



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

M E S KALLADI COLLEGE

**MES KALLADI COLLEGE MANNARKKAD MANNARKKAD COLLEGE P O
PALAKKAD DISTRICT**

678583

www.meskc.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

MES Kalladi College, is the proud symbol of the Muslim Educational Society, Calicut to the cause of higher education in Kerala, especially to the educationally backward areas of Malabar. This is the first college started by the MES and it is also the felicitous outcome of the noble endeavor of the late Kalladi Cheriya Kunhammed Sahib and the local public. College is located in a vast area, a major part of which was donated by the late Janab Valayadi Kunhayammu Haji.

The college started functioning as a junior college in 1967 and was upgraded in 1971 with the introduction of degree courses in History, Economics, Mathematics, Botany and Commerce. Further, it was upgraded as a Post Graduate college in 1978.

The departments of History and Chemistry have been upgraded as Research Centres in 2016 and 2017 respectively, and are equipped with Modern Laboratories, Research Halls and Research Cubicles. At present, the college is offering 17 undergraduate and 8 postgraduate programmes in various disciplines. This Institution has well-equipped laboratory facilities in Chemistry, Botany, Zoology, Physics, Mass Communication, Food Technology, and Computer Science. The College Library is automated with more than 50,000 barcoded books and journals. The library has a separate digital section with a broadband internet connection and INFLIBNET facilities by which students have access to E-journals and E-books. Presently the library is in its process of modernization with RFID system. The two well-equipped computer centers offer short term courses for students along with their regular programmes. College administration is facilitated with Enterprise Resource Planning (ERP) software and the implementation of E-learning with ICT integrated classrooms is at its completion.

The college is renowned for its achievements in sports and games in the national and international levels. The infrastructure includes a playground with 400 meters track, Indoor Stadium, and gymnasium for physical fitness and training. The college has remarkable achievements in arts festivals. The College provides UGC aided minority coaching for the academic improvement of poor and weak students. All the students benefit from exposure to national seminars and similar academic programmes through active participation.

Vision

All-inclusiveness, integrity, and the promotion of equity, social justice, and scientific temper.

Mission

- ***To set and nurture a path for catering to the educational needs leading to empowerment of underprivileged sections to face the challenges of time and change.***

- *Inculcating social commitment to the cause of value-based higher education, nation building, and universal brotherhood.*

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Value based education is being offered to all the programmes.
- New methodologies like software assisted teaching are in vogue.
- Feedback is collected on-line from stakeholders and the changes are made accordingly.
- Academic audit is being conducted regularly.
- Our library is housed with more than 39,000 books with INFLIBNET facility.
- Two research departments with five research guides.
- Scholarships and other financial assistance to the needy students are being provided by institution and government.
- PTA general body meeting is held twice every year.
- Coaching classes were conducted for UGC - CSIR – JRF & NET.
- Effective functioning of Anti-Ragging cell, Grievance Cell and Anti-Narcotic cell.
- Women empowerment through Vanitha Vedi.
- Field training, industrial visits and workshops are being conducted.
- Highly committed and qualified Faculties.
- A good heritage Museum
- Provide all round development through effective education and other supports.
- College has well equipped infrastructural growth.
- Smart class rooms with internet facility for Post Graduate Students
- Well equipped laboratories for UG and PG students
- Provides platform for co-curricular activities.
- Extension activities with significant contribution from NCC and NSS and other clubs and associations.
- Furnished boys and girls hostel.
- Well organized and supportive Alumni.
- Well-structured tutorial and mentoring system.
- Special focus for tribal student's empowerment.
- Eco friendly campus.
- Diverse demography reflects minority, SC/ST, backward community, female dominated and financially backward students.
- DST-FIST supported science departments.
- Well integrated counselling facility.
- Wide range of courses.
- Outstanding performance in University examination with three ranks irrespective of the poor and challenging socio-economic backwardness.
- Permanently affiliated to University of Calicut, Minority Status and 2(f) and 12 (b).
- Supporting and encouraging management.
- A good combination of newly recruited and senior faculties guiding the students.
- Faculties from the college are chairman and members in BOS, Syndicate, Senate and Faculty

Councils, and Centralised valuation camps, Viva Boards and Question setters of the various Universities and autonomous colleges.

- Intensive community-oriented programmes under various clubs and forums.
- Well organized and supportive Alumni.
- Effective tutorial system.
- Daycare centre.
- Well equipped computer lab.
- Leading performance in arts and sports.
- Serene Location and abundant natural resources.
- Good infrastructure with sufficient amenities for effective teaching- learning.

Institutional Weakness

- Our college is situated in a rural setup and is away from the urban advantages.
- More laboratories on the emerging areas of importance apart from the existing laboratories are to be established.
- More MNCs are to be attracted for the better placements of our students.
- Corpus fund is to be increased in the years to come.
- Poor and L1 influenced English communication skill of students.
- Lab facility is not enough to meet the demand of the students.
- Tight academic schedule restricts time devoted to co-curricular and extra activities.
- The requirement of more financial assistance and sponsorships for coaching in various cultural and sports competitions.
- In some programmes students were enrolled without any particular interest for the subject.
- Part time working students find it very difficult to keep the timing of the college.
- Consultancies are carried out only in limited areas.
- Lack of maintenance grant from the government.
- Less Doctoral degree holders among the faculties.
- Indifferent recruitment policy of Non-Teaching Staff leads to inefficiency.
- Less focus on research outcome and innovations.

Institutional Opportunity

- Hands on experiences provided to students help them to adjust and accustom quickly in the industry.
- Flexibility makes the students to choose the topics of their interest.
- Our curriculum instils confidence among the students to face competitive examinations.
- Faculty members are encouraged to indulge in research activities by providing incentives.
- There is much scope for the students for all-round development.
- There is much scope for both students and faculty to participate in various clubs and forums.
- Teachers are available even after the teaching hours to clarify the doubts of the students.
- Development of technology-enabled teaching-learning process
- Enormous prospectus for consultancy and collaborations.
- Availability of well-qualified faculty to enhance research activities.
- More facilities to improve sports are established.
- More opportunities for tribal studies and research to protect their cultural diversities in this area.

- Opportunities for more courses that can be fruitfully implemented to meet the educational demand of the students in this area.
- Modernized classrooms, updated learning resources that strengthening the laboratories at UG and PG.
- Additional facilities for differently abled students.
- Personal Counselling is provided for students by professional counsellors and teachers.
- Sports, Cultural activities, NSS, NCC, ASAP, WWS, SSP, Students Union, Women cell etc... Promotes the overall development of students.
- More opportunities to top minor and major research projects.
- Opportunities to gather different governmental and non-governmental funds for the development of the college.
- Opportunities to sign MoU with renowned institutions.
- More opportunities to develop artistic and cultural talents.

Institutional Challenge

- To orient the curriculum with the fast changing trends in the industry is a challenge.
- To attract the specialized faculty to this rural area is a challenge.
- Investment in technology to make the entire process of education technology-based is a challenge.
- It is a challenge to develop an attitude of mind that helps for innovation.
- Lack of interest of girl students to pursue higher education due to marriage.
- Students belonging to educationally marginalised families.
- Bigger challenge in building up a vibrant research and consultancy culture.
- Too much attention on growing enrolment in terms of quantity and not enough on retention in terms of quality.
- Time lag in publication of University examination results.
- Semester system suffocates co-curricular and extension activities.
- Postponement of examination affects the number of academic days.
- Lack of interest of girl students to pursue higher education due to marriage.
- Students belonging to educationally marginalised families.
- Lack of motivation among some of the students.
- Employability of the students Despite running a good teaching learning program,
- Bigger challenge in building up a vibrant research and consultancy culture.
- Too much attention on growing enrolment in terms of quantity and not enough on retention in terms of quality.
- Legal constraints from the industry level to form industrial linkage/ tie-ups.
- Time lag in publication of University examination results.
- Semester system suffocates co-curricular and extension activities
- Postponement of examination affects the number of academic days
- Lab injuries and lab accidents are increasing
- Lack of interest of girl students to pursue higher education due to marriage
- Students belonging to educationally marginalised families

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

M.E.S. Kalladi is an affiliated college under the University of Calicut and follows the curriculum offered by the university. Based on the recommendations by the NAAC peer team, new courses, such as B.Com. (Cooperation), BBA, B.Com.(Computer Application), B.Sc (Computer Science), BCA, B. Sc (Food Technology), BA Mass Communication, and M. Sc Botany have been introduced. Number of certificate and value added courses have been introduced for the benefit of the students. The institution offers courses in Aided and Self-financing streams. Internship opportunity is open to all students through collaboration with different corporates. An MoU is also signed with portfolio companies of Times Internet to provide internship and placement opportunities to eligible students.

The institution provides the choice of electives to the students. In addition, CBCS has also been implemented as per the directives by the university.

Academic calendar is prepared by every department in accordance with the university academic calendar. The HoDs meet at the beginning of the semester to decide the subject allocation and the preparation of the academic calendar. The faculties create and maintain session plan and communicated the same to the students. LMS and other ICT tools are used by every faculty.

The departments also organise regular guest lectures and workshops of eminent faculties and industry representatives. The student-centric methodology is followed by every department and quality teaching-learning is one of the key focus areas of the institution. A proof of quality teaching-learning is the fact that the institution has produced a number of top performing students.

The institution makes every effort to ensure that the certificate courses and the value added courses help the students for employment. Regular feedback is taken about the curriculum and the same is communicated to the university.

The feedback is taken through an online software from all stakeholders - the students, parents, faculties, alumni and employers. The IQAC analyses the feedback and the recommendations are forwarded to the principal. The action taken report is prepared by the IQAC.

The IQAC has also implemented a 360-degree feedback system.

Teaching-learning and Evaluation

Most of the students are from the local communities, although we do have some students who are from other states. Adequate facilities are provided for the differently abled students. The institution focusses on inclusiveness for all students.

LMS is used extensively by all faculties. Through the LMS every faculty uploads their digital content including PowerPoint, PDF ad other e-content. The content is structured program and course wise. Students can access the e-content for their program and course through online link as well through the mobile app. Once the content is accessed the accession record of the e-content is also created automatically by the software. The faculties have an option to create online course in the LMS.

A Continuous Internal Assessment (CIE) system has been implemented using an online MCQ portal. Random set of questions are generated for every student for every module. The examination scores are automatically generated through the software. Students can take the MCQ through the mobile app or the online portal. The students securing lower marks in the MCQ are identified for remedial coaching or additional support through their mentors.

Some of the departments also use online assignment integrated with plagiarism check software.

The institution has defined Program Outcome (PO) and Course Outcome (CO) for every program and course. Direct and indirect methodologies have been created to assess the Program Outcome and the Course Outcome, and every department has prepared assessment rubrics. An online software is being used in order to assess the attainment of the outcome by the students. In case the attainment is low, supplementary activities such as Quiz, Assignments etc are planned in order to improve the attainment.

The institution has qualified faculties. Some of the faculties are from out of state. Most of the faculties are Ph.D.

Bridge course is organized by the departments. Advanced Learners are provided support for live projects. Library is well equipped with books and e-journals.

A mentoring system is in place where every student is assigned to a mentor. They may contact their mentors for any academic or any other issues.

Research, Innovations and Extension

Many of the faculties are working on research projects approved by the UGC and other Govt agencies. Some of the projects are approved by non Governmental funding agencies. The institution also has a policy of providing seed money to the faculties for pursuing research project. In the recent past many faculties have received seed money grant for the institution to pursue research projects.

A number of faculties have published papers, research articles and book chapters. Some of the articles are published in UGC listed journals.

The institution encourages extension activities and many activities are conducted on a regular basis by the students and staff. Under the community engagement initiative, the local Attapadi tribes are also supported by institution extension activities. A number of extension activities are also recognized by the local authorities.

The institution has signed a number of MoUs with the local industries, other institutions as well as corporate houses to support the students through faculty exchange, student exchange and internship and placement and

projects.

A start up incubation center has been set up through which the institution provides secretarial, legal and other support to the startups in the campus. Seed money is also provided on a case to case basis.

Infrastructure and Learning Resources

The institution has provided adequate facilities for teaching learning as well as sports and extra curricular activities, The class rooms are equipped with LCD projectors and many class rooms have smart boards. Internet connectivity is provided through a wi-fi and LAN network connected to 50 MBPS 1:1 leased line.

Library is well equipped with books, journals, periodicals. The institution has subscribed to e-journals such as Infilbnet is available for the use of the faculties and the students. Library is open for extended hours. Library is fully automated and web OPAC is available in the library. There are spacious reading rooms available for both the faculties and students. Wash rooms are available in adequate number in each floor.

Computer centres are well equipped with computers to support the students. Common room is available. Adequate facilities are available for common indoor and outdoor games.

Lecture capturing system is implemented alongwith a dedicated media processing facility.

Student Support and Progression

The institution facilitates Govt scholarships to the students of various categories. In addition the institution also provides scholarship to various students and facilitates scholarships through non Governmental agencies. Soft skills trainings are provided.

There is a dedicated placement cell which provides internship and placement to the students. The placement and career counselling cell organizes career oriented program and promotion for the students. Psychometric tests are conducted and personal counsellors are available to assist the students. Yoga and meditation workshops are conducted. A language lab is available.

Courses are conducted to help the students for various competitive examinations. Mock tests for various competitive examinations are also conducted.

Some of the students have participated in various cultural and sports competitions and have been awarded medals. Alumni network is strong and alumni meets are conducted regularly. There is significant contribution from the alumni.

The institution also regularly conducts a number of extra curricular and co curricular events.

