



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

MES ASMABI COLLEGE, P. VEMBALLUR

MES ASMABI COLLEGE, P VEMBALLUR PO, THRISSUR DIST,
680671

www.mesasmabicollege.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

M.E.S. Asmabi College stands as a beacon of excellence in education, recognized by the National Minority Education Commission and proudly managed by the esteemed Muslim Educational Society (MES) Calicut. Affiliated with the University of Calicut, it holds the UGC statuses of 2F and 12B. MES, the largest educational organization in Kerala, operates an impressive network of 150 educational institutions, comprising 28 colleges, most of the aided having A+ grade. The institutions span across Medical, Engineering, and Arts & Science disciplines and 48 schools, reaffirming its commitment to providing quality education at every level.

Established in 1968 in P Vemballur, Kodungallur, a remote coastal village in Sreenarayanapuram Gramapanchayat, Thrissur District, the college aspires to excel in teaching Science, Humanities, Commerce, Management, and vocational programmes. It also endeavors to be a hub for research, development, and innovation, aiming to uplift the educational status of the underprivileged. The institution commemorated its one- year-long Golden Jubilee celebrations during 2019–20 through various academic and non-academic events. The celebration was inaugurated by Padmavibhushan Dr. E. Sreedharan, Kerala's Metro man, while the closing ceremony, marking a year of diverse activities, was graced by Dr. R Bindu, Kerala's Minister of Higher Education.

The institution currently accommodates over 2500 students across seventeen undergraduate programs, including four B.Voc. and six postgraduate programmes. Additionally, three departments—Botany, Commerce, and English—have been recognized by Calicut University as research centers.

The College attained NAAC accreditation with a B+ Grade in 2004, upgraded to an A Grade in 2012, and achieved a B++ level (CGPA-3.00) in April 2019. Following its latest accreditation, IQAC diligently executed numerous initiatives to enhance quality and innovation, meticulously addressing recommendations from peer team. Our preparations to become an autonomous institution and inclusion of the essence of paradigm shift in education integrating research has paved a platform for NEP preparedness. Now we are in a stage of implementation of NEP and the four year UG programs are commencing from the coming academic year. The institution presents its Self Study Report for the 4th cycle of reaccreditation, reflecting ongoing efforts toward continuous improvement and academic excellence.

Vision

Providing affordable and high-quality higher education for all, with a special focus on backward and marginalized people, thereby empowering individuals through the transformative power of education.

Mission

1. To empower women, downtrodden, and backward classes.
2. To promote secularism and democracy.
3. To mould a self-reliant and socially accountable young generation.
4. To prioritize modern teaching and learning methods, with sufficient accent on value-added education.

5. To instill a sense of social responsibility in the student clan by involving them in community-oriented activities.
6. To foster entrepreneurial spirit, leadership abilities, organizational qualities, and life skills among the students.
7. To infuse eco-consciousness in both the students and the community.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The college has a rich tradition and glorious existence of fifty-five years adhering to the declared vision and mission.
- Coastal and rural locale of the institution in pristine, green premises away from the fanfare of urban environs.
- The boundless backing of the Managing Committee extends across all facets of development, aligning with the overarching vision of MES Corporate Management, the largest educational agency in Kerala.
- Diversity of programmes of study both by number and kinds. There are 17 UG, 6 PG and 3 Research centres reaching across Arts, Science, Commerce, Humanities, Management and Vocational streams and an array of certificate /add-on courses.
- The college is one of the most sought after ones as evidenced by significant programme-demand and enrolment ratio, catering to students from diverse regions, districts and foreign countries.
- Fruitful involvement of students in extension and community services to infuse graduate attributes and realise the noble aim of almsgiving. Staff also takes part in these service activities.
- Very strong and dynamic Alumni Association which spans its wing to foreign chapters. The Association is exceptionally supportive in the all-round development of the institution.
- Highly supportive Parent Teacher Association taking part in all areas of development.
- A committed team of well-qualified teachers.
- A range of functional MoUs with industries and academia.
- Spacious college ground accommodating facilities for varied kinds of sports items.
- The college offers highly commendable student support via a spectrum of scholarships, value-added courses, career guidance and placement drives.
- The classrooms, conference rooms, seminar halls, and auditorium are enabled with ICT and Wi-Fi connectivity, establishing a constantly connected environment.
- Guaranteed transparency in admission, administration and assessment.
- The college library boasts a serene ambience with its renovated contemporary design, equipped with comfortable seating areas, and current technology. Its facilities include full automation, a vast collection of digital (INFLIBNET inclusive) and print resources, reprography facilities, ample workspaces, and advanced research amenities, providing an environment conducive to both focused study and collaborative learning.
- Eco-friendly and Divyangjan-friendly campus.

Institutional Weakness

- Limitations due to lack of academic autonomy put bridles on many aspects of curriculum development and revision and introduction of new courses.
- The college's diverse array of programmes has not only fuelled a surge in student enrolment but has also

drawn a growing number of learners from distant locations. Consequently, the inadequacy of hostel facilities to accommodate students from far-off places has emerged as a tangible limitation.

- Consultancy expertise of the faculties not sufficiently explored.
- A large majority of students are from economically weaker sections and we are able to provide scholarships only for 70.63% students.
- The financial crunch of the Covid 19 and two episodes of severe flood has hit the State in recent years have put the philanthropists on back-foot. This has put a considerable curb on the financial support for development.
- The non-availability of centralized fund support like direct UGC supports has impacted the development of laboratory and infrastructure facilities needed to accommodate the increased student intake and align with the preparedness for the NEP.

Institutional Opportunity

- Opportunity for active involvement in curriculum development and evaluation in the wake of NEP 2020 and conduct of value-added certificate courses.
- Offering special training and promoting sports and games for girls students as a lion part of student-community are women.
- Cluster formation and networking with colleges under MES corporate management and other institutions for maximal extraction of academic benefits under NEP 2020 and integrated research and academic development.
- Establishment of more Research Centres and introduction of integrated programmes.
- Establish a dedicated task force of students to impart awareness on drug abuse among the public and students.
- Introduction of all available features of NEP 2020 such as Academic Bank of Credits for flexible and interest-based gaining of credits.
- Maximal and potential use of student-centric teaching and learning methods such as distant and hybrid learning.
- Explore the limitless opportunities of education by significantly expanding AI-integrated ICT facilities, promoting effortless online learning, and facilitating the generation and dissemination of fascinating e-content.
- Scope for introducing more vocational courses and establishing platforms for improving student skills and employability.
- Enter into MoUs and linkages with more industries, research and academic institutions both at national and international levels.
- Improvement and enrichment of library resources.

Institutional Challenge

- All academic reforms are strictly within the purview of the rules and regulations of the Government and the University. This remains a major constraint in the introduction of new programmes/courses and keeps a check on administrative freedom.
- The trend and tendency of youngsters to migrate to foreign countries and other states for higher studies

and research.

- A substantial surge in faculty workload, coupled with limitations on recruiting new academic and non-teaching staff, arises from government directives solely focused on financial considerations. This situation poses a significant constraint in maintaining the student-teacher ratio at par with national and international standards.
- Social demand for early marriage among girls from some areas leads to academic dropouts.
- Deficiency of funding from governmental and non-governmental agencies places restriction on infrastructure development.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curriculum plan adheres to that of the University for an affiliated institution; hence, we utilise the limited degree of freedom available within the curriculum in compliance with NEP to make inclusive curriculum planning and implementation. The IQAC, the planning committee, the timetable committee, and the examination wing headed by the Principal together make the draft of the **blueprint** of the curriculum planning and implementation strategy, which is presented on the first day of each academic year before the staff meeting to finalise and approve.

This period involved adopting online teaching and learning, conducting induction/orientation for first-year students, giving bridge courses, recording curriculum delivery in teachers' diaries, etc., to align with the paradigm shift in the teaching and learning approach. The college conducted **117 certificate**, and add-on courses with 64.45% enrolment including SWAYAM NPTEL etc.

We also conduct Continuous Internal Assessments under CBCSS, including attendance, seminars, assignments, and internal examinations for all courses. Regular review meetings, department-level result analysis, and academic monitoring by the Principal and IQAC ensure the implementation of the **reforms**, OBE, technological support and transparency using ERP and linked website.

The curriculum is enriched with **crosscutting issues** addressing gender, professional ethics, human values, environment and sustainability through 106 courses, reflected in 3711 student dissertations and 322 co-curricular and extra-curricular activities.

Cross-cutting issues have been addressed through compulsory **plagiarism certification**, career guidance, soft-skill and pre-placement training. The institution ensures **gender equality** through clubs and forums like the WDC, ICC, and Pre-marital counseling for minority girls. We address human values through regular value education and mentoring classes, social ventures, mental health club activities and community disability management and rehabilitation programs. The institution also enhances **environmental and sustainability** consciousness through green initiatives, energy-carbon adaptation activities and social intervention programs.

45.36% of students undertook project work and internship in the last academic year even though the majority of the curriculum does not mandate it. Monitoring of on-the-job training/internships ensures efficacy providing opportunities for improvements.

The periodic feedback from all stakeholders is collected, analysed, action taken, communicated to relevant bodies and hosted on the website ensuring their involvement in curriculum planning and implementation in

time.

Teaching-learning and Evaluation

The average enrolment percentage for the last five years is 87 while the percentage of seats filled as per the reservation rules is 69.5. The student-teacher ratio is 28.2. The college implements various student-centric teaching-learning methods in line with NEP 2020, incorporating ICT tools and activities through cells and clubs. These include 'Sky Watch', Film Workshops, Aquarium-Making, Calligraphy, Language Labs and Participatory learning processes involving the community. Online courses, such as NPTEL and Coursera, offer exposure to digital academic resources and e-books. Experiential learning implemented involving all departments and students became one of the best practices of the institution. Participating in research programs, brainstorming, internships and panel discussions empowers students to express powerful thoughts and ideas whereas case studies, innovation apps, and collaborative projects enhance problem-solving abilities.

The percentage of full-time teachers is 96.18 while that with NET/SET/PhD is 80.37. The institution prioritizes transparency in its internal evaluation process, adhering to University guidelines using four components viz., attendance, seminars, assignments and internal examinations ensuring OBE. The internal examination wing manages the process, with timetables published early and a strict code of conduct. Students can place grievances at five levels: Course Teacher, Tutor, HoD, Principal and the University, publication of internal marks at each level with students' signatures ensures its transparency and provides an opportunity for the students to use the grievance redressal mechanism. External assessment issues can be addressed in three tiers at the department level, grievance redressal cell, or University level. The University employs IT in exams for transparency, ensuring credibility and efficiency.

The institution follows OBE-based curriculum for UG and PG programs, for which the POs and COs are set by the University. Learning outcomes are communicated through the college website, induction programs and college calendar & handbook. The IQAC evaluates the attainment of Learning Outcomes through the assessment of COs. The assessment method involves 80% direct evaluation and 20% indirect ensuring a well-balanced system for evaluating and enhancing the quality of education, ultimately leading to the realization of the institution's educational objectives and outcomes. The cumulative pass percentage of students is 78.85.

Research, Innovations and Extension

The college received 48.59 lakhs as grants from Government and NGOs for research projects during the assessment period. The innovation ecosystem within the institution has evolved from a basic level of awareness and orientation to a well-organized and cohesive environment, supported by research and development departments. The IIC, IEDC, YIP, ED club, Incubation centre and IPR cell organize programs to raise awareness and provide orientation to students and faculties from all departments. The ideas are vetted through collaboration between the Incubation cell, three research departments, their respective labs and the CEtC research extension centre. The cells work towards the innovation ecosystem through awareness/orientation, workshops/trainings, idea hackathons, research and planning, prototypes, products, and patents. The incubation cell, ED club, IEDC, and research extension wings collaborate for pre-incubation activities, harmonizing product development with marketing goals.

The college has conducted 83 workshops/seminars/ conferences on research methodology and IPR. The total number of Research papers in UGC care listed Journals during the last five years is 84, the number of books

and chapters/ proceedings is 99 and the 31 IUCN Global RedList publications on Threatened plant species add to the uniqueness.

The 32 functional MoUs facilitated 130 extension activities, during this period to promote community engagement and civic responsibility. These include assistance to the underprivileged, psychological support to society and community service. Important activities include flood-relief and cleaning activities following the Kerala Flood 2018, free mammogram and Ultra Sound scanning camps, and 'Embrace' residential camp. Social service initiatives during Covid-19, include providing isolation and treatment centers, stress management and sanitizer production. Anti-drug initiatives included drug abuse awareness and workshops. 'EXPERIA', our best practice, nurtures empathy, social awareness, and a sense of responsibility, while fostering a commitment to social and global issues.

The college has received 38 government awards for its extension activities, including a University award for flood rescue operations, the release of special cover by the postal department in connection with the Golden Jubilee Celebration of the college, appreciation from Swachh Bharat Mission, received Haritha office Certification for green protocol activities, a district "one green champion award" from MGNCRE and various Grama Panchayats and departments.

Infrastructure and Learning Resources

The campus, covering 22.8 acres, has its major infrastructure in six blocks including two newly constructed ones to accommodate the increase in student enrolment. 63 classrooms, digitally equipped research rooms, air-conditioned seminar halls, conference halls, IT and reprography attached examination control room, media and recording labs, innovation/incubation center, E-resource center, facilities for all clubs add to this.

The college has extensive cultural and sports facilities, including an auditorium, sports ground with 400m track, 500 seater gallery, football, cricket and basketball court, seminar halls, alumni open square, and a roundabout. INR 417.84 lakhs have been spent for infrastructure augmentation and 36% of expenditure excluding the salary component incurred for maintenance and academic development during this assessment period.

The Library has a seminar hall, Reading area, Researcher's room, Reprographic Centre, Exhibition Gallery, Open Courtyard and Resource centre. It is fully automated with an integrated library management system, KOHA, OPAC and IN/OUT Gate register. It offers a wide range of resources, including 36,479 books, 30500 titles, a book bank, and a career corner. It also houses a collection of rare books, yearbooks, encyclopedias, alumni magazines, a collection of Indian Knowledge System, a digital library section, NDLI Club, Shodhganga and plagiarism detection software. We signed an MoU with DELNET. Activities include annual book exhibitions, reading day celebrations, research-oriented certificate courses, orientation programs and internships for library science students.

The campus has a comprehensive IT infrastructure, including 231 computers, 47 projectors, 26 printers, 7 scanners, 5 photocopiers, and High-speed WiFi with a maximum bandwidth of 150Mbps. All PG classrooms are smart rooms. The two computer labs and the language lab have enough computers and maintain a 9:1 student-computer ratio on campus. A server/system administrator room manages computer systems and networking. Learning management systems are used for online learning, and 70% of classrooms are ICT-enabled. The college has purchased licensed software for computers and video editing, including Microsoft Windows 10, Neundo 7, Canva Pro, Web OPAC, Digital Library Software, Plagiarism Checker and Skillshare App. During the COVID-19 pandemic, 42 smartphones were supplied to deserving students by the alumni.

