house common and specialized laboratories with latest equipment and materials and are managed by qualified staff.

Common Labs: The Central Science Block houses a Centralized Science and Instrumentation Facility (CSIF) that carries out analysis of samples received from our various departments as well as from external agencies and industry. The sophisticated instruments at CSIF are maintained by trained technicians.

Specialized Centres: A separate Centre for molecular biology and an inter-university centre for plant biotechnology provide additional facilities to researchers in UoC and from outside.

Animal House: UoC has an animal house serving as an extended lab for the students and researchers and is functioning in accordance with MoEFCC guidelines on the use of animals in research.

Departmental Academic Libraries: In addition to the CHMK Central Library, all the 34 departments have separate domain-specific academic libraries with thousands of books, e-journals, MOOC contents, databases, archives, online and offline research journals. These KOHA-enabled automated libraries are managed by qualified information professionals.

Studios: There are three well-equipped multimedia studios on the campus for e-content production and training. They are located at Educational Multimedia Research Centre, MHRD- PMMYTL Centre and the Department of Journalism and Communication (D-JMC). In addition, the D-JMC has a sound studio as well for podcast production training.

Theatres and Black boxes: School of Drama and Fine Arts has theatres and black boxes and School of

Folklore Studies has *Kuzhikkalari*, a martial arts training centre, as extended classrooms.

Museums, Archives and Manuscript Library: UoC has a multidisciplinary museum as a common facility and a newseum for media studies and entomology museum for Zoology, herbarium for Botany, and Observatory for Astrophysics, archive for History and manuscript library for Language and Cultural studies.

Meeting Spaces: In addition to the Open-Air Theatre, 460-seated auditorium, 410 seated seminar complex, the University has many medium spaces like Tagore Hall, CSIF Hall, Commerce Hall and Mathematics Hall for academic gatherings. Every department has two or more mini-seminar halls for internal programmes.

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, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)

Response:

UoC maintains excellent facilities and infrastructure to create a vibrant socio-cultural and sporting environment on the campus. For student community with vim and vigor, the campus has everything to offer: outstanding amenities for sports and games, the cyber spot for net browsing, 'Students Trap' for free time hang-out, a beautiful park with tete-a-tete corners, cafes and parlors, open-air theatre, yoga centre, bookshop, film society and cultural evenings.

Sports and Games: The sporting facilities on the campus are first-rated: UoC Sports Complex includes Asia's largest natural stadium with 1 KM circumference, and is equipped with floodlights and large pavilions, galleries of one lakh seating capacity, athletic tracks, synthetic tracks, two grass football fields, all with international standards. Uoc has an indoor stadium, swimming pool, gymnasium, health and fitness centre, yoga centre, handball court, basketball court, Kho-Kho court with roof, Volleyball court (2), Cricket Nets (2), Kabaddi court, Tennis court (2), Boxing ring, Taekwondo Court, Adventure sports park, Multipurpose wall, canoe and kayak, equipment store, Table tennis board, and sports hostel. Maximum utilization of these facilities helps UoC sports stars to fare well in national and international playoffs.

The university gymnasium (30 m length, 20 m breadth), offers excellent facilities for the physical fitness of the students and staff. The well-equipped health and fitness center, which is 3500 square feet, can hold 50 persons at a time. A yoga trainer at the physical education department conducts classes to students of other departments on request. The women's Recreation Centre functioning at the University campus also runs gymnasium, health clinic, and yoga classes for students and employees.

Cultural Life: The closely-knit, yet diverse, residential campus that serves, as an inspiring springboard for study and personal growth is central to the cultural life here. Open theatre, Seminar Complex, Open Stage,

and Student Trap, all equipped with light and sound equipments, are our common spaces for cultural events. All teaching and research departments have dedicated spaces for their internal programs like film screening, drama, music concerts, etc. For theatrical production and workshops, Prof. S Ramanujam Studio Theatre Lab and the scenography lab at the School of Drama are used. UoC houses three studios for multi-media production.

Calicut University Little Theatre (CULT) Children's Art and Recreational Theatre (CART) at School of Drama and Fine Arts organize theatre workshops for children. International Theatre Festival of Kerala (ITF-K) in collaboration with Kerala Sangeetha NatakaAkademy, Transgenders Play workshop, first time in India in collaboration with Kerala Sangeetha Nataka Akademi are some notable regular events. Departments and Chairs celebrate cultural festivals like Onam, Vishu, Eid, and X-mas.

University organizes cultural evenings on the campus in association with SPICMCAY, Kerala Sangeetha Nataka Academy, Chalachitra Academy and such cultural agencies. Departmental Students Union conducts Zonal Arts Festivals and Inter Zone Arts Festivals. UoC Staff has cultural bodies like Rachana, Artacia that organize cultural events and run special classes in drawing and painting, dance, and other art forms.

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

4.1.3 Availability of general campus facilities and overall ambience

Response:

The campus offers all the facilities to enhance its academic ambience at its fullest and ensures their proper maintenance with proper strategies and mechanisms.

Green Campus: Nestled in a lush green landscape on the flanks of the national highway, the campus offers a relaxing ambience to its community. The creative use of landscape and sustainable building technologies ensures ample space for active engagement and quiet reflection. The artistically laid out University Park, home to several rare varieties of plants, has all the facilities for meaningful, free-time interaction. Adjacent to it is located the Students' Trap**,** the centre of campus life and activities. Established in 1971 Calicut University Botanical Garden (CUBG) has evolved into an excellent centre of biodiversity and *ex-situ* conservation of tropical Indian flora and exotic species. The campuses at Wayanad and Thrissur are also rich in lush green vegetation.

Accessibility: The campus is located hardly 25 km from the historic city of Calicut and 10 km from the Calicut International Airport. The nearest railway station is at Feroke, 13 km from the campus. The campus is well connected with internal roads and an efficient transport facility and has ample parking spaces at different locations.

Student Friendly Ambience: For students, the campus has everything to offer: a cyber spot for net browsing, 24 hours reading room and tete-a-tete corners in eco-huts, cafes and parlours, open-air theatre, yoga centre, sports complex, bookshop, film society and cultural evenings.

Civic Amenities: The campus houses SBI special Branch with 3 ATMs, Post Office, Police Station, telephone exchange, 110 KV substation, high power generators, uninterrupted water supply, supermarkets, telephone exchange, child care centre, pre-primary, primary, upper primary and high schools, counselling centres, and medium and large meeting spaces like the auditorium, open stage, open-air theatre, seminar complex. etc.

Accommodation: In addition to 400 residential houses, the campus has 2000 bedded ladies' hostels, 1000 bedded men's hostel, 50 bedded foreign students' hostel, 150 bedded sports hostel, teachers' hostel, working women's and men's hostels. Guesthouse complex has suite rooms, AC and non-AC rooms in four blocks with canteen facility. Besides a separate guest house is attached with HRDC.

Health care: UoC health centre is equipped with two physicians, sufficient supporting staff and high-tech lab and ambulance service offer free healthcare including medicines and lab tests. CDMRP clinic for children with special needs is a unique venture.

Places of Attraction: Besides the University Park and Botanical Garden, the campus keeps many places of attraction for the visitors. The sports complex, aquatic complex, multi-disciplinary museum, Tunchan manuscript library, Madhava observatory, Beauty Spots and *Kalari* are some such.

E-Campus: The campus is fast moving to total e-governance. Digital Document Filing System(DDFS), an e-governing solution, is a major step towards the paperless office. With DDFS, the staff can do their job sitting anywhere at any time. The biometric punching system ensures prompt attendance. E-payment and E-tender reduce time and cost in fee collection and tendering. Online certificate verification and SUVEGA IT based tele help desk for students are other e-initiatives.

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

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

Response: 28.37

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

2020-21	2019-20	2018-19	2017-18	2016-17
1256.22	1157.9	2423.74	3512.63	2636.28

File Description	Document
Upload audited utilization statements	[View Document](#)
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

Response:

As part of its unified library management system the University of Calicut uses KOHA, an open-source software, to systematically administer the Central Library and 34 department libraries on a single platform providing worldwide access to UoC catalogue of scholarly resources. This indigenously completed system allows online transactions like renewal of books, reservation, purchase suggestions and user information services via SMS and Email alerts.

With UGC assistance, our library is now on massive digitization path by installing an advanced scanner in Digital section. Digitization of research theses is in progress and the scanned ones are uploaded in *Shodhganga*, the national ETD Repository. Also, the Library has an institutional repository running on DSpace software to ensure public access to the research output of the faculty, research scholars and students of the university. Rare books and question papers are also available on this platform.

The Digital Library provides free access to *e-ShodhSindhu* Consortium and e-books procured by the University. The Digital Library section provides 50 computer terminals and separate search facilities to access the OPAC/WebOPAC.

The ICT section for Visually Challenged produced 355 books in the DAISY (Digital Accessible Information System) to ensure digital accessibility for the students with vision impairment. The Distance Education study materials are also being converted into the DAISY format.

The library has developed an open-source discovery system- VuFind - with live availability status and many added features like spell check and auto suggestion. In addition to the printed resources, online resources like e-Books, e-Journals, audio books, eThesis are added to the discovery system. Connection to external resources and export of citation are the main features of this new service as it provides a google-like single search interface to all the scholarly resources provided by the university.

Kerala Academic Library Network

The first phase of the Kerala Academic Library Network (KALNET), designed by the Kerala Higher Education Council, a unified search service to enable a single point access to the entire library resources of

academic institutions in Kerala was successfully designed and executed by a team of library professionals from University of Calicut. The team identified and installed an appropriate open-source discovery platform. KALNET has done metadata standardization, data merging, interface design for the system and imported nearly 1.5 million bibliographic records from 147 libraries of 11 state universities in Kerala.

Highlights

- Entire library system is automated using in-house expertise
- First Open-Source powered discovery system in India
- First Unified Library System in Kerala connecting multiple libraries
- Remote Access facility for e-resources
- Online Chat facility is available through Website
- ICT Centre for Visually Challenged
- Digital Lounge with 20000 e-contents developed by EMMRCs
- Research Centre for LIS and Sociology
- Research Desk
- Plagiarism Check Service
- Book Exhibition/Invited Talks/Film Shows
- Reprographic Service
- Multi disciplinary activities.
- Organizes regular workshops and training for scholars and library professionals.

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

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[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: 124.16

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

2020-21	2019-20	2018-19	2017-18	2016-17
29.82	118.99	163.07	166.29	142.61

File Description	Document
Institutional data in prescribed format	[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: 5.97

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

Response: 122

File Description	Document
Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)	[View Document](#)
Any additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1 Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)

Response: 93.23

4.3.1.1 **Number of classrooms and seminar halls with ICT facilities**

Response: 124

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Paste link for additional information	[View Document](#)

4.3.2 Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

Response:

University of Calicut updates its IT facilities and enhances infrastructure based on a comprehensive IT policy that governs management of physical and human resources, network registry, network transmissions, access to digital data, information security, recording, and registration of domain names, procurement, servers and data storage systems, software development process, asset disposal, free and open-source software, e-governance and IT budgeting.