Governance, Leadership and Management

The institution has a committed management working towards quality improvement and overall development. The college strives to ensure that education is affordable and available to all parts of the society. A decentralized and participative management policy is followed. Head of the departments are empowered to take decisions. At the same time a number of committees have been formed with all faculties to assist with the decision making process. A perspective plan is created which is approved by the Board of Management and The IQAC works towards the overall quality improvement of the institution in line with the perspective plan.

IQAC is functional and conducts regular meetings. Academic and Administrative Audit, Quality Audit are conducted by the external agencies. The IQAC has also conducted a number of activities regularly over the years to support the quality improvement. Feedback is taken using online software, it is analysed and the recommendations are forwarded to the Principal. Action taken reports are also prepared. AQAR reports are submitted for all the years.

Institutional Values and Best Practices

The institution regularly conducts activities related to Gender equity, women empowerment, national values etc. Courses are offered on human values and ethics. A number of initiatives are taken to spread the environmental consciousness among the faculties and the students. Green audit is conducted regularly by the IQAC through an external agency.

The institution has significantly contributed to the development of the Tribal settlement Attappady through its Best Practices- **DREAMES (MES Drive for the Socio-Cultural Empowerment of Tribes in Attappady) and the larger integration of ICT into Teaching-Learning process.**

Rain water harvesting is in place. Solar system is installed. A number of green initiatives such as no plastic zone, switch off drill etc are conducted regularly to spread environmental awareness.

Handbooks are prepared for the students, faculties and the management. There are many provisions for the differently abled students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	M E S KALLADI COLLEGE
Address	MES Kalladi College Mannarkkad Mannarkkad College P O Palakkad District
City	Mannarkkad
State	Kerala
Pin	678583
Website	www.meskc.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	O.P Salahudheen	04924-222377	9946003502	04924-22341 4	iqacmeskc@gmail.com
IQAC / CIQA coordinator	Haseena V A	04924-222311	9400172854	04924-22231 0	economicsamabi@gmail.com

Status of the Institution	
Institution Status	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 Status.pdf
If Yes, Specify minority status	
Religious	MUSLIM
Linguistic	
Any Other	

Establishment Details				
Date of establishment of the college	03-07-1967			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Kerala	University Of Calicut	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	17-06-1978	View Document		
12B of UGC	17-06-1978	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				

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	MES Kalladi College Mannarkkad Mannarkkad College P O Palakkad District	Rural	22.93	12870.4

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	BA,History	36	Plus Two	English	68	68
UG	BSc,Botany	36	Plus Two	English	37	37
UG	BSc,Chemistry	36	Plus Two	English	44	44
UG	BSc,Mathematics	36	Plus Two	English	49	49
UG	BSc,Physics	36	Plus Two	English	46	46
UG	BA,Economics	36	Plus Two	English	65	65
UG	BA,English Language And Literature	36	Plus Two	English	44	44
UG	BSc,Food Technology	36	Plus Two	English	30	30
UG	BSc,Computer Science	36	Plus Two	English	26	26
UG	BCA,Computer Science	36	Plus Two	English	26	26
UG	BA,Mass Communication And Journalism	36	Plus Two	English	33	33
UG	BA,Arabic And Islamic History	36	Plus Two	English	60	54
UG	BCom,Commerce	36	Plus Two	English	58	58
UG	BCom,Commerce	36	Plus Two	English	60	60
UG	BBA,Commerce	36	Plus Two	English	50	50

UG	BBA,Comm erce	36	Plus Two	English	56	56
UG	BCom,Com merce	36	Plus Two	English	66	66
PG	MA,History	24	UG	English	24	24
PG	MSc,Botany	24	UG	English	12	11
PG	MSc,Chemis try	24	UG	English	13	13
PG	MSc,Mathe matics	24	UG	English	20	17
PG	MSc,Physics	24	UG	English	12	12
PG	MA,Econom ics	24	UG	English	20	20
PG	MA,Arabic And Islamic History	24	UG	English	20	14
PG	MCom,Com merce	24	UG	English	22	22
Doctoral (Ph.D)	PhD or DPhil,Histor y	60	PG	English	8	0
Doctoral (Ph.D)	PhD or DPhi l,Chemistry	60	PG	English	8	1

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				4				65			
Recruited	0	0	0	0	1	3	0	4	28	31	0	59
Yet to Recruit	0				0				6			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				51			
Recruited	0	0	0	0	0	0	0	0	15	36	0	51
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				29
Recruited	8	9	0	17
Yet to Recruit				12
Sanctioned by the Management/Society or Other Authorized Bodies				27
Recruited	12	15	0	27
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				2
Recruited	2	0	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.	0	0	0	0	0	0	0	1	0	1
Ph.D.	0	0	0	0	1	0	8	2	0	11
M.Phil.	0	0	0	0	1	0	7	5	0	13
PG	0	0	0	1	1	0	13	23	0	38

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	0	0	4
M.Phil.	0	0	0	0	0	0	2	2	0	4
PG	0	0	0	0	0	0	9	34	0	43

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		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
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	1	0	0	0	1
	Others	0	0	0	0	0
PG	Male	30	0	0	0	30
	Female	226	0	0	0	226
	Others	0	0	0	0	0
UG	Male	969	7	0	0	976
	Female	1338	1	0	0	1339
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	29	25	50	24
	Female	58	62	30	68
	Others	0	0	0	0
ST	Male	1	3	4	5
	Female	1	2	3	3
	Others	0	0	0	0
OBC	Male	149	249	328	292
	Female	371	357	423	485
	Others	0	0	0	0
General	Male	36	28	29	35
	Female	92	80	55	69
	Others	0	0	0	0
Others	Male	2	4	2	1
	Female	2	9	3	8
	Others	0	0	0	0
Total		741	819	927	990

3. Extended Profile

3.1 Program

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

Response: 500

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
25	25	24	17	15

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2568	2300	1980	1667	1678

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
282	281	250	228	222

File Description	Document
Institutional data in prescribed format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
680	595	523	414	381

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
107	109	96	80	78

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
112	111	99	85	78

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 69

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

2017-18	2016-17	2015-16	2014-15	2013-14
462.7376	307.6949	674.3658	475.7291	313.7862

Number of computers

Response: 240

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The institution follows the curriculum prescribed by the University of Calicut. At the beginning of the session, the principal conducts the meeting of the college council to develop strategies for effective implementation of the curriculum. Accordingly, every department prepares its academic calendar. Heads of the Departments conduct meeting with all faculties for subject allocation. Session Plan is prepared by every faculty and the same is distributed to the students through the college website, LMS, and the mobile App.

Faculties are encouraged to impart the curriculum through innovative teaching methods such as presentations, assignments, discussions, workshops, seminars and industrial visits besides the regular/traditional chalk and talk methods.

The entire academic activities and events are recorded and implemented through professionally developed ERP software (e-campus). Both the faculty members and students can individually log-on to the e-campus software through their respective password via computer or mobile app (posto).

At the beginning of every semester, HOD holds a meeting where the academic calendar and lesson plan (prepared by the respective faculty) for the semester is discussed and a plan of action is formulated. Once the semester commences, the teachers identify the slow learners and fast learners through direct and indirect assessment and take remedial classes for slow learners and arrange for additional support for advanced learners.

The Feedback from the students on the curriculum, its relevance, the teaching and learning infrastructure, quality of teachers, job opportunities were annually obtained, analyzed and remedial measures initiated to improve the system.

- As an affiliated College we have aligned the curriculum design and transaction of the curriculum with the College vision, mission, and objectives.
- Elective options are available in all programmes of study.
- Provide Inter department open courses in all UG programmes.
- Value-added certification programmes.
- A focus of each department is also to ensure that all projects, case studies, experiential learning is interdisciplinary in its focus and approach.
- Pedagogy is adapted to cater to the demands of the fresher's and facilitate faster technology development.
- Measures were taken in the form of departmental meetings, whole college meetings and all faculties of the college are permitted to attend FDPs, Orientation and Refresher Courses conducted by Various HRDC's of India.

- Enrichment programmes are offered by each Department which taken in the form of Interactive deliberation sessions, Industry-academia visits, workshops and conferences are organized from time to time by the support of government departments, PTA and various funding agencies.
- Extension activities are introduced by giving students topics that are beyond the classroom textbook study to provoke their individual and creative thinking. Students are encouraged to participate in all academia related intercollegiate competitions and co-scholastic competitions.
- To help the slow learners, in addition to the Government-funded SSP (Scholar Support Programme) Remedial coaching is provided.
- For advanced learners, conducted career orientation programmes, visits to industries and reputed institutions are provided under the Government funded WWS (Walk with Scholar) programme.
- Offers Additional Skill Acquisition Programme.

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

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 17

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
04	01	0	01	11

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Details of the certificate/Diploma programs	View Document
Any additional information	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 21.28

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	8	1	1	5

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 50

1.2.1.1 How many new courses are introduced within the last five years

Response: 250

File Description	Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Details of the new courses introduced	View Document
Any additional information	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 100

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

Response: 25

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Any additional information	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years**Response:** 87.67

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

2017-18	2016-17	2015-16	2014-15	2013-14
2148	2172	1627	1497	1482

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment**1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum****Response:**

The curriculum provides the protection, development and gender equality. The institution has made conscious efforts to integrate the cross-cutting issues like Gender, Climate Change, Environmental Education, Human Rights, ICT and so on into the curriculum. The institution also provides awareness about in terms of rights, benefits, obligations, and opportunities.

- Research concentrating on women-related issues is undertaken in the Humanities department. Research Papers relating women empowerment have been published by the faculty and research scholars in various reputed journals.
- Conduct Outreach survey on the topic “Domestic violence”
- Women cell conducted legal literacy class for second-year degree students on the occasion of human rights day.
- Organized seminar on “rights of girls” for final year students.
- The Women Cell conducted a self-defense Classes for second-year girl Students.
- A UGC core module course on environmental studies has incorporated in the curriculum of all programs at Under Graduate level. The course content deals with the measures for environmental protection, conservation of Natural Resources, changes in Climate, etc.
- Set up a vermin composting unit to produce organic manure by using biodegradable wastes

generated in the Campus

- In order to promote organic farming started a High Tech Vegetable Garden. Compost prepared in the college is used for the cultivation of vegetables.
 - To maintain Green Campus Initiatives undertook different environment-friendly activities such as conservation of local fruit varieties and INSTITUTIONAL PLATING.
 - A rainwater harvesting system is established in the college to address the water scarcity issues which may arise in the future.
 - The College has switched to using steel utensils for its various functions and use of flex banners is discouraged and introduced cloth banners and ICT in the campus.
 - Introduced cloth bags and paper pens on the campus.
 - To reduce the paper waste E-assignments are given to students.
-
- The Institution offers a course on Yoga for Human Excellence at Under Graduate level and curriculum for the course so designed incorporating human values, stress tolerance, the purpose of life, analysis of thoughts, neutralization of anger, etc.
 - A course on human Rights incorporating current women issues is analytically studied by all UG students.
 - Topics on Professional Ethics have been incorporated in some courses for programmes like M.A. Economics and M.Com. Entrepreneurial Development. Role of Women, Sexual Harassment faced by Women Journalists in fiction and reality are included as topics in the curriculum.
 - Entrepreneurial skill development programmes are organized by the ED club
 - Under the leadership of NSS units, several social awareness programmes are organized such as the campaign against Dengue fever, palliative care, mid-day meal to Taluk Hospital patients every Thursday.
 - The college union organizes various programmes to promote national integration and patriotism.
 - Club activities are taken up by all the departments to hone the talents of the students.
 - In collaboration with the police department, the Anti-ragging Cell conducts a campaign to create awareness among the students against the ragging.

File Description	Document
Any Additional Information	View Document

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

Response: 54

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 54

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 98.79

1.3.3.1 Number of students undertaking field projects or internships

Response: 2537

File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

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

1.4.2 Feedback processes of the institution may be classified as follows:**A. Feedback collected, analysed and action taken and feedback available on website****B. Feedback collected, analysed and action has been taken****C. Feedback collected and analysed****D. Feedback collected****Response:** A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0.37

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
15	11	6	3	5

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 98.31

2.1.2.1 Number of students admitted year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
969	918	821	731	651

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
991	928	840	738	664

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 83.73

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

2017-18	2016-17	2015-16	2014-15	2013-14
234	219	210	200	191

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

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

Key Indicators Catering to Student Diversity

The institution assesses the learning levels of the students, after admission and organizes special programmes for advanced learners and slow learners

The college organizes an orientation programme for UG and PG students at the beginning of every year. In order to assess the learning level of students, the tutor closely interacts with the students to get a better understanding of them. A mentor is appointed by each department on the basis of teacher-student ratio. The mentors try to keep a good connection with students and provide the necessary guidance and support. Counseling is also provided to the students in time usually in a month and record the same information in the concerned register. As a part of a new initiative programme of Kerala higher education department, the college provides additional support to the students through SSP and WWS. Under WWS, 30 advanced and high achievers are selected from all the students and give them proper mentoring, guidance, training and exchange programme by eminent experts in the relevant fields. SSP is exclusively introduced for slow learners to transform them into the mainstream. For this, adequate numbers of students are selected from different subjects and taking classes in difficult subjects. It helps to improve the performance and efficiency of weaker students. Books are also purchased and distributed to the needy students during the period of study under SSP and placed in the respective shelf after the completion of course. Apart from SSP, remedial coaching is also provided through special classes and tuition classes to weaker students by the concerned teacher in the relevant subject under each department. Tests are conducted frequently to check the performance in the result of each student.