Student Support and Progression

The college has augmented its academic environment to enable the students to access various sources of scholarships in line with new academic spheres visualised by NEP. 70.63% of students received scholarships during this assessment period even though there has been a reduction in reserved scholarships, a decrease in demand for some programs and an increase in self-financing programs.

The capacity enhancement programs conducted systematically, adhere to the strategic plan addressing various aspects including soft skills, life skills, ICT and computing skills. As a result, 59.6% of students benefitted from guidance for competitive examinations and 50.43% of students progressed to higher education and various jobs. 8.37% of students qualified for state, national/international level competitive examinations.

The guidelines for statutory and regulatory bodies were properly implemented through the activities of respective cells. The policies of the statutory cells have become pillars of the 31 policies developed for implementing the strategic plan adhering to NEP preparedness. The grievance redressal mechanism ensures facilities for online and offline submissions and timely redressal. The inculcated awareness among students on their fundamental rights including anti-ragging, gender equality, etc is a reflection of the institution's commitment to zero tolerance policy through various activities of statutory bodies.

The campus has consciously made efforts to enhance sports and cultural facilities and activities in accordance with previous NAAC peer team recommendations. These include a dedicated football academy, sports academy and regular sports and cultural events resulting in conducting an average of 37 events per year and bagged 66 state/ international awards during this period.

The College Alumni Association evolved as our institutional distinctiveness because of its contributions to campus and academic development including infrastructure such as Winner's Hall Project, Gandhiji Corner, Alumni Open Square and regular activities. The social responsibility initiatives, such as flood-relief and financial assistance for critical-illness, collaborating with agencies like Cochin Cancer Society to host a breast cancer detection camp benefitted 200 women. The alumni network through various local to international chapters, diverse social media platforms and a dedicated website. The family gathering on Gandhi Jayanthi day, the "Ormakkayi" alumni directory and the "Yathramozhi" event for departing students and staff are annual events.

Governance, Leadership and Management

The College was established in 1968 under the Muslim Education Society, the largest educational agency in Kerala, with the vision of providing affordable and high-quality higher education to coastal rural communities, particularly improving women's employability rates. The college implements e-governance in administration, finance and accounts, student admission/support and examinations.

The Planning Board devises and implements growth-oriented policies and the Finance and Purchase Committee on financial matters. The college has various committees and cells, with responsibilities assigned based on teachers' aptitudes. The governance and leadership of the college ensure the implementation of NEP through programs, resource allocation, faculty development, infrastructure enhancement, research-innovation initiatives and promotion of the IKS.

Major accomplishments include the establishment of 5-UG, 2-PG, and two Research programs and signing 32-MoUs during this period. Established transformative alliance with the Kerala Development and Innovation Strategic Council, nursery for threatened tree species and coastal eco-restoration with the Hornbill Foundation to address the SDGs of the UN and provide experiential learning opportunities for students fostering innovative synergy within.

The College provides welfare schemes for both the self-financing and aided staff, ensuring equity and productivity. Self-financing staff receive EPF, ESI, salary advances and festival allowances. General welfare includes a preference for wards for admission to various programs, granting permission for research in other institutions, free COVID-19 vaccines, financial assistance for FDP, orientation, training, annual Picnics, festival and Staff Day celebrations. The institution has a PBAS that evaluates employees regularly, facilitating career advancement.

We have been successful in mobilising funds even though state and central schemes were minimal during this period. This is done by adhering to the resource mobilization policy, including annual budgets prepared by the Principal, Planning board, IQAC and Superintendent. Major sources include Central/State Government, Fee from Self-Financing Programmes, PTA, Alumni, assistance from Management, Endowments/ Scholarships, Research Projects and fellowships from international/national NGOs.

IQAC focused on continuous improvement organizing workshops on students-centric teaching methods, OBE and experiential learning. The IQAC set performance benchmarks against top-tier institutions, attained ISO certification and optimized NAAC accreditation documentation. IQAC also reviews the teaching-learning process, structure and methodology of operation and conducts student satisfaction surveys.

Institutional Values and Best Practices

The college promotes gender equity through an inclusive environment and diverse curricular and co-curricular activities. A gender audit was conducted to rectify gender disparities. A gender equity-based curriculum is in place. 77% of teaching staff and 56% of NTS are women and 55 gender equity-centric events were conducted. Standards set for energy conservation, waste management water conservation, green campus initiatives and Divyangjan facilities have been enhanced across the campus during this period. These were evaluated, reformed and standardised with policies, Green and Energy audits, clean, green and environmental promotion activities within and beyond the campus.

“Experia”, which evolved from the best practice "Gramika" focuses on soft-skill development, interventions in Psycho-social, Technological and Environmental sectors such as Beat Covid Campaign, Muzris Theatre Fest, e-government surveys, workshops on Telescope making, Aquarium making and activities on SDGs of UN.

The second best practice “Sustainable Citizenship and Climate Action” materialised academic outreach through students, faculties, and research units working with government and non-government bodies to protect the environment and empower marginalized people. The platform was developed in collaboration with the Hornbill Foundation (CEtC) in 2011, providing technical support and a scientific basis for long-term engagement. The CEtC, IUCN, BGCI, and SER chose SN Puram Grama Panchayat as a model LSG for multi-stakeholder, niche-specific ecological restoration. The program has been successful, with over 500 students actively involved, over 4000 participating, and over 1000 attending events.

The Alumni Association has a distinctive culture due to its frequent activities and contributions to the campus's

holistic growth and evolved as the institutional distinctiveness. The association has evolved into a democratic structure, with active chapters from regional to those abroad. The alumni main chapter has over 2000 active members, while the 13 department-level alumni enrich it with more than 10,000 members.

Significant contributions of the alumni have been in diverse sectors such as infrastructure development, lecture platforms, scholarships, gold medals, placements/internship facilities, creative platforms and social responsibility initiatives.

The association has two international branches, in UAE and Oman, the former received the AKAF-2022 award. The alumni meet on October 2nd and publish an updated database of students called "Ormakkayi" every year.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MES ASMABI COLLEGE, P. VEMBALLUR
Address	MES Asmabi College, P Vemballur PO, Thrissur Dist,
City	Thrissur
State	Kerala
Pin	680671
Website	www.mesasmabicollege.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Biju A	0480-2851171	9447520841	0480-2859032	principal.mesasmabi@gmail.com
IQAC / CIQA coordinator	Amitha Bachan Kh	0480-2850596	9497627870	0480-2859032	iqac.asmabi@gmail.com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Certificate.pdf
If Yes, Specify minority status	
Religious	Religious
Linguistic	
Any Other	

Establishment Details				
State	University name	Document		
Kerala	University Of Calicut	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	03-01-1984	View Document		
12B of UGC	21-03-2014	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	MES Asmabi College, P Vemballur PO, Thrissur Dist,	Rural	22.8	14758.5

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Aquaculture,Aquaculture	36	Plus Two	English	38	38
UG	BSc,Botany, Botany	36	Plus Two	English	30	24
UG	BCom,Commerce,Coope ration	36	Plus Two	English	62	62
UG	BCom,Com merce,Comp uter Application	36	Plus Two	English	60	59
UG	BCom,Com merce,Financ e	36	Plus Two	English	60	60
UG	BA,English, English Language and Literature	36	Plus Two	English	45	45
UG	BSc,Physics, Physics	36	Plus Two	English	36	20
UG	BA,Economi cs,Economic s	36	Plus Two	English	60	60
UG	BSc,Mathem atics,Mathem	36	Plus Two	English	36	19

	atics					
UG	BCA,Bca,	36	Plus Two	English	53	53
UG	BBA,Bba,	36	Plus Two	English	50	49
UG	BVoc,Logistics Management,Logistics Management	36	Plus Two	English	54	54
UG	BVoc,Digital Film Production,Digital Film Production	36	Plus Two	English	45	36
UG	BVoc,Fish Processing Technology,Fi sh Processing Technology	36	Plus Two	English	45	24
UG	BVoc,Tourism And Hospitality Management, Tourism and Hospitality Management	36	Plus Two	English	45	38
UG	BSc,Psychology,Psychology	36	Plus Two	English	37	37
UG	BA,Mass Communication ,Journalism and Mass Communication	36	Plus Two	English	31	31
PG	MSc,Botany, Botany	24	B.Sc. Botany	English	20	20
PG	MCom,Commerce,with Financial Management	24	B.Com.	English	27	27
PG	MCom,Commerce,Marketing	24	B.Com.	English	20	11

PG	MA,English, English Language and Literature	24	B.A. English	English	27	27
PG	MSc,Physics, Physics	24	B.Sc. Physics	English	12	12
PG	MA,Economics, Economics	24	B.A. Economics	English	19	19
Doctoral (Ph.D)	PhD or DPhil ,Botany, Botany	36	M.Sc.	English	32	15
Doctoral (Ph.D)	PhD or DPhil ,Commerce, Commerce	36	M.Com	English	12	12
Doctoral (Ph.D)	PhD or DPhil ,English, English	36	M.A. english	English	8	2

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				3				44			
Recruited	1	0	0	1	2	1	0	3	9	35	0	44
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				1				42			
Recruited	0	0	0	0	1	0	0	1	6	36	0	42
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				24
Recruited	1	1	0	2
Yet to Recruit				22
Sanctioned by the Management/Society or Other Authorized Bodies				35
Recruited	15	20	0	35
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				2
Recruited	1	1	0	2
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	2	1	0	4	19	0	27
M.Phil.	0	0	0	0	0	0	0	7	0	7
PG	0	0	0	1	0	0	10	32	0	43
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	2	0	3
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	1	9	0	10
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	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	2	12	0	14
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	355	0	0	0	355
	Female	355	2	0	0	357
	Others	0	0	0	0	0
PG	Male	7	0	0	0	7
	Female	111	0	0	0	111
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	8	0	0	0	8
	Female	21	0	0	0	21
	Others	0	0	0	0	0
Certificate / Awareness	Male	634	0	0	0	634
	Female	698	0	0	0	698
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	21	21	17	24
	Female	53	68	48	42
	Others	0	0	0	0
ST	Male	2	3	3	4
	Female	4	5	6	7
	Others	0	0	0	0
OBC	Male	290	340	379	347
	Female	393	412	399	386
	Others	0	0	0	0
General	Male	15	23	21	18
	Female	41	38	37	34
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		819	910	910	862

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>a. The institution is futuristically advancing its physical infrastructure for 4-year UG and integrated PG programs in line with NEP 2020. Plans include MoUs with industries and academic institutions, student-centric teaching with enhanced ICT facilities, faculty training, and AI integration in certificate courses. Integrated PG programs, more internships, improved research facilities, and a focus on holistic student development and community engagement are prioritized. b. The college offers a variety of vocational Programmes including Logistics Management, Fish Processing Technology, Digital Film Production and Tourism & Hospitality Management. Apart from these there are 13 UG and 6</p>
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PG programmes distributed in varied disciplines of commerce, management, life science, psychology, physical science, mathematics, languages and humanities. This diverse array of programmes underscores the college's commitment to interdisciplinary and multidisciplinary education, promoting holistic development and addressing the multifaceted needs of learners. Humanities and science are suitably weaved into STEM through open courses and certificate programmes offered by all departments, the latter set of courses being subjected to suitable change every year. As an addendum to this audit courses and languages are mandatory components of UG curriculum. c. The college offers 13 open courses (3 credits) in various disciplines for UG programmes, with elective papers (2 credits each) in the final semester. B.Voc. programmes allocate 14 credits for project work. PG programmes include choice-based papers (5 credits), and all departments offer choice-based certificate courses (Minimum 30 hrs, 2 credits). Curricula emphasize applied learning like environmental education and social values. Societal engagement is ensured through student participation in initiatives like Unnat Bharat Abhiyan, Ek Bharat Shresht Bharat, and NCC/NSS, promoting holistic development. d. As a corporate management entity, the Muslim Educational Society administers six aided colleges that offer a variety of academic streams. Additionally, the society owns medical and engineering colleges. The institution is preparing to establish clusters with its sister concerns as needed, nurturing flexibility and resource sharing. It is poised for multiple entries in all programmes, which will be restructured in accordance with NEP guidelines by the affiliating University. Lateral entry and multiple exit options at Diploma/Advanced Diploma level under the NSQF is applicable to the four B.Voc. programmes offered by the college subject to regulations of the affiliating University. Seminars on contemporary topics including biodiversity, COVID-19 and statistical analysis are conducted. The FYUGP of Calicut University allows 10% curriculum customization to address local needs, which the college has planned to strategically exploit. e. The college aims for multidisciplinary research through inter-departmental collaboration, emphasizing socially relevant topics. Establishing MoUs with government and non-governmental organizations,

	<p>including LSGs, is the key strategy to achieve this vision. f. Offering certificate courses in varied disciplines and conducting open courses of inter/multidisciplinary character is a notable practice. Conducted national webinar on the implications of NEP 2020 and FDP on FYUGP. Organized 'Meri Maati Mera Desh' was the campaign leading to culmination of 'Azadi Ka Amirt Mahotsav'.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>a. As an affiliated college devoid of any autonomy, the institution does not have any provision to implement the ABC system envisioned by NEP 2020 and Calicut University is in the process of implementing ABC. Students are made aware of the vision and missions of NEP and the benefits and methods of registering under ABC. Following the release of NEP 2020 (draft) the Muslim Educational Society, the corporate Management under which the college is included has conducted extensive and expeditious discussions on all aspects of NEP including ABC and submitted its suggestions to MoE. The Principal and faculties of the college have participated in these discussions. b. The college has been promoting student enrollment and successful completion of courses under MHRD initiatives like SWAYAM, NPTEL, etc. which will be beneficial for ABC in future. c. All departments are encouraged to enter into MoUs with institutions/industries of their discipline to nurture collaborative Students engaged in vocational studies are taking examinations organized by different sector skill councils affiliated with NSDC. d. Recently, our faculty members have engaged in forums centered on NEP's core principles, emphasizing diversity in curriculum and pedagogy alongside integrating technological advancements into teaching and learning processes. A good number of faculties have undergone IGNOU's NEP Professional Development Programme on SWAYAM platform during 2022. Faculties have gained expertise in curriculum designing with an NEP focus by partaking in FYUGP curriculum restructuring workshops and by developing the syllabi of skill-oriented certificate courses. Faculties have channelized themselves by shifting to a totally student-centric pedagogy with the generation Z's needs in mind. e. The college has established Local Chapter of the SWAYAM-NPTEL learning platform, to enable students to enroll for credit earning courses</p>

	online from National Institutes and also to offer online courses.
3. Skill development:	<p>a. The four B.Voc. programmes offered by the college are as per NSQF with the attainable skill levels from 4 to 7. The institution strictly follows the NSQF guidelines to ensure the expected level of skill attainment by students. The college is registered with NSDC giving added authenticity to the courses. b. The college offers a spectrum of skill-based certificate/Add-on courses such as Advertising, Office Automation, Risk Management, Food Packaging, Landscaping, GST, Web Designing, MS Office Skills, Tax Filing, Aquarium Management, Basic Life Support, First Aid, Communication Skills, Clinical Biochemistry, Coastal Zone Management, Professional Photography, Tally ERP, Mushroom Cultivation, Food Safety, Academic Writing, English for Competitive Examinations, Geoinformatics and Mapping. All certificate course curricula are designed and executed with a well-knit focus on skills. The college ensures a creditable numbers of students are enrolling and successfully completing such courses. We host Government skill enhancement programmes such as WWS, ASAP, KILA certified courses. During the COVID-19 the college promptly shifted to online learning, organized virtual skill development workshops, introduced digital skill enhancement programs, adapted practical sessions, implemented flexible assessments, and provided continuous support services, ensuring students received quality skill education despite the challenges. The institution holds membership in the IIC, (MoE), and IEDC of Govt. of Kerala, both platforms working in unison to ensure the conduct of skill-oriented programmes. Innovation ecosystem is established with the setting of a functional incubation unit. c. The college cultivates a diverse and inclusive environment, upholding inter-faith harmony and mutual respect. Embedded within the curriculum, Value Education classes instill timeless values of truth, non-violence, peace, and love. Additionally, departments and cells/forums arrange expert talks and other programme championing rationality's triumph over irrationality enrich students' scientific temperament. Certificate course in Yoga is offered by the college and a significant numbers of students are doing it. This is additional to the regular holding of yoga</p>