UoC upgrades its IT infrastructure periodically by procuring necessary infrastructure including PC/Laptop/accessories following purchase rules and through the Centralized Procurement and Rate Contract System (CPRCS)/GeM portal or through e-procurement portal of the Govt. of Kerala. University Science Instrumentation Centre (USIC)/ Calicut University Computer Centre (CUCC) initiates the procurement procedures through Purchase Division.

IT policy allows 10% budgetary provision under the capital head for upgradation and augmentation of ICT infrastructure (clause 15.2) and implementation of newer solutions. It allows purchasing computer systems, projectors, smart boards, digital podiums and LAN/Wi-Fi connectivity facilities for academic purpose.

UoC IT infrastructure facilities include:

Dedicated data centre facility: It's state-of-the-art infrastructure for securely installing the digital infrastructure of the University. It being the heart of all IT activities, the server farm area is well protected with biometric access control security with SMS alert facility.

Hyper Converged Server Infrastructure and Private Cloud facility: This software-defined, unified system combines all the elements of a traditional data centre: storage, compute, high-speed networking in a single system for simplified management. The HCI facility installed in the University consists of 4 Server nodes with total Compute: 22x2x4 = 176 Core, Memory: 512 GB x 4, Storage: 60 TB.

Usage of Free and Open-SourceSoftware: All the servers and software applications installed are based on the Free and Open Source (FOSS) software.

Leased line Internet connectivity: Total bandwidth available is 1077 Mbps including NKN.

Web based video conferencing facility: Provided at the Syndicate Conference Room and the Registrar's office.

Automatic storage and retrieval system: for answer script management and exam automation is under procurement process.

Updated Campus Wi-Fi phase II in 2017 and Phase III in 2021

The three **public Wi-Fi hotspots** of Kerala State IT Mission at different locations on the campus to provide free 300 MB of usage to every user per day.

Digital Students Service Centre- SUVEGA: Implemented in a CRM model for students to ensure online call centre support for their queries related to admission, exams and academic matters promptly.

IT for administration/e-Governance:

The file flow process of UoC administration is fully automated using the Digital Document Filing System. All the Payments are accepted through an integrated e-Payment gateway. All the Web based applications/web portals used for various processes including Finance and payroll, Admission and Academics, Examination System and various other administration activities are indigenously developed and updated as and when required. In collaboration with Google suite services, UoC provide internal email services to all the students, teachers, and staff. The Biometric Attendance system is operational for the staff.

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

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

Response: 3:1

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.4 Available bandwidth of internet connection in the Institution   (Leased line)

Response: A. ?1 GBPS

File Description	Document
Upload any additional information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

Other Upload Files	
1	View Document

4.3.5 Institution has the following Facilities for e-content development

1. **Media centre**
2. **Audio visual centre**

3.Lecture Capturing System(LCS)
4.Mixing equipments and softwares for editing

Response: A. All of the above

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Links of photographs	[View Document](#)

4.4 Maintenance of Campus Infrastructure

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

Response: 15

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
1095.16	940.96	1313.61	1175.4	1128.21

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[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 University of Calicut has a well-established system for the maintenance of all its assets, including laboratories, classrooms, buildings, sports complexes, campus premises and campus roads. All the laboratories are well maintained. The teacher-In-Charge of each laboratory take care of the requirements and the head of the department will monitor the activities. Annual maintenance contract (AMC) is applicable for all the major equipments. The University has a central facility, University Scientific and

Instrumentation Centre (USIC) under the headship of an Instrumentation Engineer for the repair/maintenance of scientific equipments, air conditioners, computers, scanners, and UPS's etc. The purchase of minor spares for equipments are done by the departments concerned. The Engineering Department headed by the University Engineer has four subdivisions with three Assistant Executive Engineers and eight Assistant Engineers to take care of civil works and to ensure continuous power supply and water supply to the campus. Besides routine maintenance works, the electrical division maintains two 750kva generators and 255kw solar system installations in the campus. There is a team of supporting staff to attend complaints on a regular basis and to provide uninterrupted power supply to various departments and laboratories in the University campus. They are also giving technical advice and support for the maintenance of Aquatic Complex established in the campus. The University Campus is having high-speed internet facility and has 24×7 Wi-Fi facility in the campus which is maintained by the Calicut University Computer Centre (CUCC). Besides, the installation of Biometric punching system, Digital Document Filing System (DDFS) and all ICT related services are also attended by the CUCC often in association with the electrical division. There is a twelve member Green Committee to streamline the issues pertinent to developmental activities of the campus and the preservation of biodiversity. The committee is also responsible for identifying sites for new buildings in the campus.

The University has a 'Campus Landscaping Unit' for the maintenance of University Park and other gardens in the Campus under the In-Charge of a faculty member of the Department of Botany. The civil works related to various developmental activities are carried out by the engineering department in consultation with the Officer-In- Charge of Campus landscaping Unit. However, the Botanical Garden is maintained separately by the Department of Botany by a separate Officer-In-Charge, and the Head of the Department of Botany is monitoring its activities. Another unique facility is the internationally recognized herbarium with over one lakh collections of vascular plants from India. It is being maintained by the Department of Botany under the supervision of an Herbarium Curator. The routine disinfestation work is done by Kerala State warehousing corporation.

The Purchase division of the University takes up all major purchases especially those of general use such as furniture, computers, bulk purchase of electrical spares, lights, papers for printing etc. The purchase system follows Kerala States Purchase Rules. However, the purchase of laboratory equipment is done by inviting quotations/tenders by the concerned Head of the Departments or Principal Investigators of running projects. The quotations will be scrutinized by a purchase committee in which one person from purchase division of the University is also a member. The maintenance of equipment are done either through Annual Maintenance Contract (AMC) or Comprehensive Maintenance Contract (CMC).

The maintenance of all medical equipments is done jointly by the Engineering Department and USIC. They conduct check-ups regularly. Laundry services and refilling of medical oxygen is done by local agencies on contract basis.

Uninterrupted water supply to the campus is assured by the Water Supply Section of the Engineering Department which consist of an Assistant engineer, pump operators and plumbers, additional persons are also working in the water treatment plant 7×24 hours on shift basis and also to attend complaints.

Zero waste management system of the University is taking care of disposing waste from University Health Centre and other places systematically.

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 institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).

Response: 73.13

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
1671	1646	1287	980	791

File Description	Document
Upload self attested letter with the list of students sanctioned scholarship	[View Document]
Upload any additional information	[View Document]
Institutional data in prescribed format	[View Document]
Link for additional information	[View Document]

5.1.2 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 76.14

5.1.2.1 **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
1537	1014	1174	1081	1775

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

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: A. All of the above

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

5.1.4 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies
2. Organisation wide awareness and undertakings on policies with zero tolerance
3. Mechanisms for submission of online/offline students' grievances
4. Timely redressal of the grievances through appropriate committees

Response: A. All of the above

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

5.2 Student Progression

5.2.1 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: 58.73

5.2.1.1 **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
242	319	203	139	84

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

2020-21	2019-20	2018-19	2017-18	2016-17
327	438	348	271	226

File Description	Document
Upload supporting data for the same	[View Document]
Institutional data in prescribed format	[View Document]
Link for additional information	[View Document]

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

Response: 23.59

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

2020-21	2019-20	2018-19	2017-18	2016-17
141	206	201	191	127

File Description	Document
Upload any additional information	[View Document](#)
Self attested list of students placed	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 14.46

5.2.3.1 **Number of outgoing student progressing to higher education.**

Response: 132

File Description	Document
Institutional data in prescribed format	[View Document](#)
Link for additional information	[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 events (award for a team event should be counted as one) during the last five years.

Response: 157

5.3.1.1 **Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (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
24	44	35	33	21

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of award letters and certificates	[View Document](#)
Any additional information	[View Document](#)

5.3.2 Presence of Student Council and its activities for institutional development and student welfare.

Response:

'For the students and by the students' is the core idea behind the formation of the UoC students council, which is called the Departmental Students Union (DSU). Formed with one democratically elected student representative each from 34 departments in the main campus and the John Mathai Centre (JMC) off campus centre at Thrissur, the DSU offers the students community an excellent experience of democratic social engagement and leadership, independent decision making and programme management, and creative expression of ideas and talents.

In its organization, the DSU follows a gender-neutral approach and social inclusion policy to ensure the representation of women and the marginalized. After the election in every August, the DSU is constituted with a Chairperson, Vice Chairperson, General Secretary, Joint Secretary, Fine Arts Secretary, General Captain, Magazine Editor, two University Union Councilors and one JMC representative. Though DSU events are planned and executed by student leaders, advice is offered through a central system headed by the President, a faculty member nominated by the Vice Chancellor. The DSU is equipped with a full-fledged office and an annual outlay that exceeds six lakh rupees.

The union organizes cultural fest, literary fest, arts fest, film fest, sports fest, seminars, workshops, awareness programmes and charity initiatives every year. Themes of DSU events during the last five years range from environmental protection, eco-friendly academia, folk art forms, mental wellbeing of student community, skill development, gender sensitization and multiculturalism. Being a multicultural body the DSU celebrates festivals of different religions such as X-mas, Onam,Vishu, and the Eid with the same vigor. DSU also organizes cultural and sports competitions for the entire student fraternity. The winners of these competitions get a chance to represent the University in Interuniversity competitions.

DSU's collaboration with external bodies like Kerala State Chalachitra Academy, Kerala Sasthra Sahithya Parishad, Kerala Kalamandalam, Society for the Promotion of Indian Classical Music and Culture Amongst Youth (SPICMACAY), Local Self Government Institutions, Sangeeta Nataka Academy, Directorate of Physical Education and Career Guidance Cell for various programmes intensifies the bridge between UoC and these agencies. The recently held online counselling during the Covid-19, special programmes for the Persons with disabilities, talk series on public health, guidance and training for career seekers have attracted wide attention.

Major programmes conducted by DSU

- Manipuri Dance Festival to promote national integration.
- Mizhi-18, a special programme for the differently abled children
- Online Counselling during the peak period of COVID 19
- Movie exhibition in association with CDMRP, UoC
- Training programme in different classical dance forms

The DSU contributes to institutional development and students welfare in many ways: Being envisioned as a self-directed council of students, the DSU serves as a democratic body for them to showcase talents, express views and prove leadership qualities. The union helps the university to propagate the values of gender sensitivity, eco-friendliness. social inclusion and multiculturalism easily among students. By inviting celebrities and positive influencers to the campus, the union offers the students access to great

minds and rich experiences.