Besides these, the English department formed English club and Language lab to inculcate literate taste, develop debating skill and the skill of creative writing among the students. Besides this, different other clubs like Tourism club, Bhoomithra club, Literacy club, Health club, Debate club, ED club, Cycle club, Forestry club, etc. are also formed to strengthen the commitments of students towards the development of their inner skills and potentialities. The college arranges special coaching for students preparing for competitive examinations conducted by UGC, UPSC, SSC, PSC, etc., under the UGC aided minority coaching center. Career guidance and placement cell are actively functioning in the college which help needy students to get their interested career through conducting various programmes like personality development seminar, a workshop on interview technique, campus selection, etc.

Talented and efficient students are identified for participating in various contests and programmes conducted by the college and outside agencies, and other colleges. Faculty exchange programmes also become very much beneficial to the students in their respective subjects. The students counseling center is functioning in the college that helps them to understand themselves by knowing more about their abilities, aptitudes, and limitations. ERPs are engaged to address the special needs of the students.

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

2.2.2 Student - Full time teacher ratio

Response: 26.47

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.58

2.2.3.1 Number of differently abled students on rolls

Response: 15

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

Participative Methods

- Along with the traditional method teachers effectively make use of flipped classroom, group discussions, online assignments, workshops, field visits, projects, hands-on practical sessions, brainstorming sessions, debates etc. and also appropriately employ audiovisual aids, ICT according to the topics.
- An induction programme is organized for undergraduate students before the commencement of every academic programme.
- Students engage in collaborative learning through group learning, peer teaching, student-assisted teaching, group discussions and projects.
- The open course provides the student's opportunity to pursue interdisciplinary studies.
- Independent and self-reliant learning is made effective through assignments and seminars.
- Invited lectures of eminent personalities.
- Free internet access in the library and departments.
- Career guidance, personality development classes are organized regularly.

Clubs

- Students are actively engaged in social and community service through various forums like NSS, NCC, college union, etc.
- Students are actively participating and organizing various club activities like Nature camps, Film Festival, Film criticism and photography competitions, etc. under Bhoomitra Club, Audio Visual Club, Science Club, tourism club, Vanitha Vedi, etc.
- Initiatives like SSP, ASAP, WWS, personality developments workshops, etc. provides skill enrichment programmes and additional mentoring

Human Values

- 'Paathayam' Project by **College NSS unit to provide free lunch kits to the patients in Taluk Hospital on all Thursdays.**
- 'Abhayam' - 'Home to a friend' - N S S volunteers constructed 2 houses.
- An Ambulance is donated to M E S Medical Center, Attapady.
- **NSS volunteers constructed Check dam.**
- Blood donation camps, AIDS awareness programmes are regularly conducted

Environmental Consciousness & Service Learning

- Organize awareness programs, exhibitions, tree planting, paper bag and seed pen making workshops, competitions on national commemorative days like Environment Day, Wetland Day, Ozone day, Bird watching day, Women's day etc.
- Botany students organized a water quality analysis camp and prepare organic manure.
- Chemistry students are providing Dry Rubber Content analysis facility to the public.
- 'Remedial coaching' to school students are organized by M.Com students

Scientific Temper

- Soap making training program to tribal people at Attappady
- LED Assembling training is conducted to students of other colleges.
- “Night with the stars” is organized to provide an outdoor educational experience.
- Exhibitions and competitions are conducted

Skill Enrichment Programmes

- “Hisbate” organized by History department provides a platform to engage in healthy discussion, think more critically.
- Handwritten magazines are prepared.
- Management Fest, Food Fest, Exhibitions.
- Accounting aptitude test, CMA a CA foundation coaching.
- Students are encouraged to attend seminars and present papers.
- Students participate in team and individual games including athletics, football, cricket, volleyball, basketball, etc. We have produced international and national talents in kickboxing, athletics, cricket, and wrestling.
- The college conducts Arts Day.

Leadership building Programmes

- Assigning students with various responsibilities in organizing activities (study tour, art fest, union and association activities, food fest, film fest, etc.) helps in developing their leadership and organizational skills, boosts their creativity and confidence level and motivates them to work as a team.

Industrial Visits

- Industrial visits, Field trips are conducted every year

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

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 107

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 28.22

2.3.3.1 Number of mentors

Response: 91

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

Innovation and Creativity in Teaching – Learning

The biggest challenge for any teacher is capturing each student's attention and conveying ideas effectively enough to create a lasting impression. To tackle these challenges, teachers need to depart from the ideas and pedagogies of yesterday and become bold advocates of innovative strategies in the classroom. Our College imparts innovation and creativity in teaching and learning through incorporating different scholastic and non-scholastic means by the discussion of teachers in particular department meetings. It makes the learning experience much more lovable for students. Some of the approaches adopted in our campus include:-

Student-Centered Teaching Learning

It helps the students to develop learning autonomy by their own skills and independence. It is practiced through interaction oriented classroom activities such as seminar, Debate, quiz competition assignment on current issues, project works, and hands-on practical session, etc...

Audio & video Tools (Technology in the classroom)

We believe that integrating technology into the classroom is an effective way to connect with students of all learning styles. All our departments are equipped to use technology in the classroom. Many of our classes are smart classroom equipped with overhead projectors and smart boards. Incorporate Audio Visual materials to supplement textbooks which enable the students to capture ideas effectively. Teachers employ different aids like models, film strips, movies, pictures, mind mapping, and brain mapping tools, power

point presentation in their classes. This method helps the imagination of students thrive and grow.

Real-world learning

It makes teaching moments fresh and enriches classroom learning. Relating and demonstrating through real-life situations make the material easy to understand. To realize this method, our institution has been introduced to several community-based Programmes. Students and teachers are actively engaged in social community services through various forums like NSS, NCC, Students Union, Bhoomithra club, Audio Visual club and some other collaboration with an outside campus like palliative care society, Agricultural Department etc. Such dynamic engagement in the real world builds the confidence of students and enriches their classroom experience.

Storyboard Teaching

It is a great way to teach the subject which requires step by step memorization or visualization highly conceptual idea. This method implies in our campus and resulted in the grasping of even complex ideas are easily put across to students.

Hands-on learning

Some lessons are best learned when they are taught outside of the classroom. The study tour, Industrial visit, LED making, Embroidery, compulsory project work at the undergraduate level and postgraduate level, Field visit, horticulture, survey, etc make learning experiences more hands-on, novel and exciting one. It makes learn and remember the content and respectively minimize the effort of teachers.

File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality

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

Response: 93.47

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

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years**Response:** 10.32**2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
10	9	12	10	7

File Description**Document**

List of number of full time teachers with PhD and number of full time teachers for 5 years

[View Document](#)

Any additional information

[View Document](#)**2.4.3 Teaching experience per full time teacher in number of years****Response:** 10.62**2.4.3.1 Total experience of full-time teachers**

Response: 1136

File Description**Document**

Any additional information

[View Document](#)**2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years****Response:** 0**2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 24.33

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
37	30	27	15	13

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

We follow the number of guidelines and methods to carry out a continuous internal evaluation system at the institutional level. After each topic is taught in detail, students are informed about the slip tests through a notice well in advance. A detailed discussion about the topic in hand is conducted giving the students a clear understanding of what to expect.

University Reforms

The semester examinations of the first year are conducted in the institution on behalf of the university. The question papers of examination are designed and provided by the university and the answer papers are evaluated at the college level by the subject experts. The results of the examinations are prepared and send online in prescribed time and format to the university.

Institutional Reforms

For the students, the institution displays all the circulars regarding examination on notice boards from time to time. From the very beginning of the academic year, the entire process evaluation is systematically planned and presented before the students. At the beginning of the lectures, teachers inform the syllabus to the students, its objectives, evaluation scheme, nature of question papers and weight-age of marks for the topics prescribed as per the norms and regulations.

The followings are the evaluation processes implemented by the institution:

1. **Seminar:** Seminars are conducted for all the students at the college level. Selected topics are assigned and students are asked to present the seminar in the classroom.
2. **Group Discussion:** Through group discussion, students subject knowledge, oratory and vocabulary skills, social awareness etc. are evaluated and marks are given as per participation and performance
3. **Home-Assignments:** The students are asked to submit Home-Assignments as per the schedule displayed by the internal examination committee. This develops amongst the students writing skill, learning skills, comprehension skills.
4. **Semester Examinations:** At the end of each semester, the students of first-year appear for the semester examinations held in the institution.
5. **Project-work:** The teachers evaluate the projects on the basis of students' active participation for the completion of the project.

The college has undertaken following reforms

- 1: Different committees have been formed to supervise and look after the activities of the college. Each committee is headed by a convener.
- 2: In addition to tests prescribed by the Calicut university like class tests, internal exams, semester exams.
- 3: Various academic programmes like Quiz tests, objective tests, essay writing and current affairs competitions are organized in which students are assessed.
- 4: Collaborative group work, fieldwork, excursion reports and student presentation have been made an essential part of most courses.
- 5: This is followed by remedial and doubt removal sessions, parent-teacher meeting and if required counselling by the college appointed counsellor.
- 6: The date of registration and all the other necessary details regarding summative are conveyed to the students by way of announcement through the public address system, display of notice on the college notice board and reading notices in the classrooms.

File Description	Document
Any additional information	View Document

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

The internal assessment of the examination is the mirror of the success of teaching. This helps in upgrading the graph of student's academic success. The evaluation processes are brought to the notice through Orientation programmes conducted at the start of the academic year. Different measures are taken at various levels to ensure the internal assessment transparent and robust in terms of frequency and variety.

Syllabus: The components communicate an accurate description of the course. The internal evaluation is based on a predetermined transparent system involving periodic written tests, assignments, seminars. To ensure transparency of the evaluation process, internal assessment marks awarded to the students in each course in a semester shall be notified on the notice board at least one week before the commencement of the external examination.

Internal Examination: Internal exams are carried out to ensure complete understanding of each topic by the students'. The question papers are prepared by teachers in charge by giving careful consideration of syllabus prescribed and the portion covered by in the classroom

Evaluation: Once the examinations are conducted the answer scripts of the students are evaluated by faculty members. The evaluation is done per guidelines and scheme of evaluation. The teachers maintain impartiality and fairness. They ensure that they mark each student equally and maintain a code of sincerity.

Feedback: The papers are distributed to students by teachers and discuss the correct answers. Suggestions are given to students who need to improve and the ones who performed well are appreciated. Final marks after verification are displayed on notice boards of respective departments. The mark sheets are then intimated to the parents.

Additional Examination: The students are allowed to attend retest if they could not attend the scheduled test for genuine reasons. The faculty members show the mistakes and guide the students to improve the performance in the University examinations.

CCTV Surveillance: CCTVs are installed in the examination hall to ensure utmost transparency.

Attendance: Students are permitted to appear for examination only if he/she secures 75 attendances in each semester. Student's attendance management sends SMS alerts to parents.

Assignment /Seminar/Viva: One assignment for each paper is submitted by the student in each semester. The marks allotted to each component are awarded based on the performance of the student.

Practical examination and Viva Voce: Practical examination and Viva Voce are conducted as per the syllabi.

Review: Students are asked to sign in the internal assessment mark lists. Signature of students is ensured before it is uploaded in the University portal.

Parents Meeting: Regular Parent-Teacher meetings are conducted where mark sheets of all subjects

containing marks of the students are given to the parent.

Students Grievance Cell and Complaint boxes: Any Grievances related to the conduct of examination or valuation of answer scripts may be reported to the concerned teacher and further to the tutor, HOD and Principal. Therefore the process of continuous internal assessment is carried out with complete transparency.

File Description	Document
Any additional information	View Document

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

Grievance regarding the internal assessment tests is handled by the respective subject teacher and the Heads of departments concerned immediately at the department level. They shall have initial jurisdiction over complaints against Continuous Internal Assessment. The institution provides a student handbook with detailed information about the Evaluation System and redressal of grievances of the students regarding evaluation.

The criteria as per Calicut university regulations to calculate internal marks are informed to the students. They are able to calculate their internal marks and cross verify it with the teacher's assessment. Centralized internal examinations are conducted twice each semester. The students are given answer scripts for review. They can approach the concerned teacher if there is any discrepancy. Internal marks sheet are published in the notice board for verification and signature of students is obtained after uploading into the university web portal. The uploaded internal sheets were filed properly in the department. Students are also oriented by the heads of the department concerned.

Department publishes monthly attendance of the students. Absenteeism is reported to the parents daily through SMS alert. After internal examinations, the Department conducts class PTA. An attendance grievance cell is functioning in the college to deal with grievances related to attendance. Attendance related grievances are reported to the cell and redressed timely.

University examinations are conducted as per the Calicut university guidelines. Grievance regarding semester examinations conducted by Calicut university is handled as per university proceedings. The students have the right to apply for re-totalling, photocopy of the answer script and revaluation. Any problems in this regard will be informed to university and get it resolved immediately. The common problems include non-receipt of hall ticket, faulty distribution of papers for specific subjects, withholding of results, providing scribe for blind and physically disabled students, out of syllabus in the question paper and discrepancy etc. All these problems are properly and timely addressed and solved by the examination superintendent.

If the students indulge in any kind of malpractices, severe action is taken after discussing the matter with the Chief Superintendent. Chief Superintendent collects a statement from student and invigilator and suitable remedial action is taken. Strict instruction is given to students to maintain punctuality and latecomers are not permitted to enter the exam hall after the stipulated time. Identity cards of the students are checked at the entrance of the exam hall. Students are prohibited from taking their mobile phones inside the exam hall. The letters related to examination grievances are sent to the Controller of Examinations.