	<p>sessions helping in sharpening of mental well being and physical fitness. Many of the certificate courses enlisted under item b) above and beyond carry value-based curriculum. d. i) The institution mandates each student to enroll and complete at least one certificate course annually, with a minimum credit requirement of 2. ii) The institution aims to enhance collaboration with NSDC for more vocational courses and industry linkages. iii) During the pandemic, the college conducted diverse workshops on ODL and blended teaching methods, preparing educators for evolving pedagogies. Faculty rigorously engaged in online teaching using various web tools, positioning the college well for future challenges. Additionally, vocational training programs are facilitated through partnerships with professional organizations. iv) as mentioned above. v) The institution will invest in HR and facilities to sustain momentum in ODL for offering skill courses. Moreover, it will utilize the SWAYAM local chapter effectively for skill course delivery via ODL. e. The college has cemented the culture of offering varied kinds skill-focused certificate courses exemplified by more than hundred of them completed during the last five years. This impetus shall be the institution's foremost asset in the wake of NEP 2020.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>a. Malayalam and Hindi are the Indian languages taught in the campus. In Hindi curriculum, we prioritize the preservation and promotion of India's cultural wealth. The selected lessons delve into the fundamental principles of Indian culture, philosophy, and spirituality, offering a comprehensive exploration of our rich heritage. b. Faculties are well-versed in regional language (Malayalam) and many of them possess skills in national language. However they shall be given training in academic translations and online-publishing of manuscripts. Workshops AI tools are happening with due rigor. National seminars were organized on Philosophy of Swamy Vivekananda in Today's Education ,Hindi Urdu Ki Sajhee Virasat, Observance of days of National and International relevance like Hindi Days , Mother Tongue Day, Kerala Piravi, Tourism Day, Khadi Day ,International Year of Millets 2023, Participation in Ek Bharat Shresht Bharat programme, International Yoga Day, Dashapushpa Exhibition, Sreedhareeyam,etc. provides thrust in this context. c.</p>

	<p>Bilingual mode of content delivery is adopted wherever necessary with stress on local language equivalents for English keywords. d. i) Reading week celebration and book exhibitions forms a stage for exposure to language diversity. inception of an art gallery, events related to Vayal Pachha, Karkidaka week, Karkkidaka kanji, Pathila curry and Kavettam. Traditional art forms, including Thullal, Ninabali, Garudan Thookam, Kalaripayattu, Thiruvathira, and Kalampattu. ii) The activities of the folklore club, Forests rights and traditional resource management for tribal communities of Nilambur to understand how IKS was used to advance people, communities, and humanity as a whole. iii) & iv) Local art forms are staged by folklore club. The Fine Arts Club is committed to give professional training and staging of diverse Indian music and dance including regional; dance forms of Thiruvathirakalai, Daff muttu, Oppana and Margamkali giving bright perception of tradition. Students are introduced to indigenous resources like Thazhapaya making, Cottage industry, and 'Pottuvellari' through workshops and documentaries. The college has signed MoU with Muziris Heritage Project and Probadha Trust to promote the spirit of heritage and culture. Conducted Ramayana Quiz during the holy month of Karkidaka and organizing quizzes on state festivities like Onam ignites the flavor of tradition and heritage. Release of documentary about Sangama Grama Madhavan, an Indian mathematician and astronomer who is considered as the founder of the Kerala School of astronomy and mathematics in the Late Middle Ages is a big step in this context. Conservation of Sacred Groves and maintenance of threatened plant species nursery and herbal garden are to be underlined. 'Gurukulam' mimicking the ambience of ancient outdoor classrooms give an eco-atmosphere for learning with a touch of tradition. e. The institution is committed to integrate Indian Knowledge System and culture in education exploiting the opportunities of online mode. During covid period the state festivals such as Onam were celebrated by staff and students in online mode without sacrificing the enthusiasm of regional festivity to the pandemic.</p>
5. Focus on Outcome based education (OBE):	i) The institution has embraced Outcome-Based Education (OBE) and ensures that stakeholders are

	<p>well-informed about the expected skills and knowledge for each academic programme. ii) The institution follows the Program Outcomes (PO) of the all UG and PG programmes set by the University, Program Specific Outcomes (PSO), and Course Outcomes (CO) are set by the institutional level itself based on the revised theoretical foundation suggested by the Bloom's Taxonomy and this has been readily available on the college website. iii) Faculties have participated in OBE workshops outside the institution and the IQAC of the college has organized two workshops on the conduct OBE based examinations. Setting up of POs, PSOs and COs: a) The institution follows the Program Outcomes (PO) of the all UG and PG programmes set by the University. b) PSOs and COs are set by the detailed discussions with faculty members and by conducting series of workshop/seminars by eminent faculty members. c) HODs, concerned faculties, IQAC coordinator and members are involved in preparing and presetting the outcomes and finalizing on approval by the Principal.</p>
6. Distance education/online education:	<p>a). Skill courses particularly those on art appreciation, Publishing Tools, Product Rendering, Academic Writing etc. can be effectively rendered through online mode and the institution has included it in the strategic plan. The use of digital platforms digital repositories, digital media for virtual learning, virtual labs, MOOCs and courses offered by NPTEL, SWAYAM etc. will be ensured at par with high-quality in-class programmes in future. Distance / Online education unveils ample opportunities before the learner. Blended learning was one of the new normal envisaged in NEP as well. During the COVID period, teachers of the college delivered all or significant portion of their topic in the online mode through various online platforms like Moodle,ZOOM, Google Meet etc. b). In line with NEP, Faculty member has created YouTube videos which throw light in to different philosophical systems in India. Increased awareness of the subject through the video lectures around the topics Buddha School, Nyaya School, Vaisesika School, Sankhya School, Mimamsa School and Yoga School also helps to inculcate deep rooted enquiry and appreciation of different schools of Indian philosophy among students. c). Moreover, Internationalization of education will be facilitated through international</p>

collaboration with University of Technology and Applied Sciences (UTAS), Sulthanate of Oman,(four faculties of MES Asmabi College presented project proposals in the International Conference organized by MES Central Committee at MES Medical College, Perinthalmanna).

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, Electoral Literacy Club was set up in the college in the year 2016, which functions as a platform to engage students through appealing activities and hands-on experience to sensitize them on their electoral rights and familiarise them with the electoral process of registration and voting. The club primarily targets new voters who are pursuing their graduation and are between the 18–21 age group. Vision • To provide a vivid perception of the importance of participation in elections and develop a sense of democratic attribute among the young generation. Objectives • To promote suffrage and democratic principles in order to develop responsible citizens. •To instill a strong commitment in the learners about the idea and practice of parliamentary democracy.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Constitution of the club • The members of the club include the Principal, Staff Coordinator, two student coordinators and nine student members. The Present Members are : 1. Prof. (Dr.) A. Biju (Principal) 2. Dr Sanand C Sadanandan (Staff Coordinator) 3. Laya, Chair Person - College Union (Student Coordinator) 4. Thasni P.J., Vice Chairperson (Student Coordinator) 5. Mohammed Naimudeen (Student Member) 6. Amal Fida (Student Member) 7. Kelley Thomas Baby (Student Member) 8. Althaf P.S. (Student Member) 9. Mohammed Ali (Student Member) 10. Al Ameen (Student Member) 11. Afrin Yousaf (Student Member) 12. Kiran K.K. (Student Member) 13. Muhammed Shuhaib (Student Member) 14. Rinsha K.P. (Student Member)</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of</p>	<p>• A study tour was organised to Kerala State Legislative Assembly, Thiruvananthapuram on 15th November 2019 for third Semester B A English students and third semester Economics students on</p>

<p>students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>1st January 2020. • After the Kerala Legislative Assembly election 2021, the club conducted an exit poll competition among the public. 167 samples were collected and analysed. The mock poll activities could ensure to give experience-based learning of the democratic system. • Educates the learners about voter registration, electoral process and related matters through hands on experience. • Familiarizes the targeted population with EVM and VVPAT and thereafter educates them about the robustness of EVM and integrity of the electoral process using EVMs. • Develops a culture of electoral participation and maximize the informed and ethical voting and follow the principle ‘Every vote counts’ and ‘No Voter to be Left Behind.’ • ELC staff coordinator trains the student members to conduct awareness drives in the college to establish systems for registering qualified students to vote.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>• Students along with the staff coordinator conducted surveys to identify student voters of other colleges in the local neighbourhood who are not included in the electoral roll. Through this programme members of the club could assist their peer group in participating in election processes and contribute to the advancement of democratic values • On behalf of the Kerala State Legislative, a photo video exhibition was held as part of ‘Azadi Ka Amrit Mahotsav’ event of Kaipamangalam constituency on 14th November 2022. • The club members made voluntary contribution to the electoral processes prior to the 2021 election. A survey was carried out in the surrounding community of fishermen to determine the number of members of the underprivileged groups who were not yet in the list.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Electoral Literacy Club could help the students to understand the value of their vote to ensure that they exercise their suffrage right in a confident and morally upright manner. Additionally, it makes use of ELC members' abilities to spread electoral literacy throughout in the nearby locality. The club could ensure the enrolment of hundred percentage learners in the electoral roll of election commission of India.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2566	2544	2360	2113	1896

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

2 Teachers

2.1

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

Response: 131

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
73	71	76	75	68

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
404.79	219.35	234.61	260.88	367.56

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

I. Curriculum Planning

Curriculum planning is not within the limits of an affiliated institution. However, many faculties serve in the affiliating University's BoS involved in revising the curriculum as part of the NEP. The college's curriculum delivery and strategic plans include measures to ensure effective curriculum delivery, outlined below.

- The Principal communicates the **blueprint of curriculum delivery plan** annually on the first day of the academic year.
- IQAC formulates an **annual academic plan** aligned with the University's Academic Calendar.
- The **college calendar, handbook, and departmental academic plans** stem from the college's annual academic plan, incorporating certificate/add-on courses.
- Semester commencement involves communication of syllabi, targeted learning outcomes, examination weightage, and internal assessment components.
- **Timetable Committee** compiles institutional, departmental, and individual schedules based on departmental inputs/workload.
- Departmental meetings to deliberate and finalise Semester-wise **Teaching Plans** (ensuring time-bound completion of syllabi) while assigning faculty duties.
- Schedules for Industrial Visits, Field Works, Study Tours, and Projects are planned in advance.
- **Examination committee** ensures timely communication of examination timetables.
- During the COVID-19, quick actions by the Staff Council and IQAC enhanced online teaching & learning, providing accessible **LMS** and support mechanisms for all. The **ERP** streamlines Programs, Courses, Faculty, Students, and Examinations.

II. Curriculum Delivery/Implementation

- College and departments conduct **induction and orientation** for first-year students and their parents.
- Departments provide **bridge courses** as preparedness to entry into a programme of study.
- Curriculum delivery recorded in **teachers' diaries**, evaluated monthly.
- Loss of working days due to natural calamities/other reasons is duly compensated. **Work arrangements** are mandatory before any faculty leave, ensured through the Head of Department.
- Facilities, timetable, syllabus, and grievance modalities accessible to students.
- Weekly online monitoring during COVID-19 includes reports reviewed by Principal and IQAC.
- College Council ensures **online resource** access and support for students.

- Semester-end **academic monitoring** identifies gaps, remedied through extra sessions.

III. Continuous Internal Assessment (CIE)

- CIE under the CBCS System include attendance, seminars, assignments, and internal examination for all courses.
- **Attendance** is systematically recorded hourly and reported. **Seminars**, assigned in advance are guided until presentation. **Assignments** are evaluated with expert comments before final submission. Two **internal examinations** as per University pattern, including OBE model are conducted.
- Provisions are provided to students who miss any component of CIE due to genuine reasons.
- **Attendance and Progress Certificates** and internal marks are collected in advance, with an avenue for student grievances, all uploaded to the University within the prescribed timeframe.
- Prompt publication of internal exam scores, allowing multiple chances for student grievances, with signatures obtained at each level.

IV. Documentation, Review/Reforms

The institution systematically consolidates and monitors documents for effective curriculum delivery, conducting regular review meetings (Staff Council, Departments, Gap analysis, Result Analysis). Implementation of reforms, OBE and ERP, is ensured. Department-level result analyses drive necessary reforms. Academic monitoring by the Principal and IQAC, based on monthly reports and AAA, is in place. Monitoring of on-the-job training/internships ensures efficacy, providing an opportunity for proposing improvements. The Internal presentations and regular RAC ensures quality in PhD programs.

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

1.2 Academic Flexibility

1.2.1

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

Response: 112

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

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 62.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
2128	1730	2285	545	431

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The institution's curriculum has been enriched with interdisciplinary topics addressing gender, professional ethics, human values, environment and sustainability, comprising a total of **106 courses**. Despite being an affiliated institution, the challenge of incorporating relevant issues into the curriculum has been mitigated by conducting four ability enhancement (audit) courses and value-added courses. Moreover, the institution has integrated **3711 students' dissertations, 31 policy documents** and orchestrated **322 co-curricular and extra-curricular activities** in the past five years to inculcate the relevance of ethical considerations to students.

The institution follows two key best practices: 'Eco-restoration Through Community Intervention' and 'Experiential Learning via Societal Empowerment.' These initiatives align with UN SDGs, emphasizing ethical principles, human values, and environmental sustainability, in accordance with the strategic plan. Another remarkable achievement is the Abhayam project, illustrating the institute's commitment in constructing home for a deserving student annually. Furthermore, college initiated comprehensive breast cancer awareness and detection program, the first of its kind in Kerala, subsequently administering mammogram tests to identified individuals. A summary detailing of the areas where cross-cutting issues have been addressed is provided below:

Areas where cross cutting issues are addressed	Total No. of courses/programmes/activities			
	Professional Ethics	Gender	Human Values	Environment and Sustainability
Courses	46	11	25	24
Ability Enhancement (Audit) Courses	1	1	1	1
Value-added courses (Certificate/ add-on)	51	2	51	26
Students' dissertations	1293	228	1263	927
Doctoral works (Ph.D.)	4	2	6	15
Events/co-curricular activities.	108	50	118	46
Policy documents	9	1	10	3

Transmitting Professional Ethics to students through

- **Compulsory plagiarism certification** (PG and Ph D).
- **Career guidance programmes** focusing on professional enhancement and ethics.
- Implementing '**Code of Conduct.**'

- **Soft skill trainings** focusing ethical standards.
- **Pre-placement trainings** for UG and PG final year students.