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

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 27

5.3.3.1 **Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
34	21	32	23	25

File Description	Document
Report of the event	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for additional information	[View Document](#)

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

Right from its establishment, the alumni of UoC have been part and parcel of the institution in many mutually beneficial ways. UoC consider that our alumni are our brand ambassadors. In organizing them we follow a two-tier system - University Alumni Association (the umbrella body) and Departmental Alumni Associations working in coordination with the main association.

UoC Alumni Association is a registered organization with approved bylaws and workflows. It has now grown into a global network and thanks to the presence of thousands of our former students spread across the world. Its mission is to network with as many alumni as possible to maximize their association with the University. The University has provided a well-furnished office and other facilities for its operations. The office bearers are elected every year. A University professor as its General Secretary ensures the seamless

coordination between the Association and the University.

Departmental Alumni Associations are formed with students passed out from the departments concerned. We have such 30 associations and most of them are registered bodies, naturally bound to their own areas of interest. They act as chapters of the UoC Alumni Association. Departmental Associations mainly focus on student's placement, induction programmes for the newly admitted students, workshops and training, honouring faculty, holding annual meets clubbed with academic programmes.

Rich Alumni Base: The UoC is bestowed with a robust alumni base that proved its mettle in different fields like Sports, Arts and Literature, Science and Technology, Academics and Social Leadership.

Sports: Olympians like P T Usha, Anju Bobby George are shining alumni of the University. To its credit, the University has two Dronacharya awardees, four Arjuna awardees, Rajiv Gandhi Khel Ratna Awardees and many international and national players.

Art and Literature: Jnadapeeth winner O.N.V.Kurup, prominent Malayalam writers like Dr. Sukumar Azhikkode, Dr. M. Leelavathy, Prof. S. Guptan Nair, Prof. N. Prabhakaran, Kalpetta Narayanan are some of our alumni.

Science and Technology: Bhatnagar awardees Prof. Sateesh Raghavan (IISC, Bangalore), Dr. Ayyappanpillai Ajayaghosh (Director of the CSIR-National Institute for Interdisciplinary Science and Technology (CSIR-NIIST), Thiruvananthapuram), Padmashree Prof. K.S Manilal (renowned Botanist).

Academics: Our illustrious alumni: Prof. Anil Vallathol, Vice Chancellor, Malayalam University, Prof.G. Balasubramanian, Vice Chancellor, Tamil University, Thanjavur, Prof. P. M. Mubarak Pasha, Vice Chancellor, Kerala Open University, Prof. K.K.N. Kurup, Dr. T K. Ravindran and Prof. K. Mohammed Basheer, Former Vice Chancellors of UoC.

Contributions: Many departmental alumni associations have instituted awards for meritorious students and endowments in the name of their professors. For example, Prof. Manilal Award, Prof. Madhusudhanan Award, Prof. V.V. Sivarajan endowment, Prof. Unnikrishnan endowment, etc. Some of them have financially supported the departments to enhance infrastructure facilities. Alumni Associations' benign contributions during the Golden Jubilee Celebrations in 2018 was well appreciated. Many alumni have served and is serving UoC administrative and academic bodies like the Syndicate, the Senate, Academic Council and Board of Studies as members or experts. The Associations conduct academic and cultural programmes and organize workshops, training programmes, talk series, placement drives and consultation as well as liaisoning.

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

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

Response: C. 20 Lakhs - 50 Lakhs

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.

Response:

The University of Calicut considers academic excellence with social commitment as its abiding motto. It tries to instill in its staff, students and alumni a sense of dedication to society and nation through academic excellence and social commitment. UoC stands with feet firmly in the present, informed and inspired by the rich past. Our vision is directed to a future of equitable growth and sustainable development as exemplified through the phrase *Nirmaya Karmana Sree* (Prosperity will be generated through pure action). Our vision foresees a lot of symbiotic co-existence and cultural osmosis by harnessing and blending the fruits of cutting-edge knowledge in the whole spectra of humanistic and scientific disciplines. Befitting these goals, the vision of the University is **"To pursue excellence in teaching, learning, research, and outreach and to become one of the best among institutions of higher learning in India."**

And the mission of the University is **"To develop an ecosystem for advanced teaching, learning, research and enterprise, providing state of the art infrastructure and communication network, ambience for enhanced collaboration, and upholding social inclusiveness and gender equality. The University is committed to attracting and retaining the best talent."**

In the last five years, the governance and administration of the University were inspired by this vision and mission. Some of the major initiatives undertaken in the previous five years towards the fulfilment of this vision are:

- Implementation of the outcome-based curriculum across all disciplines**.**
- Collection and action on the feedback from all stakeholders viz. Students, Teachers, Alumni, Parents and Employers while designing programmes curricula.
- Students' evaluation of teachers and courses using the electronic platform.
- Digitization for the speedy conduct and prompt publication of examination results.
- Digitization of certificates and implementation of NAD system.
- Boosting student-teacher ratio.
- Ensuring maximum filling of seats belonging to reservation categories.
- Ensuring greater transparency in admission through a centralized system.
- The PG programmes are revamped to address regional, national and global developmental needs.
- Boosting female student ratio (above 80 %).
- LMS based hybrid learning tool training to faculty members.
- Establishment of department portals for collecting data related to teaching and research by teachers.
- Facilitation of horizontal mobility in elective courses.
- Establishment of a data centre as a storehouse for all data regarding admission, department activities, and other online facilities of the University.
- Providing seed money grants to new teachers.
- Separate directorate to facilitate externally funded projects, consultancy and IP.
- University-funded post-doctoral fellowships.
- Improved Digital document filing system (DDFS) facilitating quick processing of files, faster

decision making, real-time tracking and status verification.

- Fostering international collaborations through programs like MHRD- GIAN.
- Credit transfer regulation to facilitate the global movement of students.
- Overall community development by establishing a community health centre, school of distance education, targeted public training programmes etc.
- CDMRP to serve and train *Divyangjan.*
- Tribal research and study centre at Wayanad to serve the specific aspirations of the tribal community.
- Transgender-specific cultural and sports competitions.
- SUVEGA IT based tele help desk for students to enquire and solve their issues.

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

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

Response:

The Chancellor, the Pro-Chancellor, the Vice-Chancellor, the Pro-Vice-Chancellor, and the members of the Senate, the Syndicate, Academic Council and Board of Studies constitute a body that regularly interacts with other stakeholders to formulate policies to lead the University to more outstanding academic excellence. The Vice-Chancellor is the chairman of the Senate, Syndicate, Academic Council, IQAC, and the selection committees constituted in the University. The University has a transparent management system to chart the road map of development and perspective planning. The University's management structure ensures continuous improvement by:

- involving students, faculty and other staff in creative dialogue to ensure smooth functioning and achieving all-around excellence.
- motivating the faculty to bring out the best in them through a team spirit involving both departmental and interdepartmental cooperation.
- interacting with the stakeholders to keep the system vibrant.
- consulting with the faculty members through various statutory bodies to give the right direction in setting the future plan and accelerating the process

The representatives of the stakeholders of the University are members of various statutory bodies and committees. Such committee meetings are held regularly, and views of all stakeholders are given due consideration. Students interact directly with the faculty and heads of Departments. All faculty members have direct access to heads, deans, the Registrar, Pro- Vice-Chancellor and Vice-Chancellor. All staff members have direct access to their Section Officers, who in turn interact with the Assistant Registrars, Deputy Registrars and the Registrar. Other stakeholders like parents and public members have direct access to the teaching departments and administrative sections.

The HoDs of the Departments arrange frequent meetings to interact with the students - including PG, MPhil and PhD scholars – to discuss common issues and chart out department activities. As per the Acts and Statutes of the University, there is a provision for student representation in the DC. There are also representatives of students and research scholars in other bodies like the library committee, Women Empowerment Committee etc

The department heads discuss all issues/ grievances raised by students in the DC In addition, the heads regularly meet the students to discuss their problems and convene meetings whenever specific issues arise. Another mechanism to redress student issues is the students' forums. Many departments have forums for the students to conduct various programmes and discuss problems. Every student is placed under a teacher who acts as the mentor; the mentors closely watch their academic trajectory and help them to cope with personal and academic issues.

At the University level, there are seats reserved for students, teaching and non-teaching staff in various academic and administrative bodies such as Syndicate, Senate, Academic Council etc. The Acts and Statutes of the University detail the process. The elections to the bodies are carried out democratically and transparently under the leadership of the University Registrar.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

Within the broad aspects discussed in the University's strategic plan document, in tune with the mission and vision statements, the Academic Support Services is one of its crucial strategic priority areas and has carefully deployed various initiatives to attain them.

Digitalization for e-governance has been the key focus area under the Academic Support Services, and various plans and programs have been effectively implemented so far. They include the Digital Document Filing System that facilitates quick processing of files, faster decision-making, real-time tracking and status verification. Through the Department Portal, Faculty information and students' feedback about the various university departments and courses are obtained. The details regarding the staff, infrastructure, course and curriculum of the affiliated colleges can be obtained through the centralized college portal. The essential notifications, academic calendar, exam timetable, upcoming events, registering for examinations and revaluation, downloading hall tickets, viewing examination and revaluation results etc., can be done through the student's portal.

 The centralized admission portal is the online portal for admission to all UG, PG distance education programmes and entrance based programmes. Application submission, allotment of seats based on

Marks/Grade, reservation policy etc. and admission by online verification of documents to university departments and affiliated colleges are done through this platform. An online web payment system attached to this portal is used to make all the payments to the University. An SMS portal to send single/bulk SMS to students/teachers, etc., is used by various Branches and Departments of the University, especially for Exams, distance education, centralized admission related activities. The virtualization software 'VMWare' has been installed to ensure all these online systems smooth and effective running.

The e-governance is effectively implemented in examination by digitalizing question papers, online selection and registration for exams, downloading hall tickets, and obtaining results online. The certificates like official transcripts, percentage certificates, position certificates etc., are also issued digitally. Online applications for obtaining degree certificates, migration certificates, equivalency certificates, and recognition certificates with necessary documents can be submitted through the online certificate portal. The digitalization of the teaching-learning process was effectively implemented by Learning Management System (LMS) based on the Open Source based MOODLE platform. To enable the faculties to utilize the Moodle platform, the University frequently offers special training on LMS. The Educational Multimedia Research Centre (EMMRC) functioning on the campus enables the production of audio-visual material for various subjects. The University has help portal for redressal of complaints of students and staff, a dedicated data centre, e-library facilities, centralized Wi-Fi facility.

Separate administrative wings such as DoA, DoR and DoP have been established for admission, research, quality initiatives and support for academic activities. The University has established MoUs, research chairs, and off-campus centres to support educational activities. From time to time, University conducts various in-service training programmes for staff to ensure the best academic outcomes. To provide the best possible facilities and infrastructure, the University has established a central sophisticated science instrumentation facility, power and water management systems, sports facilities and seminar complexes.