Sufficient rooms provided with fan and light. Also, provide a center for distance education students from nearby institutions. Before the commencement of the examination, the invigilators inform all instruction of university related to the examination.

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

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

The academic calendar is the backbone of various teaching-learning plans prepared before the start of every semester. Teaching plan includes Lecture number, Unit number, the content of syllabus to be covered, methods of delivery, modern tool, papers referred, textbook/reference book, website referred, etc. Every department in the institute keeps an eye on the quality of the teaching-learning by- daily monitoring of teaching-learning activities by the head of the department and respective class coordinator, continuous counselling through department meetings, students feedback on teaching- learning activity, brainstorming in the meetings for different teaching strategies, In Semester Examinations having different modules, result in analysis, The institute refers the academic calendar to adhere the planned curriculum and other activities.

The institution adheres to the academic calendar for the conduct of CIE. The academic calendar is prepared by Principal, with HOD (s). At the beginning of the academic session, the students are apprised of the academic calendar and the same is uploaded on the college website. Head of the institution can incorporate minor changes in the academic calendar which he may deem fit considering the unforeseen circumstances. The Schedule of All Examinations is given in the academic calendar. The course teachers announce the syllabus and display question bank for internal- I, internal-II as per the academic calendar. Assignments are submitted by students as per the dates are given in Academic Calendar. The slots of the internal- I, internal-II, Assignment-I, Assignment-II, and sessional exam are mentioned in the academic calendar. Examination schedule of these exams is announced and displayed in advance. Display of marks is also as per the schedule is given in the academic calendar.

The academic calendar is prepared by Institute for undergraduate as well as postgraduate courses before commencement of every semester and consists of commencement of instructional activity, declaration of In Semester Examination (CIE) plans of department, mid-review of attendance and defaulter list, schedule of CIE examination and tentative schedule of End-semester examinations, review of

performance of CIE, schedules of seminar, project work and PG dissertation work, end of instructional activity, declaration of CIE and test results. It is displayed on departmental notice boards. Subject loads are allocated to faculty members well before advance so that they could make the plans. Every faculty member prepares a teaching plan for each theory and laboratory courses before the start of the semester.

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

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

The academic learning efficacy of all the programs and courses solely depends on the PO and CO. The college has broadly developed its PO and CO with a spectacular view to the holistic mission and goals of each program. The PO's and CO's are carefully drafted for all the UG and PG Programs following the discussions with all the experts and stakeholders.

The Programs offered by the college cater to the multifaceted interests and talents of the student community and also at building the human resources inevitable for the society and nation. The program outcomes and course outcomes are meticulously designed in order to impart validated knowledge and skills which is crucial for building students' competence and personality based performances. There is also an emphasis on the emotional and intellectual development of the students as these learning outcomes directly focus on inculcating values, ethics, and etiquettes along with enhancing their interpersonal communication skills. The PO and CO are rooted deep to the pure objectives of the college such as ensuring equity and social justice and presenting a group of committed citizens to the world.

All the department's chip into the overall development of the college through preparing various resources through critical thinking to setup various program outcomes. The syllabus of all the departments with the program outcomes of all the UG and PG programmes and the course outcomes of all the individual courses offered by departments are displayed on the college website.

University Website

The University of Calicut is maintaining a website to manage academic and administrative duties of the university. The website has displayed POs, PSOs, and COs of every course offered by the university.

College website

In addition to this, the college website also provides POs, PSOs, and COs of every course offered by the institution. These details are accessible to the students, faculty members, and the public.

Induction Programme

Induction programmes are conducted by the institution as a whole and individually by each department at the beginning of an academic year. The syllabus, POS, PSOs, COs, and scope of the programme/course is communicated to the students.

College Calendar

In addition to that, a college calendar is prepared and distributed among the students and faculty members. The calendar includes comprehensive details such as personal and academic information of faculty members, contact information and programme outline. College rules and regulations, fee structure, details of clubs and forums, College Almanac, etc.

Department meetings

A detailed department meeting is held at the beginning of an academic year to allocate subjects and communicate POs, PSOs, and COs to each of the faculty members. The faculty members are then responsible to further communicate it to the students and to clear their doubts regarding them.

Tutors

Tutors are responsible to ensure that each student has a fair idea about the syllabus, POs, PSOs, and COs. They have bridge courses conducted if necessary at the beginning of a semester to mould the students to meet the requirements of a particular course.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

MES Kalladi College is committed to quality education which is reflected in its program outcomes and course outcomes. To achieve the PO and CO, the management focuses on human and physical capital. The recruitment of faculty is based on their qualifications, experience and ability to deliver the PO and CO. The faculty are also encouraged to update their subject knowledge and keep pace with changing trends in teaching methodology and delivery by pursuing higher studies, participating in faculty development programs and seminars as it enhances effective attainment of PO and CO.

PO and CO attainment is linked to the teaching tools. Departments have evolved from the traditional chalk and talk teaching technique and use experiential learning techniques like seminars, workshops, field visits and internship. Infrastructure is another focus for the attainment of PO and CO. The classrooms are ICT enabled and state of art laboratories have been established as these are critical for enhancing the teaching-learning effectiveness and outcome attainment.

The PO and CO attainment is evaluated in the following way:

Direct Method:

- The Continuous Internal Assessment (CIA) and End-Semester Examination (ESE) are the prime tools for evaluation of PO and CO attainment. The CIA matrix comprises of two tests, assignment, presentation, practicals and attendance. The marks obtained by the students are mapped to CO and PO.
- All PG programs and few UG programs have a mandatory Internship where the Industry will evaluate the student's performance based on certain criteria drawn from the PO.
- Experiential learning in the form of organizing events like workshops/seminars/fests is also used to evaluate students' organizational and leadership skills which are a component of PO attainment.
- The PO attainment of the postgraduate students is also evaluated on the basis of their research output in the form of paper presentation and publications.
- Community Development Program is a mandatory component of the PG and some UG programs. The involvement of the students and their impact on community also helps to map PO attainment.
- Academic Performance Evaluation Committee scrutinizes the results and interacts with the student community to take their feedback on gaps in CO and PO attainment. The Committee then submits a brief to the Principal for action.

Indirect Method:

- Student Feedback on Curriculum is obtained and the same is shared with the departments so that their feedback is discussed and relevant changes if any are made.
- The results of the CIA and ESE are placed for approval by the Principal with a brief on PO and CO attainment. Then it is placed before the Academic Council for approval.
- PO is evaluated based on the performance of the student in terms of their progression to higher studies, qualification in competitive examinations and placement.

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

2.6.3 Average pass percentage of Students

Response: 67.94

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

Response: 462

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 680

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.61

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 82.78

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

2017-18	2016-17	2015-16	2014-15	2013-14
1.20000	6.03000	65.55000	6.10000	3.90000

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document
Any additional information	View Document

3.1.2 Percentage of teachers recognised as research guides at present

Response: 3.74

3.1.2.1 Number of teachers recognised as research guides

Response: 4

File Description	Document
Any additional information	View Document

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 2.07

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

Response: 70

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 169

File Description	Document
Supporting document from Funding Agency	View Document
Any additional information	View Document
Funding agency website URL	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

1. ED CLUB in our college is formed to develop entrepreneurial abilities among the students. In other words, it refers to incubation, development, and polishing of entrepreneurial skills among students needed to establish and successfully run his/her enterprise. As a part of ED club inauguration, A seminar organized in association with DIC, Palakkad on 10 -09-2013 at Seminar Hall. The programme started with a welcome speech by ED club Co-ordinator, Alikutty T.P. Principal Dr KKAbdurahman presided over the function. A seminar organized in association with DIC Palakkad as part of ED club activity on 11-09-2014 at Seminar Hall. The programme started with a welcome speech by ED club Co-ordinator, Alikutty .T.P. Principal Dr K.K.Abdurahiman presided over the function. An Exhibition organized in association with, Khadi & Village Industries board on 5-10 -2016. A seminar organized in association with DIC, Palakkad on 16-11-2017 to create an entrepreneurship awareness among students.

LED light assembling and testing unit is working under the ED club of college

“LED Light assembling and testing” unit named “MESCO” under the energy conservation and ED Club started on 17-10-2016. The unit was inaugurated by our college chairman Mr.Saidalikutty. The club members were given a 10 days training program on “LED Light assembling and testing” every year Since 2017. The beginning classes were taken by Mr.Renjith(LED trainer), Prof. Usman Vengasseri(HOD Department of physics), Mr Mohammed Fasil CM(Assist.Prof) and Mr Linshad M (Assist.Prof). The club received financial assistance of Rs: 30,000/ from the college management. The club has all the required instruments for the assembling and testing of LED light. Under the club, the members are assembling LED lights and organizing training classes. The other activities conducted under ED clubs includes Paintings preparations, Scrapbook preparation, Mushroom Cultivation, Vegetable cultivation, Soap making, Eco-friendly cloth bag making, Organic manure preparation, Vegetable seedling, Epiculture training.

Students under ED club are gaining money through manufacturing and marketing their products. The main customers of the products are college, teaching and non-teaching faculties and students. Most of the products have high demand and cost of the production is born by students, The products are sold without any specific brand name. The various products manufactured include soaps and floor cleaning liquids,

cloth bag, cloths banner, LED bulb, vegetables etc. Among these soaps and floor cleaning liquid used for college cleaning purpose. Cloth banner made by students is used for different programmes in the college. Cloth bags are selling to needy students. However, LED bulb assembling units and vegetable cultivation units manufacture and markets their products to outside.

2. An MoU has created with Kahan Technologies to support incubation activities in the college from 2016 onwards.

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

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 31

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
12	8	5	4	2

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

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

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

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: No

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

Response: 0

3.3.3.1 How many Ph.Ds awarded within last five years

3.3.3.2 Number of teachers recognized as guides during the last five years

Response: 4

File Description	Document
URL to the research page on HEI web site	View Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document

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

Response: 0.32

3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	2	4	8	8

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

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

Response: 1.21

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

2017-18	2016-17	2015-16	2014-15	2013-14
14	18	29	36	17

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

3.4 Extension Activities

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

Response:

Extension activities of the College are designed to promote social participation of the students to benefit and empower the larger community. The college has been consistently interacted with society, especially to make awareness about the scientific knowledge for solving the problems of various sections of the society. The main beneficiary of the College is the college students, NCC, NSS, together with all the departments assigns themselves to this effort. The College conducts several multiplicity programmes like Awareness Classes, an orientation programme, Water Analysis, Quality Checking, blood donation camps, conducting socio-economic surveys, Short film festival, functional works in Arabic, Occasional speeches, afforestation programmes, Palliative care services, SwachBharathProgram, Village adoption and community orientation programmes.

The creative extension activities of the college, WELCHEM offered Dry rubber content analysis, water analysis and training in soap manufacture. This is the awareness programme in scientific knowledge for solving the problems of farmers and weaker sections of the society. NSS unit conducted a self-employment training programme for public and students in grass cutting by using the machines. Eye donation camp and some of them signed an agreement for Eye Donation. MES organized a grant exhibition ENTHUSIA more than 35000 people visited this event. NSS unit organized anti-drug camping in Mannarkkad town in association with Anit-Narcotic Club. NSS Units with CSS volunteers have undertaken the work of planting and maintaining a vegetable garden. Conducted seminar on anti-Narcotic drugs: The students' community is falling prey to the addiction of narcotic drug as the anti-social elements are working underground in the college premises. Financial Inclusion Awareness Programme for tribes in Attappadi- largest tribal

settlement in Kerala. The programme is becoming a model in the region for implementing government schemes through the students. Microinsurance awareness programme for BPL Community. Students from the Department of Mass Communication and Journalism visited MuthalamadaEndosulfan affected area. Village adoption and community orientation: NSS Units of college adopted Kumaramputhur village for its community-oriented programme. The units organised various programmes to reinforce the community orientation at different level including periodic surveys, epidemic awareness campaigns, anti-plastic campaigns, donating blood etc. Organised a basic computer literacy programme for Kudumbasree unit in Kumaramputhur. As part of institutional social, responsibly College started a Medical Centre for Attappady Tribal community. The college organized a mega medical camp for Attappady tribal community. systematized Energy conservation techniques have started LED light assembling unit. Vegetable seedlings are grown in trays by using organic manure and compost prepared in the college. Botany started institutional cultivation with the support of the Agricultural Division. Students Union organised a Dress Collection Campaign for poor and needy peoples. "PADHEYAM" the college NSS unit initiated a humanitarian flagship project in association with the Taluk hospital to provide free lunch kits to the patients inwards of the hospital. SWACH BHARATH MISSION spread the message to the student volunteers of NSS joined their hands for the cleanup drive.

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

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

Response: 106

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

2017-18	2016-17	2015-16	2014-15	2013-14
52	19	19	9	7

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document
Any additional information	View Document

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry,

Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years**Response:** 107

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

2017-18	2016-17	2015-16	2014-15	2013-14
34	33	15	15	10

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

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years**Response:** 0.01

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
01	0	0	0	0

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

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 123

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
24	27	24	17	31

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document
Any additional information	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 68

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
43	12	5	3	5

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document
Any additional information	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The institution has consistently adopted a proactive policy in nurturing an environment productive to the Academic and holistic development Of Students. The infrastructure and recent facilities make the learning process a Pleasant experience. The College has Situated on a 22.93 acres Campus on the side of NH:966 Palakkad-Calicut National Highway and on the gateway of Silent Valley National Park. It is boarded by perennial river “Kunthipuzha”.