Ensuring Gender equality through activities of

- Women Development Cell.
- Internal Compliance Committee (ICC).
- Pre-marital counselling for minority girls.
- Legal Literacy Club.
- Parliamentary Affairs club.
- Awareness sessions on gender inclusiveness.
- Skill development classes for women.

Addressing Human Values Enhancement through

- Regular Value Education and Mentoring Classes.
- Social Ventures – House Construction, Paddy Cultivation, Waste Management activities for the community.
- Mental Health Club activities.
- Community Disability Management & Rehabilitation Programme (CDMRP).
- Societal Extension activities to inculcate empathy, social compassion, nationhood, humanity and inclusiveness.
- Anti-ragging Cell.
- Minority Cell.
- Anti-Drugs Awareness.
- Visits to Old Age Homes and Orphanages.
- Suicide prevention awareness programmes.
- Training on duty and discipline.
- Charity activities.

Enhancing Environment and Sustainability consciousness through

- Sustainable green initiatives.
- Energy and carbon adaptation activities such as alternatives for plastics, use of public transport (Green day), promotion of bicycles and e-vehicles in the campus.
- Activities of Nature Club, Bhoomithrasena and Biodiversity Clubs.
- Environmental Sensitization talks.
- Social intervention programs (Ecological restoration, Threatened plants Nursery, Waste collection & disposal and E-waste management programmes).
- Assurance of Green protocol, Installation of Solar energy, rainwater harvesting, Vermicompost unit.
- Workshops, seminars/webinars, nature camps and visits to eco-sensitive zones.

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

1.3.2

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

Response: 45.36

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

Response: 1164

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

1.4 Feedback System**1.4.1**

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 77.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
862	910	910	819	714

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1151	1165	1157	1011	965

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 69.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
196	204	234	207	174

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

2022-23	2021-22	2020-21	2019-20	2018-19
285	282	330	290	276

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 35.15

2.3 Teaching- Learning Process

2.3.1

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

Response:

Realizing the needs of Gen Z and in alignment with NEP 2020, the college adopts student-centric teaching-learning (SCL) methods by incorporating the ever-evolving ICT tools. Activities by various cells and clubs contribute to the SCL process and the totality of learning experience.

1. Experiential Learning: This method followed in the institution is a cyclical journey encompassing concrete activities, reflective observation, and active experimentation. Immersive learning includes flipped classrooms, fieldworks, industrial visits, food festivals, and projects. These dynamic methods enable students to apply theoretical knowledge in real-world contexts, nurturing comprehensive understanding across academic disciplines. The flexible nature of experiential learning transforms the college into an exploration and growth hub.

- **‘Sky Watch’** sparks interest in astronomy, imparts hands-on experience with telescopes, and allows interacting with experts (Physics).
- **Film Workshops and Short Film Production** promotes theatrical skills, provides career opportunities and sharpen technical/creative skills (Mass Communication, Digital Film Production).
- **Medicinal Garden & Vermicomposting** (Botany), **Sacred Groves Visit** (Folklore Club) **Interior Gardens** (Eco Club) promote understanding of environment, biodiversity, and its services.
- **Aquarium-Making & Setting and Fish Silage Production** applied knowledge on industry and waste conversion into wealth (Aquaculture).
- **Calligraphy, Language lab** improves motor skills, memory retention (Arabic, English).
- **‘Earn while Learn’** inculcates value-consciousness, gives self-reliance (Commerce).
- Plastic & e-waste collection (with NSS, NCC), departmental green initiatives with students' interactions fosters environmental and societal consciousness.
- **Wall Magazines** inspire timely reporting and creative presentation of content.
- **Exhibitions and Crafts making** foster creativity and teamwork.
- **Food Fests** stimulate culinary skills, healthy food habits and cultural exchange.
- **Management and technical fests** explore hidden talents, boost confidence through competitions.

2. Participatory Learning: Institutional dedication to participative learning creates vibrant, inclusive environment preparing students for active partaking in careers. Curriculum feedbacks are considered for its effective implementation/enrichment. Discussions and group activities form the core; students actively contribute to the learning process through open dialogues, sharing perspectives.

- **‘Aspiring Teachers Forum and Communication Skill Enrichment’** (English) initiates students' teaching experience and enhance English proficiency.
- **Intercollegiate quiz and debates** kindle constitutional and political awareness (Parliamentary Affairs & Electoral Literacy Club).
- PG and UG students' participation in Research Scholars' **Open Defense** develop critical inquiry into research fields.
- Literary reviews engagement by **Journal Club**.
- **Invited talks/Seminars** interactions with experts expose students to diverse knowledge domains.
- Online course participation: (**NPTEL, Coursera**) - enhancing knowledge through discussion

forums, tests and assignments.

- **LMS** (Moodle, Google Classroom) - platforms for sharing digital content, doing tests and assignments/quizzes.
- **INFLIBNET, DELNET, NLIST** Exposure to digital academic resources, e-books, and e-journals.
- Participating in research programs, brainstorming, internships, and panel discussions empower students to express powerful thoughts and ideas.

3. Problem-Solving: To adeptly address complex issues in diverse professional and real-life domains.

- **Case studies** enhance problem analysis and solution evaluation, improving logical thinking.
- **Innovation Software Apps** introduce latest trends in software coding and development.
- **Collaborative Projects** develop problem-solving abilities by addressing challenges.
- Innovation & Incubation Ecosystem (**IEDC, IIC**) facilitates experiments, demonstrations, exhibitions and prototypes for inventing and commercializing students' findings.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 82.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
90	88	88	92	84

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

2.4.2

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

Response: 93.66

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

2022-23	2021-22	2020-21	2019-20	2018-19
67	68	69	68	68

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

2.5 Evaluation Process and Reforms**2.5.1**

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

Response:

The institution emphasizes transparency in its continuous internal evaluation, adhering to university guidelines with **four-component evaluation**: attendance, seminars, assignments, and internal examinations. Transparency of internal assessment is ensured by giving the students a clear understanding of the evaluation process at the beginning of the programme.

Attendance contributes 20% of the total weightage which is rigorously monitored as an Attendance Progress Certificate (APC) prescribed by the University. It is communicated to parents through SMS and is published in notice boards. The quality of the problem selected, methodology, presentation skills and use of ICT in the **seminars contributes another 20%** weightage. **Assignments contribute 20%**, which

is evaluated against creativity, punctuality in submission and without plagiarism.

Internal examinations contribute to the maximum with 40% weightage, conducted in alignment with university models and ensuring OBE, managed by the Internal Examination Wing (IEW). The question papers are framed following Bloom's taxonomy for OBE evaluation, which is pooled by the internal examination wing in the official mail. Time tables are published early, so as to give sufficient time for the students to prepare. The conduct of examination, collection of mark lists and its scrutiny are done with a strict code of conduct to ensure transparency. Assessments are done within a time frame and the marks lists are published in notices boards and WhatsApp groups to have the opportunity for students to place their grievance. The students' signatures at every stage ensure transparency and later the final results are communicated, discussed with parents and students in the class PTA meetings for improvement. Involvement of one external subject expert from a college level expert panel in the internal evaluation of UG and PG projects is mandated by the policy reform.

Grievance Redressal Mechanism

The college has its own grievance redressal policy adhering to UGC and University guidelines. The grievance redressal mechanism provides students the opportunity to place their queries regarding the internal assessment at **four levels**: the Course Teacher, Tutor, HoD and Principal. The legitimate grievances are addressed, recorded and the alterations if any are republished.

The students can use the **three tier mechanism** regarding the external assessment: Department level, Grievance Redressal Cell or Principal at college level, and university for any further unresolved issues. The process includes constituting an enquiry committee, if required and communicating the final decision to students after a few hearings to ensure fairness in the resolution process.

Grievance Redressal System in External Assessment at University Level

The university employs IT in exams for transparency. Online question paper handling, centralized distribution with OTP verification, CCTV-monitored printing, and barcoded evaluations ensure credibility. IT-integrated valuation enhances efficiency, timely publication, and transparency in external assessment.

Students can lodge their complaints through the principal in case of any issues in the questions being asked and apply for revaluation after the declaration of results for anomalies. Grievances are sent to the university with proper documentation, submitted to the students' welfare dean, followed by an adjudication committee's hearing for time bound resolution.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The institution has embraced **Outcome-Based Education (OBE)** and ensures that stakeholders are well-informed about the expected skills and knowledge for each academic program. The institution follows the **Program Outcomes (PO)** for all UG and PG programmes set by the University. **Program Specific Outcomes (PSO), and Course Outcomes (CO)** are set at the institutional level itself based on the revised theoretical foundation suggested by the Bloom's Taxonomy and this is readily available on the college website.

Setting up of POs, PSOs and COs

- The institution follows the Program Outcomes (PO) for all UG and PG programmes set by the University.
- PSOs and COs are set after detailed discussions with faculty members and by conducting series of workshops/seminars by eminent faculty members.
- HODs, concerned faculties, IQAC coordinator and members are involved in preparing and presetting the outcomes and finalize after getting approval from the principal.

Mapping of POs, PSOs and COs

1. *Basis of mapping:* -

Levels of mapping	Mapping relation between COs to POs and COs to PSOs
Level 1	Mapping of CO with PO
Level 2	Mapping of CO with PSO

2. *Assigning the weightage of COs to POs:* -

Weightage	Relationship between COs to POs and COs to PSOs	Brief description of the relationship
0	Not significant	If a certain CO attainment is less than 5% of the attainment in a specific PO, it is considered an insignificant CO to PO relationship.
1	Low	A CO-PO relationship is considered low-level when a certain CO attainment is between 5% to 20% of the achievement of a particular PO.
2	Moderate	A CO-PO relationship is considered moderate when a specific CO attainment is between

		25% to 40% of the attainment of a particular PO.
3	Significant	If a certain CO achieves more than 40% of the attainment in a specific PO, it is considered a significant CO to PO relationship.

Communicating POs, PSOs and COs to stakeholders

Stakeholders	Communication methods
Students	<p>(a) Displaying in the college website under the section 'courses'</p> <p>(b) Induction program for first year students.</p> <p>(c) Students are counseled about the outcomes in the beginning of academic years in respective classes by HODs and the faculties concerned.</p> <p>(d) Programme guide supplied at the time of joining the institution</p> <p>(e) Specific banners displayed in front of the departments</p> <p>(f) Regular discussion with the faulties concerned</p> <p>(g) Physical copies of the syllabi and Learning Outcomes are readily available in the respective departments, serving as a valuable reference</p> <p>(h) Tutorial sessions</p> <p>(i) Seminar/workshop/field visits/assignment/clubs and cells activities, cultural, curricular and co-curricular activities</p> <p>(j) LMS</p> <p>(k) College diary and handbooks</p>
Teachers	<p>(a) Website</p> <p>(b) The significance of PSOs and COs has been effectively conveyed to the teaching staff through discussions held during IQAC meetings and College Staff meetings</p>

	(c) College diary and handbook (d) Through discussion of setting up of PSOs and COs
Parents	(a) Website (b) Parents meeting (c) Induction programmes (d) Parents teachers Whatsaap Groups

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The Internal Quality Assurance Cell (IQAC) of our college has undertaken a comprehensive approach to evaluate the achievement of Learning Outcomes. The assessment of **Program Outcomes (PO) and Program Specific Outcomes (PSO)** is meticulously calculated using a combination of assessment methods. This process incorporates both direct and indirect assessment techniques, aligning with feedback and recommendations from diverse stakeholders.

The attainment of Program Outcomes (POs) and Program Specific Outcomes (PSOs) is primarily achieved through the assessment of Course Outcomes (COs), which are precisely outlined for each course and strategically mapped to the corresponding POs and PSOs. In this evaluation process, 80% of the emphasis is placed on the direct assessment method, while the remaining 20% is allocated to the indirect assessment method.

This particular approach ensures that our college maintains a rigorous and well-balanced system for evaluating and enhancing the quality of education, ultimately leading to the realization of the institution's educational objectives and outcomes.

Direct Assessment method (80%)

- Internal examination -20%

- External examination -80%
- Quiz
- Individual viva or group viva
- Student Projects/Dissertation.
- Group discussion
- Seminar
- Assignment
- Class room participation
- Internship/ Industrial visit.

Indirect Assessment method (20%)

- Surveys and Questionnaires
- Alumni Feedback
- Employer Feedback
- Institutional Assessment Data: College utilizes institutional data, such as retention rates, graduation rates, and job placement rates for graduates of the program.
- Students' achievement in co-curricular and extra-curricular activities.
- Experiential learning.

Step1: Map COs to each PSO and PO by computing average score.

Step 2: For assessing the student through internal exam (20%) a question paper is set at Bloom's Taxonomy Level and each of the question mapped with CO's with an average score.

Step 3: Continuous assessment done through other direct methods (80%) for each student and also calculate the total score of whole class.

Step 4: Compute the final score of each COs of each student by calculating weighted score.

Step 5: Compute average COs attainment of the class.

Step 6: Indirect Assessment method (20%) will be conducted at the end of the semester or year.

Step 7: Compute the attainment levels for all PSOs and POs of each student and whole class.

Step 8: Compute average score of PSOs and POs attainment.

Step 9: Resulting sum of the scores from direct method and indirect method will give the overall scores of PSOs and POs.

During the introduction of OBE, levels of attainment was set by the OBE preparation committee in discussion with the experts based on last three year's results. The level of attainment is periodically reviewed and updated by incorporating the previous year's result.

Gap Analysis

OBE attainment results are analyzed department-wise and corrective measures are taken when the level of attainment is below the expected level. In addition, each department frames strategies and initiatives to improve the quality of teaching and syllabus to increase target value. The gap analysis is employed during the future syllabus revision process.

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

2.6.3

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

Response: 78.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
654	684	572	542	467

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

2022-23	2021-22	2020-21	2019-20	2018-19
886	819	725	664	608

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.68

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 48.59

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

2022-23	2021-22	2020-21	2019-20	2018-19
21.80912	16.86	0	1.35	8.572

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The innovation ecosystem within the institution has progressed over the past few years, transitioning from a basic level of awareness and orientation to a well-organized and cohesive environment, supported by research and development departments. The **IIC, IEDC, YIP, ED club, Incubation centre and IPR cells** organise programmes to raise awareness and provide orientation to students and faculties from all departments. Individuals or teams who display talents are chosen to participate in specialised seminars and training sessions focused on various aspects of creativity, including idea generation, product design, IPR, and marketing. The ideas are vetted through collaboration between the Incubation cell, the three research departments, their respective labs, and the CEtC research extension centre. The incubation cell facilitates the chosen individual to conduct experiments at these centres or any other laboratories present in different science and vocational departments, guided by the projects or research designs. These prototypes are once again created to experiment, and the IPR cell Research Promotion Council and Research Labs assess their potential for patenting or embedding them into our products.