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

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

Response:

As per The Calicut University Act (1975), the jurisdiction of the University shall cover five revenue districts of Kerala, viz., Kozhikode, Malappuram, Palakkad, Wayanad and Thrissur.

The Senate is the supreme authority of the University and has the power to review the decisions of the Syndicate and other bodies. The executive powers of the University including the superintendence and control over all its institutions are vested with the Syndicate. The Academic Council advises the senate and syndicate on academic matters and prescribes the requisite qualifications for teachers and norms for

admissions. A Dean is nominated for each school by the Chancellor in consultation with the Vice-Chancellor. The Dean is responsible for ensuring adherence to the Statutes, Ordinances, and bye-laws relating to each school. The Student Council make recommendations to the Syndicate and Academic Council on issues affecting students, such as the course patterns, the campus conditions and the co-curricular activities.

The Governor of Kerala is, by virtue of his office, the Chancellor and head of the university. The incumbent minister for education in the state is the Pro-chancellor. Following are the other officials and their responsibilities:

1. The Vice-Chancellor: The principal academic and executive officer
2. Pro-Vice-Chancellor: The powers and function are determined by the Chancellor in consultation with the Vice-Chancellor
3. The Registrar: Exercises powers as per the statutes. handles suits for the university
4. Controller of Examinations: Responsible for the conduct of examinations.
5. The Finance Officer: Acts as the secretary of the Finance committee.

Appointments, Service Rules and Procedures

- The Vice-Chancellor is appointed through a process involving the whetting of applications from academics of high calibre with substantial teaching experience.
- The Registrar, Finance Officer and Controller of Examinations are appointed by the syndicate on the recommendation of a committee consisting of the Vice-Chancellor and two Syndicate members.
- Teachers are appointed by the Syndicate after vacancies are notified via advertisements. In recruitments, the University adheres to the provisions of and amendments to Kerala State and Subordinate Service Rules (1958) and qualifications as per the UGC norms.
- The teachers and members of staff are entitled to various leaves as per Kerala Service Rules. As per the same, there are provisions for their pension, provident pund, insurance and other benefits. The promotional policy of the teaching staff is primarily guided by the time-to-time UGC regulations.
- The provisions relating to disciplinary procedures of the teachers are laid out in Part-III of Chapter IV of the 1975 Act. These disciplinary powers are the domain of the syndicate.
- The non-teaching members of the staff enjoy emoluments, protection, and benefits as per the provisions of Kerala Service Rules and the various amendments made to the same from time to time. Chapter-iv (Part-III) of the statutes deals with various disciplinary procures, depending on the gravity of the issue. The promotion policy of the non-teaching staff are based on the government accepted staff pattern.

File Description	Document
Link for Additional Information	[View Document](#)
Link to Organogram of the University webpage	[View Document](#)

6.2.3 Institution Implements e-governance covering following 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 (Data Template)	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1 The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .

Response:

The University of Calicut recognizes its employees as a valuable resource. The University provides a caring and supportive working environment which enables them to develop and optimize their full potential.

Performance-Based Appraisal System (PBAS) for promotion under the Career Advancement Scheme (CAS), annual self-appraisal of teachers, and student assessment of the teachers are the three important appraisal methods used for evaluating the faculty members. These appraisal methods have enabled to improve the teaching, learning, and evaluation-related activities as well as the co-curricular, extension, professional development activities of the teaching fraternity. It has facilitated the faculty members to excel in research, to bring out top-class publications, and to elicit various other academic contributions. Faculty members are directed to submit the PBAS datasheet to the university through the Head of the department. This will be assessed by a committee comprising Vice-Chancellor of the University, Dean of the concerned faculty, subject experts, and head of the department. They offer concrete suggestions for improvement in weaker areas as evidenced in the PBAS. This mechanism certainly provides room for the improvement of the teacher. During the last five years, the university took efforts to clear all the backlogs of promotions/career advancement as per UGC CAS norms.

The university provides due encouragement for the career development of faculty members by permitting them to undergo training programmes, attend seminars, conferences, workshops at both National and International levels with/without financial support, and sanctions duty leave. The university regularly provides FDP for faculty members and skills development programmes for non-teaching staff.

The university has been providing welfare benefits such as staff quarters, University Canteen with

subsidized rates, health and recreation facilities such as Gym, Swimming Pool, Sports facility, Creche and Day-Care Centre, University Park, ATM Counter, and Guest House. Women Recreation Centre has venues for women members to flourish and gain momentum. The university values the health of its students and staff. The University Health Centre provides comprehensive primary health care and emergency medical services to students and staff. The university provides 24-hour Ambulance service to critically ill patients (employees and students) and for emergency cases. The Engineering section provides electrical, plumbing, and carpentry services in university buildings, staff quarters, students' hostels for men and women, international hostels, and guest house.

The university provides House Building Advance to the eligible employees with the prescribed terms and conditions. Eligible employees who do not own inhabitable homes either in their name or in the name of their spouse receive the advance. The university also maintains Staff Welfare Fund to provide financial assistance to university employees in need. The university provides PF, State Life Insurance, and Group Insurance Scheme facilities for the employees; reimburses medical bills incurred for medical treatment of self or dependents of the employees. University cooperative societies such as Calicut University Cooperative Stores Ltd., The Calicut University Employees Housing Cooperative Society Ltd., and Calicut University Vanitha Cooperative Society Ltd., provide credits and loan facilities to university employees.

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

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

Response: 31.09

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
0	56	73	34	37

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)	[View Document](#)
Link for Additional Information	[View Document](#)

Other Upload Files	
1	[View Document](#)

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

Response: 15.2

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
16	09	23	19	09

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	[View Document](#)
Reports of Academic Staff College or similar centers	[View Document](#)
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[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: 21.67

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

2020-21	2019-20	2018-19	2017-18	2016-17
87	18	14	12	26

File Description	Document
IQAC report summary	**View Document**
Details of teachers attending professional development Programmes during the last five years (Data Template)	**View Document**
Link for Additional Information	**View Document**

6.4 Financial Management and Resource Mobilization

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

Response:

The University of Calicut meets its financial needs mainly with the grant-in-aid of Kerala State Government, UGC and RUSA under various schemes and projects.

For the plan and non-plan funds, the resource mobilization starts with preparing the plan proposal. The Planning & Development branch and the Finance Branch of the University lead the process in the case of Plan Funds and Non-Plan Funds, respectively.

Upon granting and transferring the funds by the funding agency, PLD disperses the same through the Finance branch to various departments of the University based on the syndicate approved budget. Plan funds are allocated based on prior administrative sanctions to ensure optimum and on-time utilization. The actual receipt of grants from funding agencies regularizes such allocations. Further, the plan grants received are kept in interest-bearing accounts. In this way, the University utilized amounts of Rs. 1,29,01,764/- and Rs. 35,28,778/- as additional grants in the UGC XIIth Plan and RUSA scheme.

University ensures efficient utilization of funds through the budgetary control system. The budget administration is under the supervision of the Vice-Chancellor and the Registrar. University entrusts specific financial powers to the Vice-Chancellor, Registrar, and Heads/Directors of the Schools/Centres. Syndicate's Statutory Finance Committee (SFC) meets at least once quarterly. SFC reviews the University's financial position and scrutinizes the proposals for receipts and expenditures. The finance wing of the University under the Finance Officer monitors the effective and efficient use of financial resources.

In addition to state government plan funds, the University generates revenue from:

1. Collection of fees for tuition, examination, research, recognition, etc.,
2. Affiliation Fees from colleges affiliated to the University,
3. Overhead charges received from research grants from funding agencies, and
4. Revenue generated from buildings and other properties.

The University encourages and facilitates faculty members to get funding from external agencies. University persuades Schools/Centres to augment resources through consultancy services – testing and instrumentation charges. Also, generate the funds from external agencies for conducting seminars, conferences, and workshops.

The prudent system of the University ensures optimum utilization of financial resources. The institutional mechanism to monitor efficient utilization of financial resources includes the following:

1. Prioritizing academic and infrastructural needs
2. Allocation of budget and re-allocation of grants based on identified priorities
3. Strategize for mobilization of financial resources while ensuring transparency and procedural rules

University strictly follows the Kerala Purchase Manual for all the purchase procedures. Depending on purchase amount, The Head of the section, Registrar, or Vice-Chancellor approves purchases at various levels. University has a purchasing department headed by a Deputy Registrar to monitor and facilitate procurements of the departments and the University.

The University has a pre-audit mechanism for auditing all expenses of the University. The audit is carried out based on Kerala financial code. Subsequently, the Kerala State Audit Department does a concurrent audit of all transactions of the University. Apart from that, the Office of the Accountant General audits the annual accounts.

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

6.4.2 Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs).

Response: 8223.28

6.4.2.1 *Total Funds / Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in Lakhs).*

2020-21	2019-20	2018-19	2017-18	2016-17
1019	944.2829	1853.125	630	3776.875

File Description	Document
Details of Funds / Grants received from government bodies during the last five years (Data Template)	[View Document](#)
Any additional information	[View Document](#)
Annual statements of accounts	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 63.53

6.4.3.1 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
4.25156	40.87486	6.47066	6.76101	5.17671

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

6.4.4 Institution conducts internal and external financial audits regularly

Response:

The University's internal audit is led by the Internal Audit Wing (IAW) constituted in 09/03/2010. It functions based on the Hand Book of 'Guidelines of Internal Audit' (Kerala Govt). The IAW ensures financial discipline in the propriety of financial transactions and safeguards the interest of the University. IAW is integral to the financial system and promotes accountability and sound financial management practices. IAW is an internal, built-in check system and ascertains that

1. The accounts are accurate and complete,
2. Ensures book-keeping of all revenue and receipts and posting to appropriate accounts.
3. All expenditures and disbursements are authorized, vouched, and correctly classified.

In the past five years, IAW conducted audits in all teaching departments on campus, Centres under DSFC, Centres including EMMRC, and other offices vis à vis the School of Distance Education and Pareeksha Bhavan.

The audit reports prepared were presented before the Monitoring Committee, headed by Vice-Chancellor/Pro-Vice-Chancellor, with other statutory officers and two syndicate members nominated by V.C as members and Finance Officer as Convenor. IAW undertakes time-bound monitoring of the replies by the Controlling Officers/Heads of Departments. It takes necessary follow-up actions promptly and effectively. The regular surprise visits by IAW have helped to an extent to clear the anomalies and thereby settle the objections raised. IAW could bring uniformity in book-keeping of records and accounts in the university departments and centres.