The Teaching and Learning infrastructure is expanded in different blocks as described below:

1. **Main Block:-** Front Office, Computer Lab, Seminar Hall, Doctor in Campus Room. Control Room, Visitor’s Room, Differently abled rest room, Chemistry research room, Computer Lab, Analytical lab, Lift Facility, Water Purifier, Visitor Gallery , Principal’s Chamber, Administrative Office, Board Room, Exam Control Room, IQAC Room, Management Office, MSC Chemistry Lab, Botany Lab and Herbarium , Zoology Lab, 36 Class Rooms, Chemistry Conference Hall, M.Sc. Botany Lab, Tissue Culture Lab, Exam Hall, Fashion Technology Room, Rain Water Harvesting gauges, Department Research Center.

1. **Silver Jubilee Block:-**

IN FLIP NET LAB, History Conference Room, Physics UG Lab, Research Cubical, Center for Student Cultural Diversity(CSCD), Auditorium, Placement Cells,10 Class Rooms and 2 Departments.

1. **MES Educational Complex [Self Financing Complex]:-**

Director’s Office, Audio Visual Lab (Media Center), Administrative Office (Self Section), Food Technology Lab, MCA –University off Campus Center, 5 Departments, and classrooms.

1. **Golden Jubilee Block:-**

Commerce Department, Computer Lab, 2 Server Rooms and 5 Class Rooms.

1. **Academic Block:-**

Differently abled restrooms, Ramp for differently abled students, 7 Class Rooms.

1. **Mosque**

2. **Open Auditorium**

3. **Water Treatment Plant**

4. **Auditorium with 251 Seating Capacities.**
5. **Central Canteen and food court**
- 6.

Daycare, Girls Rest Room, NCC Army Office, NSS Navy Office, NCC Army Room, NCC Navy Room, NSS Room, Counseling Center, Heritage Museum.

1. **Co-Operative Store & University of Calicut Distance Education Center**
2. **Faculty Parking Area**
3. **Student's Parking Area**
4. **Megalithic Museum**
5. **Amphi Theatre –**

Open area with Pavilion.

1. **Sports Complex:** - Indoor Stadium with Gallery, Yoga Hall, Fitness Centre/Gymnasium, Athletic Track, Football field, Basket Ball Court, Wrestling Court, Badminton Court, Base Ball Court, Wrestling Court, Volley Ball Court, Cricket Nets, Kho-kho Court, Zumba Hall.
2. **Library Block**

Knowledge Resource Center, Fully automated RFID System with Digital Library Access, Fully Automated with Library Management Software KOHA with RFID System

1. **Hostel Facilities for Boys and Girls**
2. **Generator power Facilities**
3. **Solar panel facility - 10Kv**
4. **CCTV surveillance – 90 Numbers**
5. **24/7 Campus Security**
6. **Printing Facility**
7. **Herbal Garden**
8. **E-learning Facility**
9. **Video Conferencing Facility (AV Lab)**
10. **Data Maintenance hub and Server Room**
11. **Fashion Technology Garment Design Studio**
12. **Beauty Parlor**
13. **Film and Sound Editing Studio**
14. **Performance Lab**
15. **Alumni Room**
16. **Apiculture Unit**
17. **BSNL Mobile Tower**

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

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

Response:

SI No	FACILITY	YEAR OF ESTABLISHMENT	SIZE/AREA
1	Seminar hall	2012	25M x 80 M
2	Auditorium	2014	40 M X 120 M
3	Open air auditorium	2014	15M x 18M
4	Staff refreshment room	2014	10 M x 10M
5	Yoga hall	2015	20M x 20M
6	Alumni room	2015	20M x 20M
7	HRD Room	2015	10 M x 10M
8	Indoor stadium	2018	50Mx25M
9	FITNESS CENTER/GYMNASIUM	2014	20Mx10M
10	400mtrack	2010	175Mx145M
11	Football field	2010	100Mx80M
12	Cricket	2010	70Mx60M
13	Baseball	2010	50Mx25M
14	Basket Ball/Badminton Court	2010	50Mx25M
15	Wrestling court	2010	20Mx20M
16	Conference hall 1	2016	20M x 20M
17	Conference hall 2	2016	20M x 20M
18	Audiovisual lab	2018	20M x 30M
19	NCC room (Navel)	2016	10 M x 10M
20	NCC Room (Army)	2016	10 M x 10M
21	NSS room	2017	10 M x 10M
22	Volleyball Court	2010	25M x 20m
23	Cricket Nets	2015	40M x 20M
24	Kho-Kho Court	2016	35M x 20M
25	Zumba Hall	2016	20M x 20M
26	Counselling room	2016	10 M x 10M

File Description

Document

Any additional information

[View Document](#)

Link for Additional Information

[View Document](#)

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc**Response:** 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 69

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
any additional information	View Document
Link for additional information which is optional	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.**Response:** 27.39

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
125.5287	122.8110	150.3917	71.34084	102.3239

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document
Any additional information	View Document

4.2 Library as a Learning Resource**4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:**

The library of M.E.S Kalladi College started functioning in the very first year of establishment in 1967, in the early years it housed in a room in the main-block, In 1990 the library owns an individual building. Now

the library has a total plinth area of 5700 sqft with centralized air-conditioning. To reduce the energy consumption a solar energy panel at the rooftop is also considering as a future development.

Now the Library functions as a knowledge resource center for the faculties and students of the college, which is operated under the **KOHA** an open source Integrated Library System (ILS), it is a web-based ILS, with a SQL database (MYSQL preferred) backend with cataloguing data stored in MARC and accessible via Z39.50 or SRU. The user interface is very configurable and adaptable and has been translated into many languages. KOHA has most of the features that would be expected in an ILS, including:

- Various Web 2.0 facilities like tagging, comment, Social sharing and RSS feeds
- Union catalogue facility
- Customizable search
- Online Circulation
- Web OPAC

The library is automated with RFID technology, which revolutionizes library operations such as self-issue and returns within seconds reduces the long queues in circulation area, track unauthorised movements, track misplaced books and getting information regarding a particular book. It is a helpful tool for stock verification which is a tedious task in the library.

Each member has an RFID enabled ID-card, UG-students borrow one book at a time, while PG-students can borrow 5 books and faculty can borrow ten books at a time.

Institutional Repository with D-Space is also established in the library with digitized documents, useful links to databases, Question-papers, theses and Reports.

- Economic and Political Weekly(2000 onwards)
- Centre for Scientific and Research Journals(1999 onwards)
- Census Reports(3)
- Education commission Reports(3)
- Kerala Service Rule
- Conference proceedings
- Theses
- Project Reports

Library website:

The activities of library-related services and WEB OPAC is available in the institutional website, the institutional repository of open access databases, journals and e-books, feedback and FAQs also available in the site

Facilities and services available in the library:

- Latest and upgraded version of KOHA ILM software version 18.11
- RFID enabled Library
- Circulation, entry and exit of users and stock verification through RFID technology.
- E-learning facility with 25 systems and Wi-Fi access
- Web OPAC (Online Searching facility for students and teachers)

- Digital library and Institutional repository with D Space Digital Library software
- E-Books- 40,00,000 and E-Journals 6000+ (INFLIBNET-NLIST)
- E-mail reminder for circulation due and renewal
- New Arrival display
- Photocopying, Printing and Scanning
- Locker
- CCTV surveillance
- Career Corner: Exclusive collection of career-oriented books and Journals
- Reading Corner: Exclusive literature collection in different languages such as English, Malayalam, Hindi and Arabic
- General Reference area
- Software and specific area for differently-abled students
- Plagiarism checking service for Students, teachers and research scholars using URKUND software
- Selective Dissemination of Information(SDI) service: Teachers and research scholars can register their topic of interest in the library; they will get personalised e-mail alerts about the new developments in their area.

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

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

The major aim of an academic library is to facilitate the needs of the student community and to develop knowledge and skills for their future and make them able to be part of a creative and innovative society. For the career and academic growth of students; the library has a special corner in which the career oriented books and journals are provided.

The library has a Webster's Dictionary (35 Volume) exclusively for Blind students with Braille, it is a rare document and preserved in the library.

It also has a rare collection of Malayalam books published by Kerala basha Institute, in which the prominent books in different subjects such as science technology and social science in different languages are translated to Malayalam and make them available to a large community who doesn't familiar with the foreign languages.

The major reports published by both state and central government related to educational aspects are available in the Institutional Repository of the college library.

The Palm leaf engravings of Rig-Veda also available in the library.

Library resources	Number

Books	40528
CD ROMs	187
Rare Books	540
Special collection	1252
Project Reports.	9
Palm leaf engravings	1

File Description	Document
Details of Rare Books, etc...	http://iqac.online/files/MESKalladiCollege/43/Ler%20Books.pdf http://iqac.online/files/MESKalladiCollege/43/L%20of%20Bhasa%20Institute%20Books%20(1 http://iqac.online/files/MESKalladiCollege/43/L%20of%20Rare%20Books%20(1).pdf

E-Resources:

E-Resources	Number
N-List E-Journals: http://nlist.inflibnet.ac.in/	6000+
N-List E-Books: http://nlist.inflibnet.ac.in/	40,00,0

Shodganga: http://shodhganga.inflibnet.ac.in/	223971
ShodaSindhu: https://www.inflibnet.ac.in/ess/	10000+
	313500
Shod Gangotri: https://shodhgangotri.inflibnet.ac.in/	6450 sy
ePG Pathshala: https://epgp.inflibnet.ac.in/	70 subj
DOAJ: https://doaj.org/	12980
J-Gate: https://jgateplus.com/home/	50,164
International journal of Biological Sciences: http://www.ijbs.com/	1
J-Store: https://www.jstor.org/	20,00,0
OAIster: https://www.oclc.org/en/oaister.html	70,000
PubChem: https://pubchem.ncbi.nlm.nih.gov/	123535
RePEc: http://repec.org/	3000+
Spriger LinK: https://link.springer.com/	324
NISCAIR https://www.niscair.res.in/sciencecommunication/researchjournals/rejour/rejour1-del.htm	Journals:16
DRDO Journals: https://www.drdo.gov.in/drdo/English/index.jsp?pg=journals.jsp	3

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

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 3.33

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

2017-18	2016-17	2015-16	2014-15	2013-14
1.04125	2.00592	6.57435	3.78928	3.23033

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 2.62

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 70

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The institution has made a remarkable progression in ICT infrastructure during the last few years. Every classroom contains LCD Projectors with white display screen and speakers. The institution is planning to install a smart TV in every classroom. Wi-Fi facilities are also made available in the classrooms to enhance the teaching-learning process. Management is taking a keen interest in making the whole campus digital. Five computer labs are available in the campus with the latest software and internet connection. These labs are easily accessible to students and teachers. Audiovisual lab, Language lab is also helpful for the students for digital learning. Digital lectern and digital camera are used for developing e-content.

Fully structured Networking including optical fibre connectivity with 50 MBPS, 20 MBPS, and Asianet Broadband connection are made available in the Campus. Students can access e-journals. 240 computers and 17 laptops with the powerful server are available on the campus. Sufficient computers are provided in the office and departments. The uninterrupted power supply is ensured by 12 small and 6 big UPS and one generator of 35KWA. Peripheral devices like printers, photocopier and scanners are helpful for the stakeholders for digital documentation. Examination room with surveillance camera facility is also available on the campus. The library is linked to INFLIBNET.

Meshilologic software by TCS is installed to manage student's admission, attendance, transfer certificate etc. SMS alert facility is also made available to check the absentees in the campus. Surveillance camera facility is available in the whole campus.

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

4.3.2 Student - Computer ratio

Response: 10.7

File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: >=50 MBPS

File Description	Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Any additional information	View Document
Link to photographs	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 9.12

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

2017-18	2016-17	2015-16	2014-15	2013-14
27.44490	28.46085	72.15112	41.81727	34.32456

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document
Any additional information	View Document

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

Response:

A system of procedures has evolved over the years for the maintenance and optimal utilization of Infrastructure. Management has constituted a subcommittee for infrastructure maintenance and regularly holds consultation with the office of the Principal, IQAC Coordinator, Office Superintendent and senior faculty members. Rules and regulations of the labs and library are displayed and given in the College website and calendar. Campus supervisor assisted by support staff is in charge of campus maintenance. Classrooms and campus cleanliness, campus maintenance is ensured by the support staff. Security staff provides safety to the students. The NSS is regularly doing cleanliness activities on the premises of the Campus.

The lab assistants maintain the labs and periodically check the lab equipment and facilities. A Stock and maintenance register kept in all the labs is verified by the Heads of the departments and the Principal. Annual maintenance contract ensures the upkeep of important equipment. UPS is provided to power sensitive equipment and computers. Air-conditioner is provided for sensitive installations. The optimum utilization of the lab is ensured by providing additional lab hours for student projects, water analysis tests and research activities.

IT resources are supported by UPS/automatic switchover generators. A network resource centre is available for students to facilitate internet access. A network administrator is in charge of ERP software, website, and computer maintenance and camera surveillance. Computers are monitored by the technical assistance and sensitive computers are provided anti-virus software. Design of brochures, banners and Newsletters are made by the faculty in charge and students. The use of flex is completely banned in the campus in connection with the green protocol. The students are taking pictures using the SLR camera which helps the documentation of the programme of the college. IT resources are used for a film screening and literary review. There is a Walk-in and Log in registers is kept. Stock verification is carried out every year by the faculty.

Sports amenities are maintained by the support staff. Time is allotted for the students to use the Health club. Hostel facility is provided to the students in sports quota in association with Kerala Sports Council. College Playground is available for championships and for the public and neighbouring schools on request.