The cells working towards the innovative ecosystem conduct activities under the following categories.

Category	No. of activities
Awareness/Orientation	19
Workshops/Trainings	18
Idea hackathon	13
Research and planning	25
Prototype, Products and Patent	Patent – 1, Prototype – 1, Products –8
Indian Knowledge System	31

1. Awareness and Orientation

Professionals provided orientation on cell activities for IEDC, YIP, IIC, and ED club. The IPR cell conducts regular seminars covering intellectual property, TRIPS, and IP Law. Seminars on cyber security, motivational speeches by entrepreneurs on start-ups, GST, and share market were also held.

2. Workshops and Trainings

Students participated in flair-based workshops, those on aquarium making, product development in computing, AI tools, and screen printing being the major ones. They engaged in crafting a variety of products, from paper pens to telescopes, enhancing their skills.

3. Idea hackathon

Department-level Ideafests sparked young ideas, while big events like 'INVIERNO 2023', Inter-collegiate Management Fest, Inspira logifest, dissertation day, and Fempreneur Festa showcased student talents.

4. Research and planning

The college's research flourishes under a research council and a promotion cell, each with policies emphasizing research ethics. Workshops on statistical and writing tools enrich scholars. Three departments, with 13 guides and 29 scholars, actively contribute. Faculty members also guide in external institutions. The Hornbill Foundation Research Extension Centre on campus actively engages in ecological restoration and research.

5. Prototype, Products and Patent

The incubation cell, ED clubs, IEDC, and research extension wings collaborate for pre-incubation activities, harmonizing product development with marketing goals. Currently, we have produced one patent and 8 products and services for marketing.

6. Indian Knowledge System

Gaining insights into the Indian knowledge system is essential for students, providing a diverse foundation for holistic learning. Traditional art forms, including 'Thullal,' 'Ninabali,' 'Kalaripayattu,' 'Thiruvathira, and 'Kalampattu', organised by the folklore club, contribute significantly. Local knowledge is explored through events like 'Kavettam,' and 'Karkkidaka kanji'. Workshops and documentaries introduce students to indigenous resources such as handcrafted mat ('Thazapaya') and Sangama Grama

Madhavan.

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

3.2.2

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

Response: 35

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	12	6	1	5

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.34

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	9	13	8	8

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

3.3.2

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

Response: 0.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	14	7	12	8

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

3.4 Extension Activities

3.4.1

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

Response:

MES Asmabi College is committed to integrating community engagement through extension activities. Actively involving students in these initiatives yields a myriad of outcomes, ranging from practical experience to the promotion of civic responsibility. The extension activities undertaken by the college during the last five years and their outcomes are listed below.

I. Assistance to the underprivileged.

Major activities in this category are house construction for 3 students and 1 office staff in the period 2018-2022, distribution of 40 mobile phones during the Covid pandemic to financially backward students, distribution of 'Onapudava' (New Dress) to aged people during Onam festivities, Orphanage, Special School and old age homes visits and welfare-oriented financial support to them.

II. Psychological Support to the Society.

Webinar series and Mental Health Awareness Programmes aimed at societal mental well-being were undertaken by the Department of Psychology.

III. Community service activities.

30 activities were conducted in this category under different subheads as listed below.

Category	Number of activities
Support to School students.	4
Medical aid	7
Socio-cultural initiatives	14
Environmental intervention	5

Some of the notable activities include **Unnat Bharat Abhiyan** assisted activities, Flood Relief & Cleanings Activities following Kerala Flood 2018, Free Mammogram and Scanning Camp, '**EMBRACE**'- A 3-day residential camp for divyangjan students, 'Driverkoru Chaya'-A Tea to Driver, etc. Hair/Blood Donations, Free Cataract Detection and Medical Camps are regularly held at the college. Training were given for 'Value added Seafood Products', Paper Pen and Paper Bag making to Kudumbasree units of Eriyad GramaPanchayat. Environment protection activities like Beach Clean-Up, Plastic Waste Separation Yanja, distribution of tree saplings, eco restoration were taken up by faculty and students.

IV. Social Service during Covid 19.

College hostel and Auditorium functioned as isolation & treatment centre during the pandemic period. Post Covid school reopening stress management, Beat the Covid Campaign in association with MGNCRE (MHRD), Swachhta Action Plan to provide Covid related services, production and distribution of sanitizers were the main activities. As part of Covid relief activities, grocery kits worth Rs 20,000 were distributed by the college in association Teachers Organisation to auto taxi drivers.

V. Anti-Drug Initiatives.

Drug abuse awareness to school & college students through classes, poster exhibitions, bicycle rally, street plays, human chain formation were the chief anti-drug initiatives taken up by the college.

VI. 'EXPERIA'–Experiential learning through Community Intervention' is our college's best practice. Rooted in the belief that experience augments education, 'EXPERIA' empowers students by providing opportunities to address real community issues.

Outcome

Engaging students in extension activities such as caring for aged and financially backward, fosters empathy, social awareness, and a sense of responsibility. E-waste collection and eco-restoration instill a sense of environmental responsibility in students, enlightening their overall commitment to social and global issues. Organising free cancer detection camp; flood relief activities etc. broadened their social perception. Overall, the extension activity encourages well-rounded personal and social development among students by emphasizing the values of compassion and proactive engagement in addressing societal challenges. Bringing students closer to real-life issues promotes their holistic development.

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

3.4.2**Awards and recognitions received for extension activities from government / government recognised bodies****Response:**

The institution has received **38** awards from government and government-approved agencies for extension activities initiated. The major awards are categorized into two groups.

1. International, National, and State level awards

Category	Number of awards
International	2
National	5
State	4

1. Awards received for recognized activities

Category	Number of awards
Anti-drug activities	2
Blood Donation	4
Volunteering activities	5
Social Service	4
Social Health Care	6
Environmental Conservation	6

The notable extension activities, garnering appreciation from both Government and non-governmental organisations, encompass anti-drug initiatives, blood donations, and volunteer efforts during devastating flood that hit the State in August 2018. Particularly commendable is the focus on social health care, resulting in the receipt of **nine appreciation** letters from diverse organizations. Special recognition, in the form of certificates of appreciation, was extended by esteemed entities such as the '**Cochin Cancer Society**' and '**Health Aid for Painless World.**' These recognitions specifically acknowledged the college's impactful organization of a free cancer detection camp, aiding **400** marginalised women aged 40 and above, who face challenges in affording a mammogram test.

The service rendered during Covid-19, like, offering our college hostel as an **isolation centre**, converting college auditorium to **first line** treatment centre, **beat-covid campaign** by students, **Oxygen-care** services by alumni were all cherished by local community.

The College conducted a series of extension drives '**Gramika**' **2018-19** in 7 Grama Panchayaths (Edavilangu, Eriyad, Kaipamangalam, Mathilakam, Sreenarayanapuram Puthenvelikara, and Chittattukara) on 5th September 2018. These activities fetched Certificates of **Appreciation from Grama Panchayaths**, applauding our impactful contributions.

The sincere efforts of the College Staff and students to root out drugs from the area, received **recognition from the Excise department**. Regular blood donation activities by students and NSS volunteers are certified by the **Indian Medical Association and Amrita Institute** of Medical Sciences, spanning from 2018 to 2023.

In the grand celebration of M.E.S. Asmabi College's Golden Jubilee, the Postal Department added a touch of honor by releasing a **special college stamp and cover** applauding the impactful social contributions of the institution. Certificate of Appreciation was awarded by **Western Ghats Hornbill Foundation** for organizing Environmental Conservation Activities and special activities for the support of the marginalized communities and remote tribal people.

Swachh Bharat Mission appreciated the student team's cleaning tasks (in the month of September and October) in government offices, campus and public roads (Swachh Bharat's Certificate of Summer Internship 2018 to NSS Volunteers) held in Mathilakam, Eriyad, Edavilangu,SNPuram, Kaipamanagalam Grama Panchayaths.

M.E.S. Asmabi college achieved award instituted by **National Intellectual Property Mission** for giving wide spread awareness on IPR. Various departments of college conducted workshops and seminars on IPR. Our college received **Haritha office Certification** as a part of green protocol activities in the college during February 2022. The institution received one district "**one green champion award**" from **MGNCRE** for swachatha action plan during April 2021.

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

3.4.3

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

Response: 48

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	5	7	10	13

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

3.5 Collaboration**3.5.1**

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

Response: 32

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The campus is spread over 22.8 acres, with a built-in area of 13358.48 sq.m. and 232 sq.m. under construction. The present infrastructure facilities are adequate to meet the current academic and extra-academic needs are getting upgraded to accommodate future requirements in the wake of radical changes in higher education under NEP 2020.

Teaching -Learning

- 63 classrooms (44 ICT enabled).
- Multimedia lab – Editing Suit, Audio recording Studio, Green screen Studio floor.
- Fixed and Portable Projectors.
- Digitally equipped research rooms.
- Two Air-conditioned Seminar halls- 100 and 300 capacity each.
- Air-conditioned Conference Hall- 50 capacity.
- IT and reprography attached Examination control room
- Examination Hall (with CCTV)-700 capacity.
- Auditorium-1000 capacity
- Library with Seminar Hall, Open courtyard, Research Scholar's space, and exhibition gallery-
- Media and recording lab.
- Innovation/Incubation Centre
- E Resource Centre.

Laboratory facilities:

Department	Name
Zoology	Zoology Lab
Chemistry	Chemistry Lab
Botany	Tissue culture Lab, Taxonomy & Ecology Research Lab, UG/PG Lab, Physiology & Phytochemistry Research lab, Herbarium, Seed Germination Centre.
Psychology	Psychology Lab
Aquaculture	Microbiology & Hydrochemistry Lab, Aquaculture lab.

Physics	Modern Physics Lab, Dark Room, UG Lab, Electronics Lab.
Journalism & Mass Communication	Media Lab (Audio Visual Recording, Editing lab).
Fish Processing Technology	Microbiology Lab.
Computer Application	LAB1 (BCA), LAB2 (Other Disciplines).

(b) ICT – enabled facilities such as smart class, LMS etc. Facilities for Cultural and sports activities, Yoga center, games (indoor and outdoor), Gymnasium, auditorium etc

The *ICT facilities* include:

- Smart Classrooms with WiFi connectivity (70%).
- ICT enabled auditorium, Seminar halls, conference room.
- ICT enabled laboratories.
- Language lab.
- LMS :MOODLE, Google Classroom.
- Network Resource Centre, Digital Library.
- Wi-Fi enabled campus.
- The college maintains a 9:1 Student-Computer Ratio, accessible via the library, departments, computer labs, and language lab

IT facilities include:

289 computers, 47 Projectors (6 portable), 26 Printers, 7 Scanners, 5 photocopiers, N-LIST and Digital Repository.

Divyangjan-centric facilities

- Lift in new commerce block
- Ramps (all academic blocks and library).
- Wheel Chair
- Lounge and wash room
- Skywalk
- Walkways
- Library provides Non-Visual Desktop Access, (open-source screen reader). Visually impaired students access Storyteller app links via the library website.

CULTURAL FACILITIES: Cultural and other performances:- Auditorium, Seminar halls, Alumni Square(Open stage), Roundabout.

SPORTS FACILITIES: Sporting/recreation facilities include Indoor and Outdoor Gym, 6.4 acres Playground with 400m track and 500 seater gallery, Board Games Room, Basketball court, Football ground, and Cricket Pitch, Platforms for Yoga.

Other Facilities

Library (with seminar hall, Reading area, Researcher's room, Reprographic Centre, Exhibition Gallery, Open Courtyard, Digital Zone, Resource centre, WiFi). Administrative block with modernised office, Botanical garden, Book bank & digital room, Server/System Administrator Room, Zoology Aquaculture

Museum, IEDC room/incubation centre, IQAC room, NSS, NCC room, Principal's Quarters, Pantry room for nonteaching staff, Restroom for housekeeping staff.

Other student amenities: College buses, Hostels (men and women), Canteen, Day-care, Cooperative Store, Drinking water points, Women's lounge, Wash rooms, Counselling Centre, First aid corner, Prayer room.

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

4.1.2

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

Response: 25.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
66.77	8.66	101.88	55.36	139.52

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

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS),

adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

Library is fully automated with an integrated library management system (ILMS) **KOHA** (Ver:21.11.03.00), **OPAC**(Online Public Access Catalogue), **IN/OUT** Gate register. All e-resources are available on the library website.

Resources

?Total books :36479

?Total no.titles :30500

?Book bank :1350

?Journals and periodicals :43

?Encyclopaedia :35

- Career Corner: Collection of guides are available in the reference section for the preparation of competitive exams.
- Collection of rare books.
- Year books, Encyclopaedia and Bound volumes of Journals
- Collections of College & Alumni magazines.

Special Shelves:

- Mohammed Abdul Rahaman Chair (113 Books): Showcasing the books on the sacrifices and achievements of Mohammed Abdul Rahman, legendary freedom fighter and social reformer of Kodungallur.
- Kodungallur Shelf (330 Books): Writings of Kodungallur and books about the history and culture of the locality.
- Gandhiji Corner (200 Books): Books on Gandhian studies.
- Indian Knowledge System Zone: (140 Books)

E- Resource databases

- DELNET
- NLIST

Institutional Repository

Institutional resources like previous years' question papers, dissertations, open access publications of

faculty are made available to the users through **DSPACE and Greenstone**.

Open Access

Shodhganga, Shodhgangotri, IndCat, Shodhsindhu, DOAJ, National Digital Library, ABHILEKH Patal

Facilities

- Library has signed MoU with DELNET for Inter library loan.
- Internship for library science students.
- Digital Library section with 15 systems.
- NDLI Club.
- Plagiarism detection Softwares : **URKUND, XChecker**.
- All faculties are registered in **VIDWAN** portal.
- Library has created research profiles of the faculties using **IRINS**.
<https://mesasmabicollege.irins.org/>
- The library is also equipped with educational Audio & Videos, CD ROMs, Back Volumes, Project Reports / PhD theses etc.
- **Library Advisory committee** meets twice every year.
- **Reprographic facility** is in place.
- Seminar hall in library- 50 capacity
- Researchers' space.
- Exhibition gallery in library.
- For Divyangjan: Non Visual Desktop Access (NVDA), an open-source screen reader. Story teller app links also provided through the library website.
- Green library: featuring an open courtyard and a curated reading space bathed in natural light from expansive glass windows. Equipped with energy-saving electrical fittings and computers, the ambience is that of efficiency and intellectual engagement.
- College related news is accessible through the library website.
- Fire extinguishers.
- CCTV surveillance.