Finance Audit Section

The Kerala State Audit Department (KSAD) is the statutory auditor of the University and conducts a concurrent audit of the University. The Syndicate and Senate review the Annual Audit Reports published by KSAD. The Syndicate Sub-committee scrutinizes the objections concerning the Audit Report, the replies, and Action Taken Reports (ATR) submitted. The observations made by the statutory auditor in the Audit Reports are strictly adhered to, and persistent follow-up action takes place to get the audit objections dropped.

The Office of the Principal Accountant General (Audit-I) conducts an annual audit of the accounts of UoC and issues Inspection Reports in this regard. The University takes the following actions with due regularity concerning the clearance of audit paragraphs of the Inspection reports:

1. Replies/remarks/ATRs to the points raised in the audit report and further regularly forwards remarks to pending paragraphs of the Inspection Reports to the Government and the Office of the Principal Accountant General (Audit-I) for verification and vetting.
2. The Chairman - Registrar/Finance Officer of the University conducts regular meetings for Individual Inspection Reports concerning the collection/preparation of reply/remarks to the outstanding paragraphs and efforts for the eventual closing of the Inspection Reports.
3. University regularly ensures the furnishing of the replies/remarks to the CAG Auditors who annually camp in the University for inspecting the registers and accounts of the University. IAW ensures and furnishes replies to most pending paragraphs to the camp auditors during the camp period itself for local verification and vetting. The University forwards these replies to the Office of the CAG for eventual clearance.

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

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals.

Response:

Two Practices Institutionalized by IQAC Initiatives

Since its inception, the Internal Quality Assurance Cell (IQAC) had a pivotal role in the academic and administrative revamping of the University. From the admission of students to the issue of certificates, the IQAC is guiding the University for better performance. Some of the main initiatives by the IQAC and corresponding brief reports can be found as a list in https://iqac.uoc.ac.in/

The following initiatives can be considered as the two effective practices institutionalized by IQAC initiatives:

1. Integration of ICT to University administration and academics

In line with the recent changes in ICT for academic enrichment, IQAC has taken various steps to use ICT in University Administration effectively. Centralized Admission Process, Networking of campus with high-speed broadband connectivity, Smart classrooms, Digital Document Filing System, different portals for efficient workflow, communication and data gathering portals like student portal, department portal etc., were started in the University at the initiative of the IQAC. Evident from the several awards University won from the Govt. of Kerala for its IT-enabled initiatives, the University of Calicut has become the pioneer of digitization among the different Universities in Kerala.

Considering the pandemic that hit teaching and learning environment, the IQAC has taken the initiative to equip the University's teachers for effective use of the Learning Management System (LMS) and has conducted training programmes on LMS for all the teachers of the University. These steps enabled the University to continue with its teaching-learning process unaffected during the times of pandemic. These ICT initiatives have now become an integral part of the University system. The University conducts student feedback and teacher evaluation entirely on online mode.

2. Periodic restructuring of the curriculum based on feedback from various stakeholders

The curriculum of programmes offered by an HEI distinguishes it from other institutions. The latest trends in the knowledge area, industry/ job market requirement, technological advancement, integration with national educational policy etc., are a few parameters to be reckoned while restructuring the curriculum. IQAC, by keenly observing the emerging trends in the field of higher education, research & job market, took steps to restructure the curriculum of programs offered by the University to meet the demands of changing times. In this regard, workshops conducted by IQAC play a significant role in providing periodic evaluation and restructuring of the curriculum. The implementation of the Outcome-Based Education system in the University is the latest initiative of the IQAC in this area. Teachers were given training on setting question papers as per the OBE pattern. IQAC initiated various steps to define programme outcome, programme specific outcome and course outcome of all programmes offered. Thus, IQAC facilitates rigorous training for teachers and students to assimilate and adapt to changing requirements and expectations of higher education. IQAC is at the lead of this vibrant mechanism, ensuring seamless integration of the University system to the national policy objectives and international sustainable developmental goals.

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

6.5.2 Institution has adopted the following for Quality assurance 1. Academic Administrative Audit (AAA) and follow up action taken 2.Confernces, Seminars, Workshops on quality conducted 3. Collaborative quality initiatives with other institution(s) 4.Orientation programme on quality issues

for teachers and students 5. Participation in NIRF 6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).

Response: A. Any 5 or more of the above

File Description	Document
Upload e-copies of the accreditations and certifications	[View Document](#)
Upload details of Quality assurance initiatives of the institution (Data Template)	[View Document](#)
Any additional information	[View Document](#)
Paste web link of Annual reports of University	[View Document](#)
Link for Additional Information	[View Document](#)

6.5.3 Incremental improvements made for the preceding five years with regard to quality (in case of first cycle), Post accreditation quality initiatives (second and subsequent cycles).

Response:

Post accreditation quality initiatives

1. Filling faculty vacancies.

University has an effective ongoing recruitment process for all the vacant posts of teachers in Teaching Departments and off-campus centres. The recruitment of Assistant Professors was completed (except a few pending NCA), and the recruitment process of Associate Professor and Professor is ongoing.

2. Strengthening of CBCS system and horizontal mobility.

University has already implemented CBCS system with complete horizontal mobility across all teaching departments through an open-elective in the third semester PG course. Additionally, the University has passed the international credit transfer regulations to facilitate international inward and outward visits by the students.

3.**Blended learning**

Students are encouraged to use e-learning resources of NMEICT, NPTEL, and CEC as part of their course material. Along with traditional classroom content delivery, teaching through MOODLE platform is encouraged. University provided two weeks of LMS training to the entire faculty members of the teaching Departments in 4 phases. An additional LAN connection is provided in the CHMK Library for the online digital library to promote e-learning. To integrate academic and student support services, the University established an e-learning centre. Also, the University purchased the WEBEX platform to conduct online conferences and webinars.

4. Funded research projects and International collaboration

To promote, research and external funding, the University has constituted a Directorate of Project. Seed money grants were sanctioned to newly joined Assistant Professors to conduct a minor research project. Moreover, University instituted 10 Post-Doctoral Fellowships in the Teaching Departments. The University established the Centre for International Academic Collaboration (CIAR) to promote international academic collaborations and conducted four programmes with the Global Institute of Academic Network (GIAN). CIAR and GIAN jointly organized course-based expert talks for the students by inviting experts from various foreign Universities.

5. Facilities at off-campuses.

Took steps to enhance the infrastructure facilities of off-campus centres of Wayanad and Thrissur. University sanctioned building for Men's hostel at ITSR by using State Plan Grant of Rs.7,95,00,000/-.

6. Student placement

The University constituted University level and departmental level placement cells led by a director. The cell conducted numerous career-oriented workshops and campus recruitment programmes. The activities are monitored through website:www. placements.uoc.ac.in

7. Students' participation in academic bodies

The University ensures students' participation in different statutory and academic bodies such as the Senate, Syndicate, Academic Council based on the Act and Statute of the University.

8. Industry Institute interaction

University conducts seminars and idea-pitching competitions with expert assistance from various industrial fields to strengthen the industry-institute interaction. Moreover, The Board of Studies of departments and the IQAC board have mandated industry representatives.

9. Automation of IQAC activities.

University developed the IQAC portal to consolidate the data collected from various teaching and non-teaching departments. Also, the University collects faculty and student data through respective portals. Additionally, through the student portal, University collects reviews, feedback from students about teachers, courses, and curriculum and also takes necessary action on it.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The University of Calicut has always emphasized its move on- with a gender sensitization action plan with regular training and orientation programs with support from Human Resource Development Center, Teaching Learning Center and other experts. The Internal Complaint Committee also engages in dealing with sexual abuse/harassment related complaints, specifically for women and also conducts awareness programmes. General and Feminist counseling for female students and staff are provided by Department of Psychology and Women Studies. Day care centre, Women Recreation Centre, Ladies room, Centre for Gender Justice etc. are maintained. The campus fitness center and swimming pool offer specific time periods to female members. The university has a transgender policy regarding the inclusion of its members and events like Sports Day have been conducted exclusively for them. They are actively encouraged to participate in various events such as awareness programmes, interactions and academic events. Gender auditing is conducted in the university every five years. Upon noticing the lower number of female professors during the gender audit, efforts were made to ensure the appointment of more female professors.

Events organized with the theme of gender are film screenings, cultural programmes, invited lectures, seminars etc. Film festivals are conducted in the university every year following the completion of the International Film Festival of Kerala (IFFK), where films focusing on the theme of gender are chosen for screening. Gender is also part of syllabus of majority of the undergraduate and postgraduate degree programmes in commerce, humanities, languages, and social sciences. University improvised the gender normative rules; among which one of the most impactful ones have been changing the movement restrictions for residents of the campus women's hostel. Additionally, security staff are present around the campus 24x7 to ensure the safety of all students.

Institute of Tribal Studies and Research (ITSR) under the University of Calicut is dedicated specifically to the welfare and upliftment of tribal communities. The ITSR offers a range of infrastructural, financial, and social support to female children and adults of tribal communities. These include study centers with 24x7 security, vehicle support and hostel facilities. Specific awareness creation was done to tribal girls on infant mortality, maternal mortality, legal awareness etc. The University also constructed a new house for a female tribal student as an initiative to support and facilitate her education and career. Sanitary pad dispensers and incinerators were provided at ITSR and other departments respectively. Coordination and training for women cell functioning in affiliated colleges are being done in the university campus.

Some specific programs conducted by various departments with the goal of gender equality and awareness are as follows. The Physical Education Department conducted a self-defense training programme for female students, Folklore department conducted field studies on the female members of ethnic minority communities and Department of Library Sciences conducted a study as a social action initiative to understand the impact of rural libraries on the empowerment of women. Other humanities departments like English, Hindi, and Arabic also conducted minor research projects on the topic of gender.

File Description	Document
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](#)
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: A. 4 or All of the above

File Description	Document
Geotagged Photographs	[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:

Waste management is being ensured by the 'Green Committee' with the standard university policy, which is implemented on a regular basis.

- **Solid waste management**

Solid waste is sorted and processed with the help of external agencies in which plastic is maximally reduced\reused. Micro finance organizations such as Haritha Karmasena and Zero-Waste Malappuram extend their support to the clean campus initiatives. Besides the regular sweepers and cleaning staff in charge of campus cleanliness and hygiene, workers under the MGNRGA scheme lend their service in clearing garbage and other waste materials. Biodegradable waste is managed using bio-bins, monitored by

the Department of Life Sciences. This is an efficient mechanism to produce bio-fertilizers that enhance plant nutrition, contributing to a greener campus ambience. Biodegradable (food) waste from hostels and canteens is managed using biogas plants. The university has proposed a wheeling into grid setup to produce electricity from food waste. This proposal is under the consideration of the Kerala State Government. The Department of Fisheries and the Tirur municipality have already agreed to cooperate with this venture by providing food and biodegradable waste and the Kerala State Electricity Board have assured technical support. The Department of Biotechnology has made a detailed proposal for an advanced and efficient model for waste management that envisages mushroom cultivation as a source of revenue that will be used to produce vermicompost, once degraded. The same vermicompost can be given as a portion of food for Tilapia fish. Thus, a small-scale business can be executed with zero-waste.