Auditorium, Seminar and Conference Hall are extensively used for the conduct of academic and cultural programmes. Committees are set up to improve the efficiency of the Canteen, college premises and Hostel. Water purification plant, sanitary pad vending machines and incinerators are routinely serviced.

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

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 60.33

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1329	1126	1119	1128	1288

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document
Any additional information	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 20.88

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
820	540	353	268	253

File Description	Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: B. Any 6 of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 39.27

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

2017-18	2016-17	2015-16	2014-15	2013-14
1837	966	639	487	358

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

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**Response:** 33.34

5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
695	680	670	640	635

File Description**Document**

Details of the students benefited by VET

[View Document](#)

Any additional information

[View Document](#)**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases****Response:** Yes**File Description****Document**

Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee

[View Document](#)

Details of student grievances including sexual harassment and ragging cases

[View Document](#)

Any additional information

[View Document](#)**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 20.47

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

2017-18	2016-17	2015-16	2014-15	2013-14
127	76	90	80	131

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document
Any additional information	View Document

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

Response: 17.21

5.2.2.1 Number of outgoing students progressing to higher education

Response: 117

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document
Any additional information	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 1.58

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
21	14	18	7	3

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
800	800	800	800	800

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document
Any additional information	View Document

5.3 Student Participation and Activities

5.3.1 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) during the last five years.										
Response: 0										
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										
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00	00	00	00	00						

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
Any additional information	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
Response:
<p>Students are the most critical stakeholders in our institution and the college management strongly believes in building an ecosystem where the student community is given representation to share their views in the development of the institution.</p> <p>There are various student committees in the institution. An elected Student Union is the main student body which represents the student community. The Union which has representatives from all the programs interacts with the students regularly and puts forth the concerns of the student community to the Student Dean, and Principal. Student Union is also responsible for conducting cultural events, intra and intercollege, under the guidance of the students union advisor.</p>

College union council is constituted as per the rule of University of Calicut. Students representatives are elected in the parliamentary models. There are seven union members such as chairman, vice chairman, secretary etc. All members are elected in the council. Department wise student associations are also present.

Around 12 department associations, clubs, and forums which are headed by student secretaries along with the Student Union are spearheading the campus activities.

Student committees decide the mess menu. In all clubs and committees, there are student coordinators. Student representatives are also present in IQAC and Anti Ragging Cell. Student coordinators are present in the Grievance management cell as well.

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

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 66.4

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
94	78	70	42	48

File Description	Document
Number of sports and cultural activities / competitions organised per year	View Document
Any additional information	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

College is devoted to cherishing the relationship with our family members by constant touchups,

interactions, and friendly get-together. Alumni of the college envision fostering friendly cooperation between present and old generation of our students thereby enhancing the betterment of the institution. Alumni associations of our college arrange to get together yearly on a departmental basis, where the members of MES Kalladi family gather together offering their vibrant involvement in all spheres of college activities. Annual alumni meet conducted on 2017 December 15 approved the bye-law regarding the registration of Alumni associations. The general alumni (MES KALLADI COLLEGE ALUMNI ASSOCIATION) is registered under the Societies Act of 1860 with No. PKD CA/101/2019, and is committed to renewing the registration as per rules. Annual alumni meet are conducted and office bearers of respective academic years are selected. Notifications regarding the Alumni meets are published in the leading newspapers as well as the concerned faculties in-charge used to send personal invitations to the alumni members using the possibilities of Social Media. The get together offers their valuable bits of advice and contributions on infrastructure, academic activities and overall development of the college. Alumni associations are dynamic in Kalladi premises where the warmth of togetherness is enjoyed and assured.

The college conducts departmental level alumni meets, family get-together and annual family meets. Executive meetings of Departmental Alumni's are conducted every year to ensure coordination and proper conduct of alumni gatherings. Every department keeps a separate register of their alumni members where their permanent address, phone number, and professional details are entered and the departments ensure to update the details every year. Alumni committee of each department is constituted under the charge of department head where present faculties, retired faculties and the alumni member of nearby locale are members. The college is committed towards the valuable feedback of alumni members which are effectively channelized for the better functioning and development of the college. All retired staffs are invited to the alumni gatherings and departments follow the practice of observing a day where a space of interaction with former faculties and present students of the college is offered. Financial and placement supports are given by alumni members to the needy students of the college. The Alumni of the departments maintain charitable fund with the aim of supporting the old students of the college. Alumni also insist on offering a cash prize for the UG and PG toppers of the Department. The Alumni association of the department provides scholarships, placement training, and various student support programs. Alumni sponsor books, uniforms and tuition fees to the economically backward students of the college. Alumni's of each department follows the practice of collecting feedbacks and suggestions from each member where better conduct is assured in the coming years. Alumni of the college actively participate in curricular and co-curricular betterments of the institution. College alumni is having its overseas branches in the United Arab Emirates, Qatar, and the Kingdom of Saudi Arabia.

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

5.4.2 Alumni contribution during the last five years(INR in Lakhs) ? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: ? 5 Lakhs

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 10

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
02	02	02	02	02

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document
Any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Muslim Educational Society (MES) had its foundation in 1964 under the guardianship of the visionary, Late Dr. P. K. Abdul Gafoor. From its humble beginnings, MES has become one of the excellent educational agencies in Kerala and has an international presence with a network of Secondary and Higher schools, Arts and Science colleges, Engineering Colleges, Medical College and other institutions. MES Kalladi College Mannarkkad, established as the first Aided College of MES in 1967, presently offers 17 Under Graduate Programmes (10 in Aided Sector and 7 in Self-financing Sector), 8 Post Graduate programmes (7 in Aided and 1 in Self-financing) and 2 Research Centers. The college is situated 2 km away from Mannarkkad Town on the side of Kozhikkode-Palakkad National Highway.

VISION

All inclusiveness, integrity, and promotion of equity, social justice, and scientific temper.

MISSION

- *To set and nurture a path for catering to the educational needs leading to empowerment of underprivileged sections to face the challenges of time and change.*
- *Inculcating social commitment for the cause of value based higher education, nation building, and universal brotherhood.*

The core values of MES Kalladi College Mannarkkad comprise Inclusive Excellence, Integrity, Community Building, Social Commitment, Equity and Social Justice. The College follows the principle of secularism which is reflected in the past history of MES. The college is governed by the centrally monitored Managing Committee of MES. The Management, Principal, Staff Council, IQAC and faculty members along with other stakeholders collaborate to strengthen and fulfill institutional Vision and Mission. The shared governance aims to establish, uphold and communicate the vision, mission and core values. The Principal is advised by the Managing Committee and supported by internal academic and administrative bodies. Management design strategic plans with the inputs of IQAC, Planning forum and other stakeholders. The departments prepare the Action plan based on the guidelines given by IQAC to provide quality education, ensure job opportunity and effective support services for the students. HODs are responsible for initiating and implementing policy decisions within the department in tandem with the stated college mission. Staff meetings are conducted regularly which helps in academic growth and progress. Association activities, seminars, workshops, conferences, and innovative teaching methods are practised in the departments. NSS, NCC, SC/ST cell, OBC cell, Minority cell, Internal Complaint cell,

Counselling Centre, Grievance and various other cells and clubs also function with operational autonomy.

As part of the institutional decision-making process, the faculty has the opportunity to design teaching-learning tools and conduct of internal assessment within the framework of the teaching schedule. The faculty members coordinate and supervise the involvements of students in various extra and co-curricular activities and also promote research culture. Thus, every member of the institution is oriented to understand the institution's vision, of their own roles and the specific actions to achieve the vision.

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

6.1.2 The institution practices decentralization and participative management

Response:

The institution has an effective strategy for delegating authority and providing operational autonomy to all academic departments, clubs and associations to work towards decentralized governance. Governing body headed by the Principal, Staff Council and IQAC formulate working procedures and delegates the academic and operational decisions. HODs along with faculty are empowered and given freedom to take decisions for the constructive growth of the Department. All co-curricular and extension activities are planned and executed by the coordinators of different clubs and forums. HODs take independent decisions on finalization of academic calendar, finalizing the schedule of internal assessment, field visit, organizing departmental workshops and seminars etc. The different committee members incharge of organizing various events take independent decisions on the schedule of the event. Financial empowerment is provided to the HODs and Library committee to take decision on purchase upto a certain amount. IQAC is empowered to take decisions on quality improvement of the institution and making purchase decisions on ICT and related services as necessary. The planning committee independently collects information from various departments regarding the academic and infrastructure requirements of the coming academic year and makes independent decisions in consultations with the Principal and the finance committee.

The institution promotes participative management by forming different committees involving the staffs and students. All the faculties are made part of different committees. Committee coordinators are nominated on a rotational basis. Students Union under the guidance of the Staff Advisor coordinates the literary and cultural activities of the College. Committees are constituted annually and duties are assigned to faculty.

After the introduction of new programs in the college, a tremendous increase happened in student and faculty strength. This growth led the Management to plan for a restructuring of the organizational structure with emphasis on decentralization and participative management as that would ease the administrative pressure on the principal, aid quicker decision making and instill a sense of belonging among the faculty. This led to the creation of the post of a student dean in 2013, the second in the hierarchy of the organizational structure.

Student dean assists the Principal in smooth functioning of the institution by helping in all matters related

to the students. All the decisions of the Principal related to the student's matters are implemented by the student dean. The dean is responsible for the student related matters on the campus. The dean interacts with the student community and other stakeholders as and when needed. In consultation with the Principal, the student dean draws up the schedule for the admission process. The student dean interacts with the mentors of classes regularly, counsels them and allots responsibilities as per the direction of the Principal. The various intercollegiate activities and college events are planned by the student dean.

The institution has also formed Student Quality Circle (SQC), which is an interface between the students and the IQAC. The SQC collects information from students on various academic and administrative matters and provides constructive suggestions for improvements to the IQAC as a detailed action plan.

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

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The IQAC has created a short term and long term Perspective plan in consultation with the management and various stakeholders. The recommendation made by the NAAC peer team members based on their visit to the institution in November 2012 are also taken into consideration for the formulation of the strategic plan. Based on the financial projection and resource availability, the institution has also created a project plan and deployment document to monitor the status of the implementation.

The actions taken by the IQAC and the activities conducted by the IQAC are inline with the short term strategic plan of the institution. The IQAC is incharge of monitoring the overall progress of the implementation. The perspective plan is reviewed every year by the IQAC and the management to ensure its appropriateness, and any changes as necessary are incorporated into it after taking necessary approvals.

Some of the thrust areas identified in the perspective plan are to transform the institution to an Autonomous institution and strive to receive the College with Potential for Excellence status from the UGC. Some of the areas identified in the strategic plan are Inclusive Excellence, Digital Campus, Building Students Ability, Research, Green Campus, Sports, Community Building and Infrastructure.

A structure has been formulated by the institution to identify and monitor the implementation progress. There will be three levels of target achievement analysis Short term (2014-16), Midterm (2016-18) and Vision accomplishment (2020). The funds required will be mobilized from Management and Government funding agencies.

The strategic plan is signed on 20th March 2013. The progress for the short term implementation was reviewed in 2018 and a new perspective plan was formed for next 5 years.

The institution is committed to the pursuit of excellence in the field of education. In line with the perspective plan the institution has also created quality policy in order to ensure holistic development of the students and transformation required for India's human resource development.

We endeavor to achieve this by constantly improving our quality management through:

- Providing creative enriching learning experiences.
- Conducive Learning Ambience and Holistic Education.
- Adoption of Innovative teaching methods.
- Student-centric activities.
- Staff development programmes.
- Continuous review of systems and processes to ensure Quality assurance.
- Creating a culture of total quality as a way of life.
- To prepare Students for lifetime leadership.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document
Strategic Plan and deployment documents on the website	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

College Managing Committee

The governance and the management of the college are anchored in the principles of Muslim Educational Society which is one of the largest minority educational societies in Kerala. The college has a distinct Vision, Mission and Objectives. The institution is governed by the College Managing Committee.

Principal

The Principal is the chief executive and the Chief Academic officer of our college. All the meetings of the college are conducted under his leadership. He is responsible for managing the major administrative tasks and supervising all students and teachers.

Staff Council

The Staff Council is constituted for the academic year as per the Statute (Chapter 23, item 20) of Calicut University The College Council is a statutory body comprising the Principal, all HODs, the Librarian, the senior superintendent and two elected representatives of the teaching staff. This is the supreme body of the

college, which takes all important decisions, regarding the functioning of the college. The College Council meets periodically and whenever there are any urgent issues to be sorted out. Service rules are as per KSR norms of the Government of Kerala.

IQAC

An Internal Quality Assessment Cell functions in the college to ensure the planning and effective implementation of programmes charted out for every academic year, and to prepare the AQAR.

Controller of Examination

The Controller of Examinations monitors all activities related to conduct of end semester examinations, - preparing the question bank, preparing the panel of examiners and question paper setters, organising and monitoring the valuation camp for the valuation of scripts and publication of results, and addressing the grievances if any, in a fair and just manner.

Grievance Redressal Mechanism

Students with grievances can directly approach the Principal, Head of Department, Class Teacher, Tutor, or any faculty. A full-fledged grievance redressal cell looks into grievances/ complaints raised by stakeholders. Grievances related to internal assessment, if any, are handled by departmental and institutional examination redress committees. The Discipline committee and Anti - Ragging committee are also constituted to look into any grievances concerned. The Staff Association headed by elected representatives brings general grievances of the faculty and staff to the attention of the Principal. The faculty and staff can directly approach the Heads or the Superintendent and the Principal with personal or professional grievances. The Manager meets the faculty & staff and holds discussions with them occasionally.