Activities

- **Library Extension programs:** Library conducting 'Annual Book Exhibition'.
- **Reading day** celebration and best reader award for users.
- Library conducts research oriented **certificate courses** for postgraduate students and gives hands-on training.
- Displays on special occasions, birthdays and important days.
- Conducting orientation programme for freshers.
- Collects student feedback.
- Orientation programmes for SWAYAM-NPTEL courses.
- Internship for library science students

USAGE STATISTICS 2022-23

- Usage statistics of library : 14100
- Usage of teachers : 1300

- Average Per Day usage of student : 95
- Online Usage (N-LIST) : 324
- Library Website Users : 525

Expenditure (In lakhs)

2018-2019	2019-2020	2020-21	2021-22	2022-23
10.70151	8.40429	4.42224	3.01603	5.32464

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

4.3 IT Infrastructure**4.3.1**

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

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

Response:

The Campus is provided with IT facilities in departments, office, laboratories and libraries such as

- 231 computers.
- 47 Projectors.
- 26 Printers.
- 7 Scanners.
- 5 Photocopiers.
- Wired and wireless internet access.
- Highspeed printer for taking question papers of university and internal examinations
- ID card printing facility.
- CCTVs are installed in the campus, hostel premises, computer labs and examination hall and remote monitoring from principal's mobile phone to ensure the security of students and teachers.
- Public address system
- High speed WI-FI is available in the campus and hostel with a maximum bandwidth of 150 Mbps
- All the PG classrooms are smart rooms.
- **Computer labs:** College has two computer labs equipped with 93 desktop computers with UPS and software to support students' academic and research needs.
- Mass Communication and Digital Film Production students are using SLR/Actionc for their classes and projects.
- **Language lab:** College has a language lab equipped with 20 computers.

- All laboratories are equipped with IT Facilities.
- **Server/System Administrator:** College has a system administrator who organizes, installs, and supports organization's computer systems and networking.
- **Learning management systems (LMS):** College use MOODLE, and GOOGLE CLASSROOM platforms to facilitate online learning.
- 70% of the classrooms are ICT enabled.
- College has KFON internet connectivity which is provided by Government of Kerala.
- The college busses have GPS tracking facility.
- College has purchased different licensed softwares including Video editing software.

SL No.	Name of License	Quantity
1	Microsoft Windows 10	46
2	Neundo 7(Editing software)	1
3	Canva Pro	2
4	Web OPAC and Digital Library Software	1
5	Plagiarism Checker	1
6	Skill share App	1

- College maintains institutional Website, as well as social media platforms such as Facebook, Instagram, and Institutional YouTube channel.
- College has facilitated a public WI-FI access point with the help of the BSNL. Ours is the first college in Thrissur district to provide a Public WIFI access point for students.
- During the COVID-19 pandemic, 42 smartphones were supplied by college alumni to students for attending online classes.
- Our computer systems and projector configurations are upgraded based on the usage and requirements.

SL No.	Existing Configuration	Upgraded Configuration and numbers.
1	4GB RAM	4GB added in 30 Computers
2	Intel Pentium	Intel Core i3 - 10 numbers
3	Normal HDD	SSD Hard disc – 20 computers
4	Projector VGA Connectivity	HDMI Connectivity - 30

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

4.3.2

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

Response: 12.89

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

Response: 199

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response: 17.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
89.284	28.383	22.470	41.833	71.409

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 70.89

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

2022-23	2021-22	2020-21	2019-20	2018-19
1690	1821	1596	1631	1399

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 59.56

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

2022-23	2021-22	2020-21	2019-20	2018-19
2449	1924	988	713	763

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 47.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
296	300	284	305	204

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

2022-23	2021-22	2020-21	2019-20	2018-19
654	684	572	542	467

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

5.2.2

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

Response: 6.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
34	35	6	8	9

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

5.3 Student Participation and Activities

5.3.1

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

Response: 48

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	9	6	4	13

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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

Response: 21.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
33	15	10	23	25

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

5.4 Alumni Engagement

5.4.1

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

Response:

Alumni association of MES Asmabi College, P. Vemballur plays a pivotal role in fostering a sense of belonging, tradition, and continuity among its stakeholders. Association is registered under the Charitable Societies Registration Act, 1955 on November 22, 2017. The association's noteworthy contributions to student support and progression underscore its institutional distinctiveness.

Gold Medal Distribution:

- Gold medals are awarded to top scorers of UG and PG programmes. It started with awarding two gold medals to toppers in 2007 and increased to 17 UG and 6 PG class toppers by 2022-23.

Scholarship Distribution:

- Scholarships are awarded based on merit and means. 30 students were given Rs.5000/- each in 2021-22 and 42 students were given Rs.2000/- each in 2022-23.
- Association distributes cash awards to the University Rank holders and top scorers of Business Law every year.

Relief Activities and Contributions of Gulf Chapters and SN Puram Chapter.

- UAE Chapter of Alumni Association contributed Rs.1,50,000/- towards the relief fund for flood affected students in 2018-19.
- Alumni Association contributed 42 mobile phones for students which costed Rs. 6000/- each, in 2021-22.

Alumni Contributions to College Infrastructure:

- Funding of **Winner's Hall Project** (Rs 20,00,000/-), examination hall for the students, **Gandhi Corner** (Rs 1,50,000/-) book shelf with a collection of books on the teachings of Mahatma Gandhi, and **Alumni Square**(Rs 25,00,000/-) a spacious open stage with green room and bathroom which was also constructed to commemorate the Silver Jubilee Year of Alumni Association.

Extension Activities

:

- Association raised funds (Rs 3,00,000/-) for flood-affected students in 2018 and distributed books, study materials, beds, pillows, bed sheets, and cycles.
- Collaborated in purchasing land for three students (Rs.950000/-) who were affected by flood in 2018.
- Contributed Rs.7,00,000/- for the construction of the house of a student in 2019.
- Financially supported two students to complete their partially constructed house in 2019 (Rs. 1,50,000/- each).
- Association collaborated in the construction of the house of a non-teaching staff (Rs.3,20,000/-) in 2020.

Alumni Website

- Alumni network is maintained through college alumni website, Asmabi Alumni Alliance (<http://asmabialumnialliance.org/>).

Annual Alumni Family Meet:

- This mega event is conducted on 2nd of October every year. Alumni around the globe come together on the day with family.

“Ormakkay”

- "Ormakkay", Alumni directory is published every year. It consists of the address list of final year students and their immediate preceding and succeeding batches. It also includes the details of patron and life members of the association, list of retired and present staff of the college and a brief history and activities of the association during the year. Directory is distributed among the students free of cost.

“Yathramozhi”

- Alumni’s send-off event for outgoing students and retiring staff is held annually.

“Inspiratio”

Alumni lecture series consist of motivational talks by prominent alumni. It connects existing students with the rich history and experiences of those who have graduated before them and aims to promote camaraderie, knowledge exchange, and philanthropy.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Muslim Education Society (MES) had its inception in 1964 under the guardianship of the visionary, Late Dr.P.K.Abdul Gafoor. MES has become one of the largest educational agencies in Kerala and has an international presence with a network of schools, colleges, hospitals, orphanages and other institutions. MES Asmabi College was established in 1968 and it plays a major role in providing education to coastal rural communities, especially improving the female employability rate since then.

VISION

“Providing affordable and high-quality higher education for all, with a special focus on backward and marginalized people, thereby empowering individuals through the transformative power of education.”

MISSION

- To empower women, downtrodden, and backward classes.
- To promote secularism and democracy.
- To mould a self-reliant and socially-accountable young generation.
- To prioritize modern teaching and learning methods, with sufficient accent on value added education.
- To instill a sense of social responsibility in the student clan by involving them in community-oriented activities.
- To foster entrepreneurial spirit, leadership abilities, organizational qualities, and life skills among students.
- To infuse eco-consciousness in both students and community.

The System of decentralized and participatory Governance

- MES Asmabi College adopted a participatory model of good governance in tune with the vision and mission, which is evident in the **Organogram, Strategic plan and the Policies** and its various functional spheres.
- **MES Central College Committee** is the apex body of all the seven MES aided colleges, which guides strategic decisions shaping the future directions.
- **College Managing Committee:** This body, steered by the Chairman and Secretary & Correspondent turns the Central Committee's decisions into actionable plans, policies, ensure seamless execution, and inculcates suggestions given by both staff and students.
- **Principal,** As the institution's leader, the Principal sets the tone for academic and administrative

excellence.

- **Vice Principal** assists the Principal in academic and administrative matters and ensures the smooth operation of the college.
- **Director of Self Financing Programmes:** Oversees matters related to self-financing programmes, ensuring effective management and implementation.
- The **College Council**, led by the Principal involving all HoDs and staff representatives oversees the academic functioning, vet the decisions with its statutory power from time to time.
- **IQAC** is instrumental in ensuring the quality benchmarks of the institution and makes significant contributions in quality enhancement.
- **Planning Board** oversees the growth-oriented policies looking at the strategic plan, requirements and allocation.
- **Finance and Purchase Committee** ensures optimal use of resources, accountability and monitors timely requests and purchase.
- **Heads of the Departments (HODs)** guide the departments, ensuring academic rigor and a culture of innovation.
- **Administrative Officer and Junior Superintendent** manage office affairs, ensuring smooth conduct of administrative processes.
- **Head Accountant and Campus Supervisor** ensure financial accountability and regular maintenance of the college infrastructure, respectively.
- **Class Tutors** function as mentors and guides, nurture student growth, providing essential support and guidance.
- **Various Committees and cells** ensure co-curricular and extracurricular platforms for creative excellence
- **PTA** plays significant role in situational and regular academic requirements and substantiate with financial support for filling the gaps.
- The present governance is significantly influenced by NEP.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The perspective-plan provides the directives to fill the gaps, and the policies provide the guidance, anchoring them in legal and procedural frameworks that have been visioned to fit into current global and national mandates such as the SDGs of the UN and the NEP. The overall institutional growth has been

instrumental with the directives of the perspective-plan (2019-2029) with long-term and short-term provisions. These are guided by the 31 policies and periodic evaluation to find the gaps which has ensured effective additions during the flood 2018 and Covid 19 pandemic periods.

Policies and Procedures

The college has unique policies and procedural instructions, which constitute the essential core of its effective operations bounded by legal and ethical mandates and are available on the college website.

- The **Quality Policy** finds its origins in the foundational Vision and Mission of the institution and has 31 policies outlining the future.

Appointment Procedures:

The appointment of permanent faculties comply with the regulations of UGC, University, and Service Rules of the State Government spearheaded by MES Central Committee.

Appointment of Adhoc faculties are carried out through a committee composed of Principal, HoD, external subject experts and representatives from the management, based on University, UGC regulations and rules of the State Government.

The appointment of non-teaching Staff adheres to the criteria set by both the university and Government through the KSR rules.

MAJOR ATTAINMENTS

- The campus is enriched with five UG, two PG and two Research programmes and university sanction obtained for MSc Psychology.
- The institution signed 32 MoUs with industries and other institutes for research, internship, placement and extension.
- Constructed Mohammed Abdul Rahiman Block, **20** UG/PG classrooms, one Exam Hall(Winners Hall), Computer Lab, Research Lab.
- Constructed New block and Canteen and proposed a separate Sports Block.
- Ensured ICT facilities in all the departments and in all the labs were upgraded.
- Divyangjan facilities are well maintained and augmented with skywalk and lift.
- Instrumented customized Moodle-LMS platform and ERP.
- Initiated a local chapter on SWAYAM/NPTEL platforms.
- Ensured OBE-based evaluation.
- Took measures for the inception of Digital Journalism and Artificial Intelligence, spearheading innovation in media and technology.
- Developed a structured incubation and innovation ecosystem in the campus.
- Initiated a transformative alliance with Kerala Development and Innovation Strategic Council. The extension, outreach, and best practices have evolved to address the SDGs of the UN and as a platform for experiential learning for students, which spearheads impactful community outreach, fostering strong ties within the neighborhood.
- Constructed houses for deserving students.
- Placement drives are arranged in the campus to explore possibilities of student employment in industry collaborations.

- Organizes Administrative training and FDP every year.
- Green, Energy, Gender and Environment audits were conducted.
- Academic and Administrative Audit conducted every year to evaluate the functioning of faculties and departments.
- The nurseries of threatened tree species and coastal eco-restoration were established in collaboration with the Hornbill Foundation, to support LSGs and communities for eco-restoration of climate change affected ecosystems.

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

6.2.2

Institution implements e-governance in its operations

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

Response: B. 3 of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

MES Asmabi College offers effective welfare measures for both the self financing and aided staff. We ensure all the welfare measures of the government are made available and have instituted similar schemes for the self financing staff. This coupled with the crucial support of the college promotes equity and fosters a happy and productive environment.

Good Life & Health –Statutory Welfare Measures

- General Provident Fund & Employees Provident fund
- State Life Insurance
- Group Insurance Scheme
- MEDISEP(Medical Insurance)
- Employees State Insurance (ESI) facility
- Paternity/Maternity benefits
- Contributory pension
- Die in harness employment
- Festival allowance
- House Rent Allowance
- Medical Reimbursement for vaccination during Covid-19 Outbreak.
- Transfer facility to home college
- Annual increment and performance based increment
- Vacation salary

Non-Statutory Welfare Measures

- Preference to wards of the staff for admission to various programmes with fee waiver or concession.
- Gymnasium and Health club.

Faculty Wellness Initiatives

- Celebrating festivals
- Picnics & Annual tours
- Participation in sports /Arts and other festivals.

Faculty Aid Programmes

- Financial support to FDP/Seminars etc.
- Salary advance as part of financial support.

Other Leave Benefits

- Casual Leave
- Earned leave

- Special Casual Leave
- Medical leave
- Commuted leave

Career Development /Progression for TS & NTS

- Internal FDPs.
- Financial support for travel & Participation seminars/workshops etc and membership in academic bodies.

Other Facilities

- Gratuity receipt facilitation
- Wi-Fi facility
- Separate parking facility
- Co-operative store
- Campus security
- Free uniform to cleaning staff and security staff
- Free hostel accommodation
- College Bus
- Day –care
- Recording facility for video classes and broadcasting
- Individual workstation for research

Welfare Associations

- TS- Regular meetings, Events including motivation sessions, felicitations.
- NTS- Regular meetings, Events including motivation sessions, felicitations.

Performance Appraisal System

- The institution has a Performance Appraisal System that evaluates its employees on a regular basis to maintain its strict quality parameters. Through internal and external evaluations as well as self-evaluation processes, it aids teaching and non-teaching employees in advancing their careers.
- All faculty members and departments are required to submit the filled in proforma to IQAC for Academic and Administrative Audit (AAA).
- The proforma and AAA help in systematic and periodic preparation and evaluation of API which helps in promotion of faculties.
- Other departmental mechanism such as regular staff meetings, Department Action Plan, Monthly report etc.
- Annual student satisfaction survey is conducted for assessment of the performance of teachers.
- The IQAC collects self-appraisal forms from non-teaching staff to evaluate their performance, major indicators being efficiency and time bound completion of tasks assigned to them. It is countersigned by the Principal. The appraisal records of staff are discussed with the authorities for optimum performance.

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

6.3.2

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

Response: 31.68

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	19	23	30	20

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

6.3.3

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

Response: 96.92

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

2022-23	2021-22	2020-21	2019-20	2018-19
113	99	103	95	93

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	34	30	30	30

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

I. Strategies for Mobilization of Funds

The institution succeeded in mobilizing funds for the deployment of the Strategic Plan during this period, even though major government and UGC supports are limited.

The annual budgets are prepared by the Principal, Planning board, IQAC and office superintendent and submitted to the Central College Committee after scrutiny by the Secretary and Correspondent.