- **Liquid waste management**

The university faces water shortage during peak summer periods due to its geographic location. Hence, proper water recycling and efficient wastewater management have been high on UoC's priority over the last few years. With a view to address this issue, the institution has implemented a host of schemes aimed at rainwater harvesting and water recycling. The university has elaborate plans for the extension of the existing rainwater harvesting by building facilities at student hostels and sports grounds.

- **Biomedical waste management**

There is no biomedical waste at present on the campus as the center for Health Sciences has been shifted to the separate Health and Allied Sciences University.

- **E-waste management**

The littering of the E-waste is discouraged by allotting properly marked spots to collect the e-waste in all the Departments and offices. This collected e-waste is sorted and disposed/recycled under the supervision of University Science Instrumentation Centre (USIC) with the support of external agencies such as Clean Kerala Company Limited (CKCL).

- **Waste recycling system**

Water discharged as waste in the water treatment plant is utilized for the irrigation and maintenance of the Botanical Garden and park.

- **Hazardous chemicals and radioactive waste management**

Hazardous and radioactive waste management pits are maintained on the campus adhering to maximum safety measures with all the necessary protocols and preparations in place. University also proposes to build a special pit for disposal of chemical-waste, which as per plans will be collected at the laboratories, without causing contamination via customary discharge into common waste-ducts.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geotagged photographs of the facilities	View Document
Any other relevant information	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

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

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](#)
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](#)

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:

UoC has diverse students from different regions of Kerala, Lakshadweep, other states and foreign countries. We follow the constitutional Reservation Policy aimed at affirmative action and inclusivity. A hostel is specifically allotted for the students from foreign countries. Cultural Festivals are organized for ethnic and foreign students with an aim to promote plurality. Career counseling sessions are held for students belonging to tribal and marginal communities. The institution assures lack of discrimination through the Grievance Redressal Cell. An LGBTQ awareness programme was conducted in collaboration with the "NGO Queerythm." The PRO and SWS organize annual cultural festivals and workshops by artists belonging to marginalized communities.

 The relief activities of volunteers of the two NSS units during the 2018 and 2019 floods and the covid-19 crisis, won wide acclaim. The University coordinates the activities of NSS units of affiliated colleges by

conducting residential camps, and welfare programme aimed at the uplift of marginalized communities, providing interaction with ethnic communities and internalize the concept of pluralism. In 2016, a Japanese artist presented an interactive Japanese Tea Ceremony. The DSU and RSA organized activities focusing on diversity. The presence of a culturally diverse staff and students is assured through policies and there is zero tolerance for harassment.

The School of Drama and Fine Arts conducted Theatre Camps as part of extension activities. Besides imparting training, these camps addressed issues faced by marginalized communities and served to foster a discourse of inclusivity.

The Folklore Department's *Kuzhikalari* - the martial art *Kalari*, and workshops on traditional arts are accompanied with live demonstrations. The School of Languages conducted translation workshops aimed at promoting linguistic plurality. The Psychology, Sociology, and Education departments conducted all-India trips that provided students exposure to ethnic cultures. Students undertake ethnographic studies among communities in Lakshadweep, Thekkadi, Panamaram, and a few villages of Uttar Pradesh; field studies on women, tribes, fishermen, and people living in ecologically fragile mangroves. The Library Science Department explored ways of preserving indigenous knowledge utilizing modern technology and extending library facilities to rural communities' empowerment.

The Psychology Department has one of the most eminent outreach projects, viz., Community-based Disability Management and Rehabilitation Program (CDMRP), focusing on the uplift of differently-abled individuals, and the model is approved by UNESCO. The cultural and sports events for the differently-abled under the scheme had massive participation of students.

Institute of Tribal Studies and Research (ITSR) is dedicated to the uplift of tribal students, conducts residential camps for tribal communities, provides a first hand experience in studying ethnic lives and financial support to tribal students for educational and career development, and is committed to research in tribal culture and knowledge. ITSR won UNESCO recognition through the establishment of a chair for indigenous cultural heritage and sustainable development. The university honors exceptional achievements of individuals by bestowing honorary doctorates. The latest recipients of the honor were Padmashri Mohanlal (2017), Padmashri P. T. Usha (2018) and the Sharja ruler Sheikh Sultan III for his contributions to the fields of film, sports and cultural inclusivity, respectively.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[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:

The University of Calicut has taken the effective steps for the sensitisation of the students and employees of the institution to the constitutional obligations related to the human rights violations. The university has

the zero tolerance towards the attack on the individual rights and strict disciplinary actions has been initiated who have indulged in it. Frequent awareness programs are conducted on human rights, child rights, women rights, PWD act etc. Formal seminars and workshops\symposiums were organized by many departments specifically for students and research scholars and these were continued without break even during the pandemic period in the online mode.

The university has a specific legal cell and a legal expert to look after the constitutional violations and its obligations in the university premises. There are committees which deals with the gender discrimination and other sorts of harassments and the committees have an external legal expert. Human rights was given special emphasis in all the teacher training programs conducted by the university. Rights, violations and its obligations and duties are discussed in detail to ensure the maximum awareness. The UGC-HRDC, University of Calicut organized two refresher courses in Human rights. Along with the teaching fraternity, non-teaching employees are also provided with special classes\orientation on the same.

The Law Department of the University plays a vital role in ensuring the awareness on human rights. Their extension activities which are also made public for the local people who lives in the premises of the university. The law department has conducted two international conferences on cybercrimes.

The Institute of Tribal Studies and Research (ITSR, Chethalayam) is an off campus institute of the university. They have conducted a workshop on the rights of prisoners. It aims to discuss and debate the rights and violations of the marginalised societies. 'Theatre of oppressed' is an annual programme conducted by the Department of Psychology to spread the awareness about the rights of oppressed\marginalised communities.

The minor research program spans a wide variety of topics, such as human rights, child rights, women rights, right of gender minority, right of physically challenged, rights of tribes etc. MA, M. Ed, M. Phil, LLM and Ph. D dissertations has been submitted to various departments discusses the ground reality and way forward on the topic of human rights.

Human rights are included in the syllabus of various departments by understanding its relevance in the present scenario. Law department has a special paper, and some of the departments' such as Sociology, Education, Malayalam and Kerala studies, Folklore, Sanskrit, Russian and Comparative Literature, English, Arabic, History, Politics, ITSR, Hindi and Psychology also discuss the topic as a part of their academic curriculum.

Supporting Documents: https://departments.uoc.ac.in/media/documents/Criteria_7.1.9.pdf

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	View Document
Code of ethics policy document	View Document

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

Response:

The university makes tremendous efforts in conducting commemorative days and cultural festivals to maintain harmony and a healthy work atmosphere. It focuses mainly on three important aspects such as awareness creation, attitude change, and skill development. Every year, the university conducts national festivals such as Independence Day and Republic Day by unfurling the national flag along with cultural events. As a part of these celebrations, staff members and students share their thoughts about the importance of this day and how the nation can proceed further and also pay tribute to all freedom fighters. International women's day is also observed on the campus. Teaching departments regularly organize commemorative days, which are more likely to be an academic activity. The department of Physical Education organizes sports day and yoga day for students as well as staff. Science departments organize different sorts of programs such as science exhibitions, talks, seminars as a part of the 'Science Day' celebration. The department of Folklore conducts folklore day with different folk-related programmes and discussions. National education day (Department of Education), Mathematics Day (Dept. of Mathematics), *Premchand Divas* (Department of Hindi), Statistics Day (Department of Statistics), *Kalidasa* Day (Department of Sanskrit) are some of the yearly commemorative days observed in the university. Interdisciplinary programmes such as 'Chemistry behind the magic' or food safety programme by the Department of Chemistry are organized. Such events help the campus community to know further about the person and his or her contributions towards that particular discipline. Invited speakers span a broad range of academics, such as writers, scientists, artists, performers, etc. The audience also belongs to different disciplines even if it is organized by a particular teaching department. Thus, it contributes enormously to the transfer of knowledge and ensures interdisciplinarity. Students' organizations, employee organizations, and study chairs also organize commemorative days which have national and international relevance.

The size and the beauty of the campus allow the students to stroll at late evening. Evenings and nights are lively inside the campus with different cultural events. Cultural festivals such as Onam, Christmas, Eid, and Holi are regularly celebrated. Minority or tribal celebrations are given special emphasis and conducted with utmost priority. The representation of indigenous dressing, games, and artistic compilations are also part of festival celebrations. Zero tolerance to discrimination and inclusivity are ensured in all these celebrations. Teaching and non-teaching staff join their hands with the students in such programmes. The common amenities including the seminar complex, students trap, open auditorium, and grounds are utilized

for the programmes. The special events are organized for differently-abled students. Gender minorities also perform in the events. The arts festival is also organized in which students can compete in different programmes and prizes are distributed for the winners. Book festivals and exhibitions are organized in association with some of the festivals such as literary day or science week celebration. These are conducted as 'open to all' programmes which usually have a large number of participants from outside the campus.

File Description	Document
Geotagged photographs of some of the events	View Document
Any other relevant information	View Document

7.2 Best Practices

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

Response:

BEST PRACTICES

Best Practice - 1

1.1. TITLE OF THE PRACTICE

Community Disability Management and Rehabilitation Programme (CDMRP) by Department of Psychology

1.2. OBJECTIVES OF THE PROJECT

1.   To provide comprehensive, accessible disability management services to children with disabilities, free of cost to the needy.

2.   To establish a community disability management clinic in the rural side of the State with the support from LSGs, NGOs, and Schools based on priority and needs through CBR model.

3.   To conduct advanced training in all areas of disability management for various categories of professionals, teachers, parents, community volunteers, and policymakers.

4.   To build human resources in the field of disability and rehabilitation through conducting various advanced professional courses in collaboration with national and international agencies.

5.   Undertake need-based research studies which will provide answers to the various problems and difficulties faced by persons with disabilities and their families.

1.3. THE CONTEXT

People with disability require a range of services and support for all sectors of the community. Disability management service in an organized manner was started as a movement. Various acts, schemes, and benefits have been implemented by the central government and Kerala state governments for the rehabilitation and empowerment of persons with disabilities. But they were specialized to cater services to a relatively particular category of disability. As a result, persons with developmental disabilities were neglected. Also, most of the higher academic and service centers initiated by the Government of Kerala are located in Southern districts which hinder easy access for the needy people from other districts. In addition to this evidence-based and recovery-oriented disability management and empowering modal rehabilitation instead of charity, modal services are significantly neglected in these areas. Realizing this pressing need and social urgency, the Department of Psychology, University of Calicut submitted a massively ambitious project CDMRP to the Social Justice Department (SJD), Govt of Kerala. As per G.O.(R.t.) No.572/2015/SJD, TVM, dt, 15.09.2015. The Director, SJD, Govt. of Kerala sanctioned the implementation of CDMRP as a joint project of the Department of Psychology, UoC & Social Justice Department. Further, after completion of one year, by considering the effective implementation and evaluation by SJD officials, Govt had accorded sanction to extend the CDMRP to six centers of Kannur District.