Recruitment & Promotion Policy

The College adheres to government policies and University and UGC guidelines on appointment and promotion of the faculty & staff. Vacancies are notified well in advance, in prominent dailies, and interviews conducted by a panel of experts, comprising the Manager, Principal, Subject Expert, Government Nominee and University Nominee, Management Representative as per the directives of the University. Guest faculty are recruited in accordance with Government Rules. Merit is given due weightage above all other considerations. Promotions are given to staff. PTA helps the college management in the smooth functioning of the institution and also collects funds for projects, programmes and infrastructure.

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

6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: A. All 5 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP Document	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document
Any additional information	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

INTERNATIONAL FILM FESTIVAL 2016

An international film festival was conducted by the club on 9,10 November 2016 at the auditorium of our college which screened various movies including I am Kalam, Bridge, The Cup, Highway, etc. It was a nice platform for students to get acquainted with world cinema. Participation of students from our college, students and teachers from nearby colleges and higher secondary schools accelerated the worth of the two-day programme

An Exhibition was conducted as part of the Film Festival to make students aware of the history of Indian especially Malayalam Cinema.

The programme inaugurated by the state National award-winning director Manoj Kana which was followed by a speech of the film critic and Member of Kerala Chalachitra Academy G.P.Ramachandran carried the students to the world of international cinema. The two-day function was felicitated by Prof.UsmanVengasseri, Principal, Mr. KCK Saidali, Chairman, C U Mujeeb, Management Secretary and

Prof. A Naseem and Prof.T.M. Abdul Ali.

INTERNATIONAL FILM FESTIVAL 2017

An international film festival was conducted by the club on 23,24,25 November 2017 at the auditorium of our college which screened various movies including Life is beautiful, The color of paradise, offside, Imminibalyoral, Queen, Fndry, Little terrorist, etc. It was a nice platform for students to get acquainted with world cinema. Participation of students from our college, students and teachers from nearby colleges and higher secondary schools accelerated the worth of the two-day programme. Festival is inaugurated by the famous Malayalam film director Vidhu Vincent

INTERNATIONAL FILM FESTIVAL 2018

Third international film festival was conducted by the club on 8,9,10 November 2018 at the auditorium of our college which screened various movies including Ee Ma Yau, Charlie Chaplin the circus, Ahalya, etc. Students from our college, students and teachers from nearby colleges and higher secondary schools participated in the programme. The festival was inaugurated by famous Malayalam film director Zakariya.

File Description	Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The management, PTA and staff association takes different measures for the welfare of Teaching and Non-Teaching staffs in the college. All the basic needs of the staff are taken special care off. Staffs are honoured for their special achievement. All the festivals are celebrated along with feast. The participation of all faculties ensured for such events which act as venues for interactions among the hectic schedules.

The Welfare Schemes

1. Maternity Leave provided
2. Paternity Leave
3. Casual leave for 15 days for Teaching staff
4. 20 days for Non-teaching staff
5. 10 days of leaves are allowed for faculties under self-financing streams
6. All staffs are given Duty leave for attending training/ refresher/ Orientation courses, seminars, workshops, etc.
7. PF for all faculties
8. ESI- All the staff are registered under the state Insurance scheme
9. Day Care Facilities are available for taking care of children of staff and students during college

hours

10. Hostel facilities
11. Canteen facilities
12. The co-operative store is available in the campus to cater to the needs of faculties and students
13. Separate Car parking facilities are available for staff
14. Staff recreation room
15. 400 m track
16. Gymnasium
17. Staff Association is very active in the college. An elected panel of members headed by a staff secretary leads the team of staff in the college.
18. Staff association provides assistance and guidance for different services in the college, University, DD office, etc.
19. PTA, as well as management, provide salary advance to newly appointed staff who are not getting a salary
20. Appointing guest lecturers during ML of the faculties.
21. Staff tour-conducted on behalf of the staff club
22. Family get together- Every year a family get together of all staffs and retired staffs are conducted at the end of the academic year as "Judaeshyam"
23. Best performing staff are given a special award every academic year*
24. Retiring staff is given a token of appreciation in functions organized by the college.
25. Security guards are given uniforms.
26. Financial assistance given to security staffs
27. A credit society is functioning in the college and offers loans to teaching and nonteaching staff when in need
28. Cycle facilities for staffs and students to travel inside the campus, thus reducing pollution and enhancing a healthy lifestyle.
29. Staff meetings are conducted to share the views of the TS and NTS on various requirements on the campus.
30. Staff Club

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

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

Response: 86.78

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

2017-18	2016-17	2015-16	2014-15	2013-14
100	95	88	78	50

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	View Document
Any additional information	View Document

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

Response: 3

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	3	4	2	2

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 5.09

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
7	9	3	5	1

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The institution has a Performance Appraisal System for the teaching and non-teaching staff. For the teaching staff, a 360-degree performance Appraisal System is in a place where feedback is taken about every faculty in the form of self-feedback, peer feedback, feedback from students and feedback from the management. The data is compiled and the report is created by online software and the competency score and the complacency score is also calculated for every faculty. The report is forwarded to the management by the IQAC and appropriate actions are taken as necessary.

The faculties of the aided section also maintain CAS API for the performance appraisal and the same is used for the promotion. In addition, the institution also maintains an internal performance appraisal API for monitoring the performance of the faculties and non-teaching staff. The API report for every faculty is reviewed on an annual basis and appropriate actions are taken as necessary. The following faculties have successfully completed their API verification under the CAS norms and regulations of UGC and University of Calicut, same have been sanctioned by the University for the I Stage to II Stage of Assistant Professor AGP 6000 to 7000.

Student evaluation on teachers: A computerized teacher assessment of students is implemented by IQAC to evaluate the performance. The Principal analyses the evaluation report and hands over the report to the concerned teacher.

Self-Appraisal Form for teachers: It is compulsory for every teacher to furnish the self-appraisal form / API which provides the annual performance of teachers which include curricular, co-curricular, and extracurricular as well as research activities every year. The Self-appraisal form is then reviewed by the Principal and IQAC. Management also conducts performance review meetings regularly.

Monthly Report: Monthly report is prepared by the Heads of the Departments contains all the departmental activities including portions covered by each teacher as well as achievements of students and faculty. This is regularly reviewed by the Principal.

Academic Monitoring System: By using the academic monitoring system by the Principal, Teaching and learning system of the faculties have been improved.

Monitoring Committee for Teacher Profile: in each year academic year, Monitoring Committee, which is a part of IQAC, evaluates the Teacher Profile prepared by individual faculty. apart from this, The Committee also suggest measures to improve teacher quality. Recommendations and suggestions are also given for further improvement.

Evaluation by Management: Special care and attention have been taken by management to evaluate the

departmental activities. Regular Staff meeting, as well as Department meeting, is arranged with the Management. Annual performance appraisal interview of Self Financing staff is also conducted.

Performance Appraisal for non-teaching staff: Self-appraisal forms of Non-teaching staff is collected through which the Principal reviews their performance.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

PRELUDE :

The Institution has a transparent and well planned financial management system in which Government and Management are the main sources of funds. The institution has mechanisms of external and internal audit for both Government and Management accounts separately.

Financial Audit of Grant :

Grants and funds sanctioned by Government/UGC :

There are their levels of audit for the funds sanctioned by the Government. They are as follows:

1. **Chartered Accountant**-After a stipulated period of time, the accounts for all the grants and funds sanctioned by the Government/UGC are initially submitted to an external Chartered Accountant. The audit report issued by the auditor with utilization certificate and all necessary ratified accounts are submitted to the concerned sanctioned authorities.
2. **Directorate of Collegiate Education**-At the time of annual audits by the Directorate of Collegiate Education, the audit team verifies all the financial documents related to the public funds utilized by College. After hearing the clarifications and corrections, the final accounts are settled.
3. **Accountant General, Kerala**-The Accountant General, Kerala also conduct their periodic verification of all the accounts sanctioned by the Government. Their suggestions and directions are also incorporated in the further utilization of the funds.

Grants and funds sanctioned by Management

1. The institution has a strong financial advisory board for Management of accounts and all the

accounts sanctioned are audited internally as well as externally. On behalf of the Management, all daily transactions are verified by the financial advisor of the college.

2. The internal audit of Management accounts is done by the Treasurer, MES Central Committee, Calicut periodically. They verify all financial transactions and submit a detailed report of observations based on the observations given by internal auditor. The financial advisor of the college modifies the statements of accounts.
3. The Management has appointed M. A. Moideen and Associates as the external auditor of the Management accounts. At the end of every financial year they prepare annual financial statements and audit reports.

File Description	Document
Any additional information	View Document

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

Response: 272.77

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

2017-18	2016-17	2015-16	2014-15	2013-14
20.00000	19.80000	95.10000	56.15000	81.71769

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Any additional information	View Document
Annual statements of accounts	View Document

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

Response:

The major sources of income for the college are from the following streams:

1. Funds and grants from UGC / DST
2. Grant in aid from the Government.
3. Fees collected from self-financing courses
4. Conveyance and hostel fees

5. **Endowments and Scholarships**
6. **Central/State Government funding for NSS and NCC**
7. **PTA**
8. **Alumni**
9. **Financial support from Management**
10. **MRP**
11. **WWS**
12. **SSP**

UGC is one of the major sources of funding for developmental activities, renovations, academic resources such as books and journals, infrastructures such as lab equipment, computers and sports facilities.

According to the notifications of UGC, the College Planning Board designs various projects, proposes budgets and submits to the UGC. For research purposes, teachers receive Major and Minor Research Project Grants and Travel Grants from UGC.

The College has availed funds from UGC / Higher Education department to run academic programmes such as Bachelor of Vocational studies (Logistics Management, Animation and Graphics Design), Innovative Programmes (ASAP (Additional Skill Acquisition Programme), WWS (Walk with Scholar), SSP (Student Support Programme).

1. UGC Seminar Grant is promptly availed to organise academic programmes such as Workshops and Seminars.
2. From the Government of Kerala, the College receives grant-in-aid for salary.
3. The College receives financial support from DST and KSCSTE for lab projects and academic programmes.
4. Scholarship for Students is availed from UGC and Kerala Government.
5. PTA and Alumni support the various projects of the College as per the plan designed by departments and organizations of the College.
6. Management contributes by way of scholarships the payment of term fees to needy students, salary to self-financing staff, financing of the construction of buildings, maintenance and infrastructural development of the College.
7. Income from Self Financing Courses is also used for College development.

The financial resources are effectively monitored by the following Cells and Committees: Financial advisory body

Planning Forum

Library Advisory Committee UGC Cell

PTA

Proper accounts and utilization are ensured through financial auditing at the end of each financial year. The institution maintains an internal-external audit for the effective and efficient utilization of available financial resources.

File Description	Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System

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

Response:

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

Internal Quality Assurance Cell (IQAC) of the college is active in framing the quality enhancement by continuous improvement in all working areas of the institution by connecting students, teachers, parents, management, alumni, funding agencies and society in general. It also ensures the integration of modern methods of teaching, promoting research and to maintain a high professional standard. It takes the effort to inculcate a value system among students for good academic performance as well as to make them credible personalities.

1. Title of practice: Drive for the empowerment of Tribes in Attappady [DREAMS]

As a part of IQAC practices related to society, it extends its activity to Attappady, a tribal area near to the college. The program aimed to improve the health and education of tribals, who are living in remotely situated hamlets. Initially, a comprehensive survey about the health and education of these people conducted. To improve the educational system motivation classes to students conducted. The working of tribal resource centre strengthened. Completely free education is ensured. To improve the Health status, various activities undertaken by MES includes medical camps including Doctors from various fields conducted. About 75000 medicines were distributed in these camps. Consultation fees were not charged from tribals. The tribal resource centre was started functioning to provide guidance to tribals.

2. Green Campus Campaign:

Environmental pollution and climate change are the major issues in the global level can be met by movements at the grass root level. As a part of Golden Jubilee Celebrations of Calicut University, it is decided to introduce Green Campus Campaign in 2017 in the Affiliated Colleges to impart environmental awareness among students and faculties by conducting different environment Protection activities. In this context, MES Kalladi College Mannarkkad also joined in the initiative to implement the Green Campus Campaign. Various projects undertaken by the college include:

EnteMaramProject:- Green campus volunteers and faculty

Water management:- Effective management of water is by establishing facilities for Rainwater Harvesting.

Energy Management:- The cycling club on the campus promoted the use of bicycles by students and

security guards.

Waste Management:- Installed Biogas plants in College Canteen and Boys Hostel to recycle the solid wastes generated on the same.

Measures to avoid the use of plastics: Introduction of cloth banners instead of flexes in public functions. Use of stainless-steel water bottles and glasses instead of plastic bottles.

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

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

The college gives prime importance in the academic outcome of every student. IQAC has initiated several measures to review teaching, learning process and implemented several reforms to evaluate student's learning outcome.

Academic audit: The institution reviews its teaching-learning process regularly by a comprehensive process operated at three different levels through the structures formulated by the institution, which ultimately culminates into an academic audit at the end of each semester. IQAC plays a key role in the process at the level of Institution, Department and Faculty member/Tutor.

Institution Level: staff coordinators of various academic bodies are decided annually on a rotational basis. The Principal will announce the strategies to be deployed in the academic year based on the annual review and Core Monitoring Committee (CMC) report submitted by the IQAC and a detailed Academic Schedule is prepared. Result analysis and other academic matters are discussed in the Staff council and HOD meeting. Academic audit and teacher feedback are collected at the end of every semester by the IQAC chairperson.