Major sources during the period are as follows.

Central Government	State Government	Non-Government Funds
<ul style="list-style-type: none"> • UGC Fund for BVoc • Major, Minor Research Projects and Travel Grants 	<ul style="list-style-type: none"> • Grant-in-aid for salary • KSCSTE • State Government Funding for NSS, NCC, ASAP • IEDC • MLA Fund • Research Grants 	<ul style="list-style-type: none"> • Fees collected from Self-Financing Programmes • PTA Fund • Alumni Contribution • Financial Support from Management • Endowments and Scholarships • Conveyance and Hostel Fees • Research Projects and fellowships from international and national NGOs

II. Optimal Utilization of Resources and Funds

The annual request submitted by all the departments are scrutinized by the Principal against the budget allocation and tabulated requirements are sent to the Purchase Committee after approval by the College Council.

All the funds are utilized according to specific norms if laid out and with existing government and financial legal frameworks. All the funds are audited internally and externally within stipulated periods.

The fund requirements are verified with existing stock, facilities and strengths for ensuring optimal utilization. The existing resources are made available to multiple departments and many are provided for access to neighboring institutions for academic societal purposes to ensure optimal utilization of resources.

- **PTA, Alumni, PD account and other contributions** are used to ensures the facilities and requirements are timely met for proper academic development.
- The spacious Central Auditorium, Seminar halls and Conference rooms accommodate all the academic and creative activities, also extends its facilities to nearby institutions ensuring optimal use and, notably, the auditorium was a COVID First Line Treatment Centre (CFLTC).
- The facilities are outsourced for the conduct of state and national exams. The College sports ground is made available to various institutions and occasionally serves as a landing space for helicopters.
- Computer Labs are used for hands-on training and online-examinations.

III. Financial Audits

An yearly **external and internal separate audit** for both Government and Management accounts ensures the transparency and accountability of finance.

The following are the different levels of audit for funds sanctioned by the Government:

- (a) **Statutory audits** are done by the Head Accountant and Superintendent.
- (b) **Deputy Directorate of Collegiate Education** verifies all financial documents related to Public funds utilized by the College.
- (c) **Accountant General, Kerala** conducts their periodic verification of all the accounts sanctioned by the Government.
- (d) **External Auditor:** UGC funds, Fellowships, Projects, Contingency Grants, etc. are audited by external accredited auditors.

Financial Audits of Management Account

The Management accounts are verified by the Treasurer of the College periodically and internal audits are done by the audit team and then the annual external audit by the auditor, both are appointed by the MES Central College Committee, Calicut.

Audits are carried out for the PTA and Alumni Fund.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

(I). Institutionalizing the quality assurance strategies and processes are as follows

(A). Teaching-learning process enhancement through:

a) Pedagogical training workshops on

- Student Centric Teaching-Learning
- Outcome Based Education

b) ICT integration in learning

- Training in ICT, AI, MOODLE LMS and document designing.
- Introduction and effective use of LMS
- Quality monitoring of online classes during the pandemic and implementing reforms.

(B). Research and Innovation uplift:

- English and Commerce departments upgraded as research centres
- Research, IPR and Entrepreneurship workshops, seminars and webinars
- Financial assistance for academic/professional activities of faculty members
- Research project preparation training
- Establishment of IIC, IEDC and its activities
- Functional MoUs for collaboration and linkage

(C). Academic Administration augmented through;

a). Human Resources Development:-

- FDPs
- Skill oriented Capacity Building Programmes using internal human resources
- Collaborative Quality Initiatives with departments/cells and other institutions
- Monitoring CAS
- Administrative Training Programmes for NTS

b). Quality System Management

In addition to AQAR and SSR submission for NAAC assessment, the institution participated in other quality certification/surveys including

- ISO certification
- NIRF
- AISHE
- ARIIA
- KIRF and
- AKHES.

c). Quality plans, policies, benchmarking and documentation

- Development of perspective plans and quality policies.
- Guidance and checklist to departments for effective documentation.
- Introduced standard proposal forms for conducting activities.

d). E-Governance implementation:

- Introduction of customised ERP
- Revamping of the institution's website.
- Designing of online feedback and grievance mechanism

e). *Student support:*

- Soft Skills, computing skills and employability training
- Student entrepreneurs meet
- Scholarship awareness and career guidance programmes
- Programme guide
- Formation of IQAC students' wing

(II). IQAC Review mechanisms:

(A). Review of the teaching-learning process through:

- Annual academic plan
- Academic monitoring report
- Teachers' diary records
- Teaching plan
- Teachers' feedback by students.
- Curriculum and performance feedback mechanism

(B). Review of structure and methodology of operation through:

- Quality improvement initiatives through regular IQAC meetings
- Internal and external Academic and Administrative Audit
- Students Exit Survey
- Self-Appraisal for teaching and non-teaching Staff
- Initiated Green, Energy, and Environmental audits
- Monthly report

(C). Review of learning outcome at periodical intervals through:

- Result analysis
- Analysis of Progression to higher education and employment
- Programme Outcome attainment survey (Before and after analysis)
- Student satisfaction survey.

(III). Incremental improvement in various activities

Based on peer team recommendation

- Offered 117 certificate programs with an enrolment of 64.45% students, emphasizing skills development.
- Provided computer literacy training to 1652 students.
- Appointed coaches for Wrestling, Kick-boxing, Wushu and Football and provided free food, accommodation, and fee waiver to the sports students

- Enhancement of sports facilities by adding amenities such as a sports block with restroom and physical education room, dressing room, health club, fitness centre, and basketball court under construction.
- Upgraded Commerce and English departments as research centres
- Organised five placement drives and 157 students benefited
- 10% annual increment in salary, ESI, EPF and additional academic performance-based increment provided to self-financing staff.
- 22 FDPs organised.
- Started incubation centre and organised 18 programmes and developed 8 products.
- Constructed two 3-storeyed academic blocks, Canteen, toilet blocks, Sports Complex and one floor each was added to three existing blocks. The library was fully renovated.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The College is pledged to promote gender justice, equity, and freedom for all. Our gender policy coheres with the institution's vision, mission, and core values. We promote gender equity through inclusive environments and diverse curricular and co-curricular activities.

GENDER AUDIT

The institution conducted a comprehensive gender audit, 'NaariDyuthi,' highlighting holistic measures implemented to eradicate inequality and promote gender parity. The audit's recommendations such as identifying any existing gender disparities in areas like student enrollment, faculty representation, leadership positions, and resource allocation, were effectively addressed.

Curricular Aspects

Gender equity perspectives are incorporated in UG and PG curricula through various courses. Eleven courses on gender concept are offered at UG level to sensitise students. Gender related problems are selected regularly by students for their project work, facilitated by Women Development Cell (WDC) and submitted to affiliating University during the final semester. The Department of Psychology offers value-added courses on gender aspects. Audit courses mandated by University of Calicut align with gender equity principles.

Co-curricular Aspects

During 2018 - 2023, 55 gender equity-centric events were held. The Women Development Cell, Career Guidance Cell, ED Club, and Incubation Cell collectively ensure gender-conscious empowerment, career development, and entrepreneurship across all departments. Programmes encompass women's entrepreneurial development; meet with entrepreneurs, product making & marketing, and incubation. WDC organizes special sessions on gender-based violence, women's safety laws, personal hygiene, and social upliftment. The Mental Health Club focuses mental well-being of women. Annually, WDC collaborates with the Police Department for women's self-defense training. The Psychology Department conducts regular counseling sessions, with dedicated weekly slots for female students.

Institutional mechanisms for Gender Equity

We demonstrate commitment to gender equity in governance roles, appointing a female Vice-Principal

and having 14 out of 27 departments led by women. Institutional mechanisms for gender equity are evident, with 77% of teaching staff and 56% of NTS being women. In student union elections, a female student consistently serves as a class representative, reflecting substantial 70% female student body. Girls hold a major percentage of positions in cells/clubs.

Gender inclusiveness

Our institution invites prominent transgender activists/scholars, including Vijaya Raja Mallika, Seethal Syam, Pinky Visal, and Heidi Sadiya, nurturing meaningful interactions to cultivate a comprehensive understanding of gender. Pride Month is celebrated with enthusiasm, featuring rallies and marches symbolising unwavering support for the LGBTQ community. An all-gender-inclusive environment thrives on campus.

Safety and security

- An entry/exit registry monitors student mobility, reinforced by security personnel, ID cards, uniforms, and CCTV surveillance.
- The Student Counseling Center attached to the Department of Psychology addresses their mental health, and personal concerns.
- Special provisions for students from abroad and Lakshadweep are available in Women's Hostel.
- Sufficient number of women faculties accompany students' outing for academic/medical needs.
- Women's retiring room with amenities for physical and emotional solace; sanitary pad vending machine and incinerator are available.
- Institutional security policy upholds gender consciousness.

Other Women-centric Facilities

- Day Care Center
- Prayer Hall
- Gymnasium attached to the Hostel
- Health Club
- Retiring Rooms
- Hostel
- NCC Women's Wing.

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

7.1.2

The Institution has facilities and initiatives for

1. Alternate sources of energy and energy conservation measures

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Cultural Diversity

- The activities of folklore club of the college nurture a spirit of cultural inclusiveness through organising regular performance of cultural, classical and folklore art forms such as 'Ottanthullal', 'Kalamezhuthu Pattu', 'Ninabali', 'Garudan Thookam' etc by professional artists.
- Kerala Piravi, the day of the formation of the Kerala state is observed every year.
- Mehandi design competition and Arabic Calligraphy competition are organised to create a culturally rich milieu.
- Fine Arts Club of the college promotes regional folk art forms such as Duffmuttu, Arabana Muttu, Thiruvathirakali, Oppana, Folk dance and Folk music.

Linguistic Diversity

- Regular observance of the Hindi Divas in association with Hindi Pracharsabha, Malayalabhasha Varacharanam(Malayalam Language Week), World Arabic Day, Reading Day and Basheer Day (eminent Malayalam writer) and regular invite of writers and artists of diverse linguistic background accentuate linguistic diversity.
- Release of Kadar tribal language based multilingual education package for pre-primary tribal children in association with ICDS.
- At the curricular level Hindi, Malayalam and Arabic are offered regularly as second language. French was taught as second language for the international student from Tanzania.

Communal Diversity

- Celebration of religious festivals like Onam, Christmas, Ramzan and distribution of traditional clothing for elderly during Onam and distribution of Ramzan kits model the institution as a hub of cultural enrichment.

Socio Economic Diversity

- Financial assistance in the form of scholarships, learning aids (like laptops through local bodies), house construction schemes, emergency health and disaster support involving students and uniform dress code.
- SC/ST cell, Minority Cell and WDC closely monitor and safeguard the commitment of socio-economic inclusiveness.

Sensitization to constitutional obligations

- Extension activities to safeguard the environment in association with LSGs
- Activities of societal responsibility in collaboration with local community groups especially strengthening women and MGNREGA.
- Our commitments to disaster aid reflected in the Flood relief missions including “Clean Kuttanad Campaign” and University level award for flood 2018 rescue mission.
- The institution consistently observes national events like Independence Day, Republic Day, Gandhi Jayanti, Yoga Day, Vijay Diwas, and Quami Ektha week. Additionally, National Voters Day, Human Rights Day, and Women's Day are also observed.
- **Gandhi Smrithi Programme:** To mark the 150th birth anniversary of Gandhiji, all departments organised diverse activities to promote and preach Gandhian teachings.
- **'Azadi Ka Amrit Mahotsav'**

* Seminars, and cultural programmes were organised as part of 'Azadi-Ka-Amrit Mahotsav'.

* Freedom wall formation to commemorate 75th anniversary of Independence.

* Reception to Amrit Kalash Yatra (tributes to veers and veeranganas) in the college.

- Instilling civic awareness through **pledges:** Against drug abuse, dowry, ragging, human rights violation is regularly taken in classrooms to uphold virtuousness.
- **Democratic values**

* Parliamentary mode of college union elections. The process teaches students the concept of **'free and fair elections'**;

* **Visit to parliament and legislative assembly**

* **Democracy seminars organised with Institute of Parliamentary Affairs.**

A **code of conduct handbook** is in place for students and staff to align with the institution's Core Values. Courses cover human values and constitutional obligations.

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE 1

Title: Experiential Learning via., Social Empowerment

Objectives:

1. Engage students in real-time learning experience through extension activities designed for the curriculum of each department, where various sections of society are role players.
2. To inculcate real-life exposures where various skills are practiced, gearing for future personal and professional lives of students and imbibe social responsibility.

Context:

The majority of students in the institution hail from rural areas with limited exposure to enhance their soft skills and employability. Collaborating with the community is deemed essential to impart necessary life skills and address the self-centered tendency among students. The initiative aims to instill social responsibility and equip students with practical skills through community interventions.

The Practice:

Experiential learning is a method of teaching that involves students applying classroom knowledge to real-world situations designing and conducting various events by involving in community. These activities aimed to enhance problem-solving abilities, teamwork, adaptability and civic duty.

Technological interventions empowered students with the skills and knowledge needed in a digital and scientific world. These initiatives included seminars, quiz competitions, software product workshops, e-government surveys, telescope making workshops, and Aquaculture entrepreneurship.

Environmental interventions were promoting sustainable practices and raising awareness about environmental issues including Environmental Day celebrations, seminars, field work, and e-waste collection campaigns.

Charity-based interventions were undertaken by students, such as visiting charitable institutions and participating in community clean-up efforts.

Psycho-Social Intervention: Programmes such as a month long breast cancer screening camp for women, Beat the Covid Campaign, Awareness on lifestyle diseases, residential camp for autistic children and parents and women's welfare in connection with World Mental Health Day, visit to Mental Health Action Trust, Calicut, visit to CDMRP, Calicut university were organized to enhance students' social and psychological skills.

These experiences shaped students into socially responsible, emotionally intelligent, and proactive members of society, preparing them to address the challenges of our world.

Evidence of Success:

Students' academic learning and interpersonal development, particularly in communication skills, were significantly improved through real-life situations. This enhanced their ability to work well with others and build leadership and communication skills. Some of the achievements include recognition from MGNCRE, MoEd, Govt. of India for the Swachhta Rural Engagement Cell, Best Flood rescue unit award from University of Calicut, Certificate of appreciation from the Indian Association for the Blind. The Gramika programme contributed to the post flood rehabilitation of all 30 Anganwadis in the Puthenvelikkara Panchayath, E waste collection from the neighbouring Grama Panchyaths, communication enhancement programmes for nearby schools etc in which all the departments and students participated. Various awareness events conducted by students include life style disease, mental health, the Meri-Maati Mere-Desh campaign, Azadi Ka Amrit-Mahotsav etc Workshops and training for various aspects such as value added products, development of a media cell, cancer survey, biodiversity survey, entrepreneurship and innovation etc. The programmes also fostered social responsibility, employability, emotional intelligence and spiritual quotient.

BEST PRACTICE 2

Title: Social intervention through academic outreach to safeguard the environment and support marginalised communities, including indigenous people.