1.4. THE PRACTICE

Activity-1: Community-based Disability Management services

At present, as part of CDMRP, a total of 11 Community Based Disability Management Clinics have been established in three rural villages of Kozhikode, Malappuram, and Kannur districts. An "Advanced Disability Management Center" has been established on the University campus with state-of-the-art facilities for early identification and disability management services.

These Disability Management Centers is well equipped with advanced diagnostic and therapeutic facilities such as Early Intervention Unit, Neuro-Cognitive Rehabilitation Unit, Audiology Testing Unit, Electrotherapy, Hydrotherapy, Play Therapy Unit, Multisensory Unit, Computerized Adaptive Skill Training Unit etc. On average 150 to 160 children are attending the various clinics of CDMRP each day. The majority of them are from the financially backward. As per the case registration report till 2020 March, a total of 8200 children with developmental disabilities have registered and taken free services from these clinics.

Flagship programe of Children with Special needs

- Livelihood Based Vocational Rehabilitation Programme.
- Community-Based Early Identification of Developmental Disability Programme.
- Martial Fit Programme (Integrated Martial Art Programme).
- Aqua Fit Programme (Integrated Hydrotherapy programme).
- Ragamrutham (Music therapy intervention for children with intellectual disability).
- Community-Based Learning Disability Management Clinics.

Activity- 2: Training Programme

Apart from clinical activities, CDMRP regularly conducts advanced training in all areas of disability management for various categories of rehabilitation professionals, community workers, caregivers, and the public. Around 285 training programs has been conducted till date.

Activity- 3: Research programme

CDMRP also undertakes more than eleven need-based research projects in the area of developmental disabilities. Also, to improve and enhance the quality of clinical services and ensure evidence-based services, they have developed various intervention modules, books, and public information materials. In the last year, they have published five therapeutic modules and one textbook in the area of developmental disability.

Activity-4: Disability and Rehabilitation studies

To meet potential requirements for human resources in the areas of rehabilitation Psychology Department conducts an advanced professional course in the area of Rehabilitation Psychology, i.e., Post Graduate Diploma in Rehabilitation Psychology recognized by the Rehabilitation Council of India.

1.5. EVIDENCE OF SUCCESS

This project provides comprehensive, evidence-based disability management services through a community approach that facilitate recovery, empowerment, equal opportunities, and full participation of persons with disability and their families.

This project also acts as an authentic platform for the training of human resources to fulfill the current and potential requirements in the areas of disability and rehabilitation. This project is a first of its kind in Kerala and a comprehensive blend of Community Based disability management; recovery-oriented rehabilitation and need-based research and human resource development, which will be a replicable model and strategies for sustainable transformation of the persons with disabilities from all sectors of the community. This project is in accordance with various social welfare initiatives of the Ministry of Social Justice, Government of India and the UN Convention for the Rights of the Persons with Disabilities which was ratified by the Government of India. This UNESCO Chair is the first of its kind.

Salient Features:

- Established 10 Disability Management clinics and one Advanced Disability Management Clinic in CBR Model, and also one Prevocational Skill training Unit.
- As per the case registration report till March 2020, total 8200 children with developmental disabilities have taken services from these clinics.
- An average of 150-160 children attending the various clinics of CDMRP each day.
- Providing livelihood-based skill training for 74 young adult with intertextual disability.
- Innovative Community-based Flagship Programmes including Community-based early identification, Ability Cafe, Hydrotherapy, Martial fit program, etc.
- Published 6 research papers in the area of developmental disabilities (two best paper awards).
- Organized 378 training programmes for 28036 participants from different stakeholders including Parents, Children and Professional members.
- On the basis of unique work of CDMRP in last five years, United Nations Educational, Scientific and Cultural Organization (UNESCO) has approved the CDMRP as UNESCO chair for Community-based Disability Management Rehabilitation Studies. This UNESCO Chair is first of its kind in India.
- Received ISO 2015 certificate for quality management.
- State Government has recommended to extent model CDMRP to other districts and also similar

model centers has been established.

- Collaborations with other departments of the University of Calicut.

1.6. PROBLEM ENCOUNTERED AND RESOURCE REQUIRED

- Lack of sustainable funding for implementation.
- Permanent infrastructure for the centre in the university campus is required. Preferably adopting an independent building with a differently-abled friendly building environment.
- Timely upgradation of Laboratory- with technological advancements.
- Need transportation facilities.
- Requires more human workforce as increased demand from the public than we can afford.
- Lack of extra funding for the appointment of additional experts.

2.1. TITLE OF THE PRACTICE

'SCHEME LADDER' of Department of Physical Education, University of Calicut

2.2. OBJECTIVES OF THE PROJECT

This is to identify young talented athletes as early as possible and provide scientific and systematic training for them to develop them into athletes of international standards in cooperation with the University academic community and concerned neighboring communities and to establish a physically fit society in the rural villages of Malabar.

1.   To identify the athletic potential in untrained youngsters through summer coaching camps/selection camps.

2.   To provide scientific and systematic training for identified students in the different areas of interest in athletics as per aptitude and talents.

3.   To identify students for advanced training and provide specialized training for suitable aspects of the events selected.

4.   To conduct physical fitness programmes in the campus and the neighboring society through awareness programs and extension of facilities

2.3. THE CONTEXT

Calicut University which is better known for its sports legacy since its establishment in 1968 has been offering various talent scouting sports programmes in the university centre. High rates of lifestyle illnesses and scientifically wrong postures and movements have been observed, especially in young children and adolescents in the age group of 7-17. To correct these issues, coaches in the department of physical education, not only identify and train the students at the early stage but also provide the best hands-on training for the students of different programmes. When athletes are the target group, they can get proper training in the area of interest from the local selection to the national level. Moreover, the students of the department also will be targeted indirectly to develop into good trainers in Individual and group mode. Collaboration of Government and Non- government organizations and the neighbouring community are being utilized as a supportive context.

2.4. THE PRACTICE

Stage 1- Talent Identification: Here, the grooming of an individual takes place through a summer coaching camp. The training from grass root level begins in the camp where the talents are observed and identified. Summer camp is held for the school students till 12th class with a minimal fee for 30 to 45 days of duration.

Stage 2- Training Programme: This stage is focused on perfection and constant up-gradation of skills and postures. Here, those identified talents are given training throughout the year in university academy centres. The players up to sub-junior category (U-15, U-17) competitions are prepared with grooming at an intermediate level.

Additionally, the focus is placed on training 12th class and college students. Here, those intermediate-level players are trained under the scheme of promising youngsters' camps (PYC). The talented players of the 12th class are invited to participate and are encouraged to join the colleges/departments of the University. The newly admitted students are also provided with similar coaching camps. During PYC camp, players are selected after screening and are given 7 days of training under a university coach to know better the talent.

The next level of training is for the professional players of the University. During the first stage of camp, players are selected after screening and are given 8 days of training under a university coach foreseeing the Inter-university championship. During the second stage of the promising camp, the best probable players of the university are given training for 10 days to prepare better and enhance performance.

Finally, the focus is placed on the training university team. Here, those best-selected professional players are trained vigorously for 12 days to meet the all-important goal of attaining an inter-university title.

Further training for outstanding students that are conducted free of cost include:

- Badminton Academy
- Athletics Academy
- Judo Academy
- Swimming Academy- Training on swimming- All age categories, staff, and students

Stage 3- Research programme: The training-based research is also facilitated. It is in terms of designing new techniques, relating to the overall development of the athletes, before-after comparisons to prove the efficacy of new interventions, etc.

Stage 4- Research on Disability-based intervention: Targeting on mainstreaming of the Differently-abled, new interventions and activities are also arranged. It has got an aim of inclusion. Specialized interventions are also tried out using Judo training and aquatic interventions.

2.5. EVIDENCE OF SUCCESS

Shreds of evidence are abundant, comprehensively and subtly, the following are the specific evidence of success witnessed in the University as a result of these best practices:

- 18 athletes from the University represented the nation at various Olympic meets -25 times.

- Candidates from the University have received 15 Arjuna Awards, 3 Padmasree Awards, 1 Rajiv Gandhi Khel Rathna Award, 1 Dhyaan Chand Award, and 1 Dronacharya Award.
- Trainees entered into the university team, Kerala State team for Santhosh trophy and selected to all India team and won all India competitions. Students were appointed in different organizations like Kerala Police, Department of Customs, Indian Railway, etc. through their excellence in athletic events.
- The Department of Physical Education proposes to lend a hand to the Government of Kerala's *Kayikakshamatha* Mission for cultivating physical fitness.

2.6. PROBLEMS ENCOUNTERED AND RESOURCE REQUIRED

The Department of Physical Education faces several challenges which need to be overcome. Overall, there is a big gap in the demand-supply ratio of facilities. This is also seen in the personnel for maintaining the existing facilities. A pavilion is still to be built for the stadium and adjoining playgrounds and floodlights are yet to be installed. A synthetic warm-up area and a synthetic turf for hockey are under consideration. The accommodation for women students is still poor. There is no guest house for the Department despite the fact that a number of resource persons and organizers arrive at the Department annually in connection with the events hosted by the Department. The common guest house facility of the University is utilized at present.

- The lack of importance given to physical education in schools
- The negative attitude of the school and college teachers toward physical education
- Lack of choice to physical education from high scoring students of graduation
- Limited research and laboratory facilities for extensive research on sports

2.7. NOTES

Other important interventions:

- Adopting 10 outstanding students of neighboring Panchayats and training them free of cost
- Free of cost training for differently abled persons
- Project submitted in collaboration with CDMRP
- Aquatic therapy for differently-abled
- Intercollegiate transgenders' athletic meet is organized
- College fitness education programme- events for fitness- grace marks
- Women's fitness programs include physical exercises, Aerobics, Yoga, etc.
- College fitness education programme is organized for the UG students of affiliated colleges and centers of the University with effect from 2016 admission onwards. Monitoring sports activities of all affiliated colleges under the University, and conducting intercollegiate competitions.
- Sports Convocation to distribute, cash awards, incentives, scholarships, sports kits for the winners of all inter-university competitions.
- The mother fitness programme has been organized for the parents who accompany the students to the summer camp.

India's largest alumni sports team for football, athletics, volleys ball, and khokho. CUEFA- Calicut University ex-football association has also made considerable contributions to the sports field in communities across Northern Kerala.