Objectives of the practice:

1. A platform to use academic proficiency of the students, faculties and research and outreach units to **work with government and non-government bodies** to safeguard the **environment and empower the marginalised people**.
2. Students and faculties **collaborate with government and NGOs to provide technical support and scientific basis for long-term engagement**, focusing on **UN-SDGs** such as Environment, Gender, Equity, Sustainable livelihood and Climate action.

The Context:

Initiated in collaboration with the **Western Ghats Hornbill Foundation**, this practice evolved with the aid of international research programmes. Commenced in 2017, led by the **Center for Ecology Taxonomy Conservation and Climate Change**, the practice involves students, faculties, researchers,

and interns collaborating with government departments like **Kerala State Biodiversity Board, Local Self-Governments** and international organizations like **Society for Ecological Restoration, International Union for Conservation of Nature and Natural Resources**.

The practice:

Community Engagement: Collaborating with tribal Grama Sabhas, fishermen and women to empower them and address their rights. Our faculty member Dr Amitha Bachan K. H., member of committee on habitat rights of PVTGs, Ministry of Tribal Affairs trained tribal grama Sabhas.

The UN Declaration on the **Decade of Ecological Restoration** and SDGs are imbibed in this practice. IUCN, BGCI, and SER recognised our multistakeholder, niche-specific ecological restoration initiatives. Especially the women-inclusive MGNREGA implementation with SN Puram Panchayath and BMC. A seed germination centre and nursery for IUCN-Red-Listed tree species and coastal ecorestoration is established. Sacred groves, freshwater ponds, pandanus thickets, green islands, bioparks and mangroves were ecosystems restored apart from coastal vegetation-belt.

The KSBB-funded Peoples Biodiversity Register preparation, Mangrove restoration at SN Puram and Eriyad GPs were the other important initiatives. The tribal Grama Sabha were trained in vulnerable tribal areas like Nilambur in Malappuram District and Wayanad.

Together with the **World Fish Migration Foundation**, Netherlands conducted international conference, The Riparian Forest for Fish, Rivers, and People. The UN **partner for ecological** restoration standards and norms, the SER, recognised as Make a Difference Week event. Weeklong programme began on June 5, 2022, and ended with 12 ecological restoration awareness events.

Evidence of success:

Contributed to Kerala government forest rights **policy** by Dr. Sahu, TISS, Mumbai and Dr. Bachan.

IUCN, KSBB and BGCI funded threatened plant red-list review and ecosystem restoration. Dr. Bachan, faculty and Ms. Devika M. Anilkumar, Research Scholar and ecorestoration project coordinator, assessed 57 endangered plant species as **Global Assessors IUCN RedList of threatened Status of Plants** and Devika received the **Rufford and Prakrithi** grants.

KSBB funded ecorestoration programmes through BMC-SN Puram in which **54 women** are employed through MGNREGA. Kerala's Fisheries **Minister Saji Cheriyan hailed it a model coastal zone restoration project**. Eriyad LSG **eco-restored mangroves** with our support, and SN Puram requested **net zero carbon** help.

The programme established **biodiversity clubs in all 18** schools and trained them. So far, over **500 students** are involved, with over **4000 participating**, 40 students and interns produced UG and PG research.

Problems Encountered and Resources Required:

The number of participants and students were limited during the Covid-19 pandemic period. Fund raising was challenging.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The Alumni Association of MES Asmabi College has fostered a distinctive culture since its inception contributing significantly to the institution's uniqueness. Through a variety of activities, the association has played a pivotal role in the holistic growth of the campus, shaping a character that sets it apart from other colleges, making it our institutional distinctiveness.

The association's impact spans crucial domains including campus infrastructure development, providing platform for expert talks, regular scholarships for needy students, gold medals for toppers in all courses, placement and internship facilities, creative platform for publications and demonstrations and engagement in social responsibility activities with regular helping hands for underprivileged students for home construction, emergency critical illness support and initiatives that spread over other aspects of social realms. These endeavours have not only enriched the college experience but have also propelled the institution's academic programs to new heights.

Although the general purpose of Alumni associations is to maintain and strengthen ties with alumnus, ours stands out from others because of the exceptional service it renders to both existing and former students, creating a positive impact on the college's academic advancement. Registered under the 12th Travancore - Cochin Literary, Scientific and Charitable Societies Registration Act, 1955 on November 22, 2017 with registration number TSR/TC/680/2017, the association conducts annual general body meetings and selects a new team of office bearers every 3 years. It has evolved into a highly democratic structure with active chapters at the regional and international levels hosting over 2000 active members in the main chapter and over 10,000 members in department level alumni.

The association's international chapters with 500 active members spearhead various innovative initiatives. Local chapters and social media groups contribute to a dynamic and vibrant alumni network that aligns with contemporary paradigms.

Financial contributions totalling Rs.50 lakhs have significantly impacted infrastructure and campus development. With the increase in number of students and the introduction of semester system implemented by the university which require the conduct of periodic and regular internal and university examinations, the space constraints faced by the college for the proper conduct of the examinations was

addressed by the Alumni association. Our Alumni Association contributed Rs 20 lakhs and joined hands with PTA to construct 'Winners Hall', a spacious hall exclusively for conducting examinations. The growing student population in the college has outpaced the auditorium's capacity, necessitating the need for additional space, such as an open area to ensure that all the students of the college can attend the programme. The Alumni Association took the initiative and contributed Rs 25 lakhs for the construction of 'Alumni Square'. Spanning 1400 sq ft, it includes a stage, washroom and a green room ensuring accessibility to differently abled individuals. Additionally, the association contributed towards setting up a Gandhiji bookshelf in the college library to commemorate Mahatma Gandhi's 150th birth anniversary. The shelf now houses 800 books. Furthermore, the association also contributed Rs 1.5 lakhs to MES for setting up Gandhiji book shelf in the college libraries of aided colleges under MES.

A total of 209 students benefited from merit scholarships of various kinds constituted by the alumni in the campus. This, along with the gold medal distribution for all the toppers every year, rewards 89 meritorious students, making this another unique feature of our Alumni Association.

The alumni lecture platform-'Inspiratio', career and internship placement initiatives bring scholars and entrepreneurs to share experiences, motivating and guiding students. The placement and internship wing of the association recruited 25 students from the campus. An annual alumni meet is held every year on October 2nd, on Mahatma Gandhi Jayanti, featuring scholarly talks, honouring PhD holders, prominent alumni, recognizing other achievers and senior members for their lifetime achievements. The event also includes family gatherings and creative performances, emphasising the association's vibrancy.

Monthly alumni meets, departmental ,batch wise and local chapter gatherings ensure a continuous connection while the Alumni Merit Day celebrates academic achievements. Yatramozhi, a farewell event for the retiring staff and outgoing students is conducted regularly towards the end of each academic year. The Pravasi Alumni Meet in July is a great opportunity for the members who work overseas to strengthen their ties with the college and other alumni.

Active international branches in the United Arab Emirates and Oman, both recipients of the AKCAF award, highlight the association's global reach. Chapters in the United Arab Emirates are actively involved with the activities of All Kerala College Alumni Forum (AKCAF) and help plan their events. Out of the 92 Alumni Associations that contested, our Alumni Association bagged first prize in the AKCAF 2022 Best College Competition through online voting.

'Ormakayi', an annually updated student database since 1968, showcases the association's commitment to preserving the college's legacy and has published its seventeenth edition this year. Our alumni extends its helping hands to those in need, underprivileged students and staff, demonstrating a strong commitment to fulfilling social responsibilities. An amount of 3 lakh rupees was donated for flood relief and the chosen recipients were students whose houses were impacted by the flood. They were provided with essential items such as books, study materials, beds, pillows, sheets, and bicycles. In order to raise money to buy land for three deserving students for constructing home, the alumni co-organised the musical event, "Kooda" and raised an amount of Rs 9 lakhs, exemplifying the alumni's dedication to making a positive impact. In 2019, the Alumni Association organised a programme on the annual alumni day to honour fishermen for their exemplary contributions in flood relief efforts, showcasing the Alumni Association's appreciation for the fishermen who demonstrated exceptional bravery, resilience and community service during flood relief efforts.

Noteworthy during the Covid-19 pandemic, the alumni provided smartphones to 40 students, supported

critical illness treatment and collaborated with Cochin Cancer Society for a breast cancer detection camp benefiting 200 women of SN Puram Panchayat who have limited access to medical facilities. The association's multifaceted contributions exemplify its commitment to academic excellence, social responsibility and fostering a strong sense of community among existing and former students.

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

5. CONCLUSION

Additional Information :

- One of the exemplary attributes of the College is dedication to philanthropy, exemplified by its donation Rs.7,83,010 towards charity for the well-being of deprived student families, underpinning the institution's commitment to make a positive impact beyond the confines of academia.
- The college is striving for autonomy, aligning with NEP directives. Faculty members are prepared for NEP 2020 changes, aiding the paradigm shift. As the state plans NEP implementation from 2024-25, this showcases the college's dedication to contemporary education standards.
- To accommodate the growing number of female students from various regions of the state, the college is now operating two buses, one funded by PTA and the other by Management, for the scheduled transportation of students. Additionally, the college has leased two buildings to serve as supplementary hostel facilities.
- We are the only institution offering a B.Sc. programme in Aquaculture and B.Voc. in Fish Processing Technology under the University of Calicut, which complies with the situational advantage of being in a coastal locale populated with fishermen community. This suitably justifies the support to the marginalized sector, one of the stated missions of the institution.
- The PTA supports student expenses for fine arts festivals and competitions.
- The college operates a football academy, recruiting talented students state-wide through camps and trainings. Free food and lodging, are provided in a dedicated hostel adjacent to the playground, with the management spending Rs. 1 lakh/month.
- Despite no infrastructure funds received, the college management funded the construction of two new blocks, a canteen, two toilet blocks, and library renovation to accommodate growing enrolment.
- Our playground is unique in the Assembly constituency to which the locality belongs featuring a 400-meter track. The ground is used for sporting activities by various private/government educational institutions. It is utilized by the LSG bodies and residents also for training sports, games, and athletic events.
- The institution has an MoU with the Western Ghats Hornbill Foundation, facilitating R&D opportunities on campus. This collaboration operates as the CEtC, supporting research projects, internships, climate change-addressing initiatives, biodiversity conservation, and UNSDGs. It offers scientific/technical aid to government bodies, LSGs, BMCs, and other institutions.

Concluding Remarks :

The college aims to provide women and the underprivileged with access to liberal education so that they can become contributing members of a free and just society. Our college places a high priority on imparting sound knowledge, character development and dissemination of truth. It works to uphold the institutions of the family and society while fostering the spiritual life of the community. We place emphasis on democratic values with the goal of making meaningful contributions to the society. This will bring the values enshrined in the Indian constitution - social and gender justice, equality of opportunity, democratic freedom for all, tolerance and respect for all religions-closer to reality and provide our people more opportunities to live fuller lives. The institution's growth trajectory is fuelled by the steadfast support and visionary leadership of its management, bolstered by the trust of stakeholders and the unwavering efforts of both staff and students in advancing higher education. Committed to excellence, the college is poised to become a beacon of academic distinction, particularly with strive for autonomy to enjoy the seamless freedom of academic flexibility and embrace of

NEP 2020. The institution is proactive with respect to infrastructure and academic readiness for accommodating four year degree programmes (FYUGP) and other NEP directives.

The college pays special attention to the divyangjan learners; a special cell called HEPSN is functioning in the campus and conducts programmes such as motivational classes and white cane day to ensure their welfare and effective learning. The college is fervent to conduct extension activities by adopting the nearby Grama Panchayats. The initiative of the NSS units in the college to build house for a needy student every year under the banner 'Abhayam project' is very much appreciated by the community. The uniqueness of the college is its dynamic Alumni Association. The latest developmental initiative of the association is the construction of an open air theatre called 'Alumni square.'

The pursuit for Academic Excellence, Inclusivity in Diversity, Respect for Culture and Heritage, Honesty and Integrity, Social Responsibility and Environmental Sustainability are the core values that guide the functioning of the college.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :112</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																				
1.2.2	<p>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2128</td> <td>1792</td> <td>2285</td> <td>729</td> <td>464</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2128</td> <td>1730</td> <td>2285</td> <td>545</td> <td>431</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	2128	1792	2285	729	464	2022-23	2021-22	2020-21	2019-20	2018-19	2128	1730	2285	545	431
2022-23	2021-22	2020-21	2019-20	2018-19																	
2128	1792	2285	729	464																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
2128	1730	2285	545	431																	
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>862</td> <td>910</td> <td>910</td> <td>819</td> <td>714</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>862</td> <td>910</td> <td>910</td> <td>819</td> <td>714</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	862	910	910	819	714	2022-23	2021-22	2020-21	2019-20	2018-19	862	910	910	819	714
2022-23	2021-22	2020-21	2019-20	2018-19																	
862	910	910	819	714																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
862	910	910	819	714																	

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1019	1039	1021	909	858

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1151	1165	1157	1011	965

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years
2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
198	204	236	199	174

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
196	204	234	207	174

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
284	275	331	290	275

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
285	282	330	290	276

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years
2.4.1.1. Number of sanctioned posts year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
91	89	89	92	84

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
90	88	88	92	84

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
68	69	70	69	68

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
67	68	69	68	68

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
26	27	14	4	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	12	6	1	5

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
20	13	23	18	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	9	13	8	8

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
39	23	9	10	18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	14	7	12	8

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
43	22	16	24	25

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	5	7	10	13

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
74.51224	16.148	107.69	57.58	161.91

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
66.77	8.66	101.88	55.36	139.52

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification : 231

Answer after DVV Verification: 199

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
106.07	38.49	29.50	66.936	87.41

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
89.284	28.383	22.470	41.833	71.409

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1652	1820	1606	1631	1399

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1690	1821	1596	1631	1399

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
300	333	292	328	219

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
296	300	284	305	204

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
654	684	572	542	467

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
654	684	572	542	467

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
46	36	13	15	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
34	35	6	8	9

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
34	9	6	4	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	9	6	4	13

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
60	27	20	36	40

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
33	15	10	23	25

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

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

100	107	106	104	100
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
113	99	103	95	93

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
34	33	31	31	31

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
32	34	30	30	30

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 140 Answer after DVV Verification : 131</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>91</td> <td>88</td> <td>87</td> <td>83</td> <td>79</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>73</td> <td>71</td> <td>76</td> <td>75</td> <td>68</td> </tr> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	91	88	87	83	79	2022-23	2021-22	2020-21	2019-20	2018-19	73	71	76	75	68
2022-23	2021-22	2020-21	2019-20	2018-19																	
91	88	87	83	79																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
73	71	76	75	68																	
2.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>300.18</td> <td>100.55</td> <td>197.17</td> <td>245.15</td> <td>316.60</td> </tr> </table> <p>Answer After DVV Verification:</p>	2022-23	2021-22	2020-21	2019-20	2018-19	300.18	100.55	197.17	245.15	316.60										
2022-23	2021-22	2020-21	2019-20	2018-19																	
300.18	100.55	197.17	245.15	316.60																	

2022-23	2021-22	2020-21	2019-20	2018-19
404.79	219.35	234.61	260.88	367.56