File Description	Document
Best practices in the Institutional web site	**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:

Biodiversity

The university of Calicut is the largest university in Kerala, established in the year 1968. The University covers an area of 520.46 acres extending to three different districts of Northern Kerala. One of the major distinctiveness of the university is its rich biodiversity. The campus is predominantly lateritic, and rich in flora and fauna with large number of algae, fungi, flowering plants, butterflies, odonates, amphibians, birds, reptiles and mammals. About 15 percent of its land occupies buildings and roads while the remaining area mostly occupied with diverse grasses, shrubs, woody climbers, trees and a number of herbs and associated fauna. The lateritic slopes of the campus turn green with the commencement of monsoon and gradually changes into brilliant hues with the flowering of many herbaceous plants in August-September. Similar lateritic areas in North Malabar are under severe threat due to population pressure and quarrying. Hence, the conservation of this peculiar flora and fauna in the University Campus is of prime importance. Apart from conservation of its unique diversity, we have envisaged the introduction and propagation of the rare, endemic and threatened taxa of identified group from different part of India and their documentation in the Calicut University Herbarium.

The entire vascular flora of the campus has been documented. Three hundred and ninety-nine vascular plant taxa were so far documented, which includes 387 flowering plants, twelve Pteridophytes and Gymnosperms. The diversity of mammals, birds, reptiles, amphibians etc. of the campus was documented. The campus is well known for its rich and diverse mycoflora. Two genera and about 40 species have already been described new to science from the University Campus by the Mycology Division of the Department of Botany. The work evaluated the microbial biodiversity and the presence of novel genes and microorganisms useful for biotechnological applications as well as taxonomic and functional aspects of the campus ecosystem. The database on potential microbial species generated provides a better understanding of the microbial diversity and ecological processes taking place in the area. As a future prospect, the isolates obtained can be used specifically for developing a better way to tackle the prevailing environmental issues in relation with the sustainable conservation of the campus biodiversity and ecosystem functioning. An annotated library of these species is prepared and preserved for further studies. The team of researchers from the Department of Botany have explored floristically different regions of the country to collect saplings of plants for growing in Calicut University Botanical Garden (CUBG). A separate section has been created for the maintenance of aquatic angiosperms in CUBG. Several native species of trees and shrubs were planted during the last few years. A separate Mango Orchard comprising different varieties of mangoes were established in the northwest boundary of the campus.

A bamboosetum with diverse collections like Budda's belly bamboo (*Bambusa ventricosa*), Yellow Bamboo (*B. striata*), bush bamboo (*B. multiplex),* the giant bamboo *(B. gigantea)* has been established in

the campus, adjacent to the botanical garden. Efforts have been taken by Calicut University Botanical Garden for the *ex-situ* conservation of rare, endemic and endangered plants for the past few decades. The Garden also holds many curious plants, including rare collections of ferns, gingers, wild bananas, spices, mushrooms, medicinal plants, gesneriads and begonias. Steps also have been taken for the vegetative propagation especially of the ferns, aroids, wild gingers and bananas. An area covering 13.5 acres of land with natural vegetation is separately maintained for the introduction of native tree species. For documentation, dried plant specimens are preserved in the Calicut University Herbarium (CALI). The herbarium is also internationally recognized and holds one lakh specimens of vascular plants. Herbarium also provides identification services to pharmaceutical firms, students of Pharmacy colleges and researchers. The herbarium specimens of all flowering plants and ferns of the campus are available online in the Calicut University Herbarium (www.caliherbarium.org).The digitized herbarium resources made available online is an important achievement for disseminating plant data across the world. Large woody climbers in the campus like *Entada scanden*s and *Calycopteris floribunda* are provided with truss support for its protection and to add beauty to the landscape. In view of familiarizing and to keep awareness on the flora and fauna among visiting folk, labels depicting scientific names have been provided. QR code has been provided along with labels for identification of trees, shrubs and lianas occurring in prime locations of the campus.

The avian and insect fauna of the campus has been well documented by the Department of Zoology. Around 100 avian species, more than 100 species of spiders, 220 species of butterflies were identified. The Butterfly Park is a major attraction of the campus, which comprises varied food plants for the butterflies. The campus is rich in insects, reptiles like cobra, viper, python, Varanus, etc. and mammals like rabbits, civet cat, golden jackal, Wild cat, etc. A large collection of insect specimens is preserved in the Zoology Museum for documentation and reference. The university green park flora attracts more faunal diversity, which provides space for the students and visitors with best place for academic interaction and being used for recreational purposes by the public. Being located in the heart of the University Campus, 70-80 percent of the visitors to the park are from among the student community, and the remaining 20-30 percent from other academic circles. Differently abled individuals can come to the garden and enjoy the *touch and feel garden.* The park is also providing a serene natural atmosphere with large open areas for useful discussion and social interaction.

A user-friendly pictorial guide has been made available for the identification of the flora and fauna of the campus. With the support of students, staff and faculty we were able to introduce, propagate, document and conserve the unique biodiversity of the campus for the benefit of the society and environment especially in the wake of biodiversity loss due to anthropogenic activities and natural causes. The documentation will also help the researchers, nature enthusiasts and other visiting folks be aware of preserving the natural flora and fauna.

File Description	Document
Any other relevant information	[View Document](#)
Appropriate web in the Institutional website	[View Document](#)

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5. CONCLUSION

Additional Information :

Established in the year 1968, the University of Calicut is the largest institution of higher learning in Kerala in terms of jurisdiction and student intake. There are currently 34 Teaching departments, 405 affiliated colleges and 11 chairs under the varsity. The University caters to the educational requirements of the Malabar region, consisting of some of the educationally backward districts of the state. The courses offered by the University are specially designed to suit the ethos and requirements of the region.

The resourcefulness other than those stated in the SSR are briefly described here.

1. The library has access to over 7000 e-journals under UGC e-Shodhsindhu Programme and 50000+ subscribed e-books from various publishers. An Institutional Repository is set up to host the publications of the academic community of the university, e-theses, dissertations and other resources like previous years' question papers etc., The library provides access to "End Note" subscribed reference management software for the members. The e-contents of Consortium for Educational Communication (CEC) are also available in the library. The off-campus access to library resources is permitted to the faculty and students through https://idp.uoc.ac.in/ portal.
2. 29 value added courses are newly introduced to impart transferable skills to the students.
3. An aesthetic park of more than 15 acres is open not only to students and staff but also to the public.
4. Most of the buildings are structured with rain water harvesting system
5. Biobins placed in the entire campus buildings helps to collect and biodegrade the biowastes, which can be used as manure.
6. An exclusive branch of State Bank of India, two ATMs, a post office, two co-operative stores, two cooperative banks, two canteens, four snack bars, four ability cafes (run by trained youngsters with disabilities) are functioning in the campus.
7. There is separate VIP guest house, faculty guest house which are well furnished.
8. UoC is soon starting an incubation centre with an 8000 square feet area, where start-ups would be accommodated at subsidised rate. A Fablab (Fabrication Laboratory) is another prime agenda with the financial support of the Kerala Start-up Mission (KSUM), which can serve the demand for developing prototypes.

Concluding Remarks :

The University's mission is to play a significant role in the development of comparatively educationally backward region, through the cultivation of scientific temperament and promotion of humanistic values. By equipping the younger generation with proper academic knowledge and vocational skills, it aims to play the role of a catalyst in the socio-cultural development of the region. It has made rapid strides towards achieving these aims in the last few decades. And to achieve this the following measures were taken. In order to keep the syllabi up to date and address the needs of the rapidly changing job scenario, the University reviews the structure and content of the courses in every three years. In order to systematize the learning and evaluation process, the University has introduced Choice Based Credit Semester System way back in the year 2008 and has recently moved to the OBE based curriculum. The University has state of the art buildings and other infrastructural facilities. Our budget shows that in the past few years, a heavy investment was made to improve the facilities available to the students. IT enabled-blended learning management system and the examination

system has helped in the attainment of better graduate attributes. The introduction of online verification system has facilitated rapid verification of marks and certificates, benefitting a large number of graduates and employers working abroad. The feedback system provides students with a forum to voice their complaints and suggestions about various courses. Similarly, promotion of web-based learning affords greater flexibility of timing and mobility. Women are represented in higher numbers both in the employee and student community. The energy saving is ensured through various means such as solar energy production, using energy saving electric appliances. E governance is effectively implemented for fast and smooth administration. The rehabilitation programme for children with developmental disabilities through Community Disability Management and Rehabilitation Programme and the programmes to train the young in different sports for nurturing the talents are the two best practices followed in the University. The efforts to conserve the biodiversity through various approaches and to maintain the campus green is highlighted as the University's distinctiveness.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.2	**Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).** 1.2.2.1. **Number of Programmes in which CBCS / Elective course system implemented.** Answer before DVV Verification : 116 Answer after DVV Verification: 42 Remark : DVV has made the changes as per EP-1.1
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** **(Excluding Supernumerary Seats)** 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years** Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>429</td><td>417</td><td>383</td><td>365</td><td>336</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>404</td><td>407</td><td>361</td><td>346</td><td>336</td></tr></table> Remark : DVV has given the input as per shared report of actual students admitted from the reserved categories by HEI.
3.4.3	**Number of Patents published / awarded during the last five years.** 3.4.3.1. **Total number of Patents published / awarded year-wise during the last five years.** Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>2</td><td>2</td><td>1</td><td>2</td><td>1</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>1</td><td>1</td><td>0</td><td>0</td><td>1</td></tr></table>

Remark : DVV has considered patenter affiliation during the assessment period.

3.6.2	**Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years**

3.6.2.1. **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
1	5	5	1	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	3	3	1	1

Remark : DVV has considered only Awards for Extension Activities(NSS,NCC,Red Cross etc.,) and excluded days activities.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
49	44	35	15	17

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
26	30	21	11	10

Remark : DVV has excluded Guidance, Subject Expert, Project/Internship etc.

3.6.4	**Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**

3.6.4.1. **Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
900	1517	2535	740	2547

	Answer After DVV Verification : 	2020-21	2019-20	2018-19	2017-18	2016-17
560	963	1960	650	1690 | Remark : DVV has given the value as per metric 3.6.3
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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** 4.2.4.1. **Number of teachers and students using library per day over last one year** Answer before DVV Verification : 612 Answer after DVV Verification: 122 Remark : DVV has made the changes as per average of teacher and students using library per day on (dates)
6.3.3	**Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.** 6.3.3.1. **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years** Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
30	24	33	24	17 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
16	09	23	19	09 | Remark : DVV has excluded orientation programme and induction programmes etc.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of programs offered year-wise for last five years** Answer before DVV Verification: | 2020-21	2019-20	2018-19	2017-18	2016-17
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122	120	119	118	118	 Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
44	44	43	44	43

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2046	2011	1923	1914	1929

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1805	1860	1700	1602	1602

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