Department Level: The departments prepare Action Plan for the year based on the guidelines of IQAC. Academic process based on the monthly report prepared by the faculty members is reviewed in department meetings. Head of the departments represents the progress of academic activities in the college council and in general staff meetings.

Faculty/Tutor Level: Teaching plan, teaching schedule and monthly reports are prepared by every faculty. The learning outcome of the student is analysed at the teacher level. Tutors will monitor and evaluate the result of each student under his/her group. The result of the continuous evaluation is informed by the tutor in PTA meetings conducted in each semester. Students' feedback is obtained by the IQAC on teaching process for review and evaluation

File Description	Document
Any additional information	View Document

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 71.2

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
82	81	81	39	73

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document
Annual reports of institution	View Document

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

Response:

POST ACCREDITATION QUALITY INITIATIVES

Recommendation	Action
Regional and job potential courses may be introduced at UG and PG level.	<ul style="list-style-type: none"> • B.Com. (Cooperation), BBA, B.Com.(Computer Application) • B. Sc (Computer Science), BCA, B Sc (Food Technology), B. Communication, and M. Sc Botany have been introduced. • College offering job oriented certificate courses and Vocation education training for UG students. • Short term training in Apiculture, Mushroom Cultivation, Ver etc. are offered under Youth Employability Programme.
The college may be encouraged to apply for autonomous status and potential of excellence.	<ul style="list-style-type: none"> • Even though the college applied for the autonomous status it i granting autonomy is a policy matter of the state government
To encourage the fine arts talent abundantly seen among the students, a fine arts centre may be started.	<ul style="list-style-type: none"> • An Arts Circle is functioning among the students to tap and pr talents. • Fine Arts Secretary is elected from the students • Fine Arts Director and Fine Arts Committee monitor the over the arts and culture • Active participation of students in A- Zone, Inter-zone and Un • PTA and Management pump funds for training in the differen Professional Trainers are employed for the same. • Olive <i>Natan Kala Patana Kendra</i> (Professional Club register our partner organization for the promotion of traditional art &
The physical education department may be encouraged and elevated as a centre of excellence.	<ul style="list-style-type: none"> • Full-fledged Indoor Stadium is functioning • Champions in University wrestling • Bagged Gold and Silver in National Championship • Gold Medal in national Athletics

	<ul style="list-style-type: none"> • Gold Medal in International <i>Muay Thai</i> Kickboxing Champion 2018 • The Department functions as the training hub for sports and games from different parts of the districts and nearby schools.
The college may create smart/virtual classrooms for effective teaching.	<ul style="list-style-type: none"> • Integration of ICT with teaching-learning is 100% • Wi-Fi facilities are also made available in the classrooms to enhance the teaching-learning process. • 20 Digital Interactive Boards are installed • Digital lectern and digital camera are used for developing e-content • Fully structured Networking including optical fibre connectivity, 20 Mbps, and Asianet Broadband connection are made available
The herbal garden may be strengthened by planting diversified medicinal species largely available in the nearest Silent Valley region, thus making it a reference centre.	<ul style="list-style-type: none"> • Diversified medicinal plants are added to the existing herbal garden • Medicinal Gardner Mr Thomas works as the external resource who maintains and developments • Members of the Silent Valley Forestry club and students from the Forestry department are encouraged in the process.
Career oriented counselling centre may be established.	<ul style="list-style-type: none"> • In the field of career counselling ERPs, MARK Career Academy, Meetuniversity.com and Team Incubation are engaged.
Communicative skills in English may be improved among the students.	<ul style="list-style-type: none"> • Soft skill training including communicative skills is imparted through continuous training programmes. • English Club and its programmes offer a larger opportunity in this regard.
The college may be encouraged to start research centres in various departments.	<ul style="list-style-type: none"> • History and Chemistry Departments are upgraded as Research Centres. Economics, Mathematics, Commerce and Management, Islamia and Physics Departments are on its process
Teachers may be encouraged to apply for major research projects with UGC/ DST/ DBT/ ICAR/ ICSSR, etc.	<ul style="list-style-type: none"> • 24 teachers availed government-funded research projects and partner institution in DST-FIST
Self-finance courses in the areas of computers, management and biotechnology may be started.	<ul style="list-style-type: none"> • B. Com. (Cooperation), BBA, B. Com. (Computer Application) • B. Sc (Computer Science), BCA, B Sc (Food Technology), B. Sc (Communication), and M. Sc Botany have been introduced.
More collaborative programmes with the industries may be taken up.	<ul style="list-style-type: none"> • 187 Linkages are established with industries, Academic Institutions and Research Centres • 68 Functional MoUs are signed and 12 of them are with industries • LED Production Unit is functioning in the College

File Description	Document
Any additional information	View Document

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 104

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
20	23	20	21	20

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document
Any additional information	View Document

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

- 1. Safety and Security**
- 2. Counselling**
- 3. Common Room**

Response:

To provide a safe and secure learning environment, ensuring that the institution's environment is free from violence and discrimination and provide gender-sensitive, good quality education for students the institution make sure that the safety, security, and counselling measures are work properly.

The college gives high trust to gender equity programs in the institution. The majority of the student and faculty members are women. The admission to the programs offered by the College are open to all-irrespective of gender and special focus is given to enrol more girl students into different courses to uphold the idea of Women Empowerment. A separate cell exclusively functions in the college to cater to the needs of female students. Women cell conducts programs on women empowerment and gender equality. Department level programs are also organized.

The college is a co-education institution and is aware of the burning issue of gender equality. The

Institution is sensitive towards women issues and therefore imparts gender sensitivity among students and faculties through various clubs and associations, which conduct gender-sensitization programs. Some of the associations involved in regard are Women Cell, Anti-ragging cell, Anti-Sexual Harassment cell etc. are functioning in the college for the safety and security of female students and faculty. Invited Lectures by Police Officers and Advocates are conducted among students etc. Besides these associations and their programs, the college shows gender sensitivity in providing a safe and sound campus for both female students and women faculty members'. The college building is located in a gated-community kind of an environment with security guards at all entrances and exits. All students and faculty members are checked for their ID-cards before entering the campus thus barring thoroughfare. CCTV Surveillance monitors college buildings. There are cameras in the corridors, library, and labs and also in few classrooms. This is making the campus completely safe.

Make sure campus security and safety the institution always looking for new and innovative ways and methods regularly. Some of the ways that we can make our students, particularly our new student's feel safe on campus the institution make a regular check of all visitors in the gate by security-police. It strictly maintains the vehicles on campus be registered with security police. Encourage students to arrive to class on time and to wear their ids at all times while on campus.

The College has done a commendable performance in promoting athletic culture among female students. The Institution provides Hostel facility for girl's students and teachers ensuring safe, secure and homely environment equipped with all security measures like surveillance cameras and 24-hour security guard services. The College is providing a daycare facility, a secure place and environment during working hours for children of employees and students by utilizing UGC fund.

Apart from the above-mentioned facilities, the institution makes sure that the girl's students are given psychological and moral support by giving them counselling session led by a professional counsellor. The counsellor meets all the students on a regular basis and counsels the boys on gender equality. The girl students are encouraged to be confident and find a solution to their problems, which may also include gender-related issues. Counselling will provide skills that will enable the students to deal effectively with aspects of environment and train students in the self-control of emotions. to ensure this institution conduct orientation programs for the freshers and the counselling sessions for the needy students through the staff.

The institution has established a common room to facilitate female students. The common rooms are not only physical locations within the college, but they are also communities of students and staff. The room is designed to give female students a place to relax, study, and have informal discussions during their free time. Sanitary pad vending machines are made available near to the ladies washroom, along with a provision of resting room for girls.

The college strives to maintain gender parity and gender consciousness, as the majority of the Students are girls. Moreover, the majority of them come from economically and socially impoverished backgrounds. Though it is an encouraging index that they are at the forefront of all significant programs of the college, we realize the importance of gender-sensitive orientation. It is always ensured that a girl representation in all the clubs and committees functioning in the college. Programs on legal options for women, domestic violence and personal health and hygiene are organized regular basis.

Our college has a very active Women's Cell that conducts gender sensitization programs, workshops and seminars at regular intervals that see active participation from both the students and the faculty of the college. The topics for these seminars and workshops range from Higher Education, Women and Health

Rights, Equality and Difference, Sex and Gender and Gender and Modernity. In addition to such academic endeavours, the women's cell has also been instrumental in the installation of a sanitary pad vending machine and an incinerator at the ladies hostel and girl's restroom respectively. A student's initiative for girls, working under the college union, "Mathrukam" also has a vibrant presence in the campus. Furthermore, all women teaching and non-teaching staff of the college are members of the Ladies Forum.

Additionally, it also organizes cultural activities as part of Onam, Christmas, and Ramzan. A trained counsellor offers free counselling services to girl students on a weekly/need-based basis. In a room specifically set aside for counselling purposes, the counsellor meets around 5-6 students per visit. Students in need of counselling are first encouraged to approach their teachers, who then refer the students to the counsellor. Identity Cards issued to all the students, teachers and the non-teaching staff.

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 0

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 00

7.1.3.2 Total annual power requirement (in KWH)

Response: 01

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 0

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 01

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

MES Kalladi College, which produces about 50 kilograms of waste per day, has a zero-waste campus. While dry waste is given away to recycle, wet waste is used for composting. In the end, none of the waste generated ends up in landfills. MES Kalladi College in association with Bhoomitra Sena, Forestry Club, Nature Club, NCC and NSS gives emphasis on reducing the waste material and its proper disposal in the campus through the viewpoint of three R's of sustainability: reduce, reuse and recycle. A prudent budgeting approach is adopted in the collection, segregation and disposal in the 3 R's attitude. The generated waste is separated to solid, liquid and e-waste and they are effectively disposed of by the college to make the campus clean and healthy. There are different ways adopted by the college to manage these wastes. They include:

a) Solid Waste

As part of the green initiative on the campus, the college always tries to reduce the waste through reuse, reduce and recycle which ensures the cleanliness and eco-balance in the campus. As part of the plastic-free campus initiative, the college ensures the green protocol in the various programs of the college. Green campus campaign authorities ensure the adoption of the green protocol in all the programmes conducted and posters used in the campus to reduce plastic pollution. The initiative for paperless office through office automation, consistent efforts to reduce the plastic carry bags and use of public addressing system helps to reduce various forms of solid waste in the campus.

The major solid waste materials generated in the college includes horticultural waste, such as dried leaves or plant clippings. There's also a certain amount of glass, fibre, food waste, paper and plastic. The food and plastic wastes from the campus are collected by placing waste bins at various locations on the campus. But mostly, the waste consists of biodegradable materials such as kitchen waste, collected from all around the campus, especially the canteens and hostels. Out of this, about 40 kilograms of wet waste is used for composting in a biogas plant and Vermicompost unit on the campus. College canteen and the girl's hostel are equipped with Biogas plants and the collected food waste is deposited in the biogas plants. The gas produced from the biogas plants is used for cooking purposes. Other biodegradable waste materials are processed by using Vermicompost unit in the campus with the firm endeavour of promoting recycling of waste and the manure is utilized in the campus garden, hi-tech vegetable garden. To aware the students on sustainable agricultural practices, organic farming is done and encourages the staff and

students to purchase the produced organic vegetables. Departments and clubs conducting programmes to sensitize students for sustainable living practices such as decorative items from waste, paper bag making, paper-pen making etc. The college organized various programmes such as plastic free campus campaign, recycling plastic campaign and awareness classes on world environment day, world wildlife week, world ozone day. Instead of buying bottled water student took the initiative to buy refillable to carry around campus and also promoted students to use paper pens. Bhoomitra Sena organizes vocational training programmes for cloth bag and cloth banner production.

b) Liquid waste

The major liquid waste includes effluents from toilets and the laboratories. These are collected in the separate septic pits and allowed to settle into the soil. Since the effluent pits are not located near the water bodies and the college is situated in the soil area, the effluent water gets naturally filtered. The college management planned to implement a wastewater filtration plant and to utilize the filtered water for irrigation purpose, about 30,000 litres of water is expected to be filtered through this system per day.

The college following good laboratory practices to ensure the safety of the personnel and adheres to a strict protocol of liquid waste disposal in its laboratories. Indiscriminate use of chemicals is discouraged during practical classes and laboratory liquid chemical wastes are safely disposed of. Any glassware used in the laboratory is rinsed with minimum water and placed in the liquid waste container. The liquid waste is segregated into organic and inorganic waste. Inorganic wastes such as concentrated acidic or alkaline solutions are neutralized before disposal. Sodium bi-carbonate or Calcium oxide (lime) is used for the neutralization process so that the neutralized liquid contains no harmful substance. The organic waste yield of the college is limited till date and therefore treated with cow dung for decomposition due to the action of micro-organisms.

c) E-Waste

E-waste can cause damage to human health as also the environment. Electronic goods are used at their optimum level by proper up gradation and maintenance which is done by the suppliers themselves. Periodic checking ensures the proper disposal of non-working electronic items. Computers, printers and other ICT equipment are disposed of through buyback scheme or the e-waste generated in the campus are collected and disposed through dealers by inviting tenders. Besides this, all kinds of electronic waste, such as battery cells and useless electronic devices, are given away to scrap dealers twice a year.

The goal of the three R's is to prevent waste and conserve natural resources. Implementing such "green" practices as the three R's facility at an educational institution is an excellent start of responsibility to society.

File Description	Document
Any additional information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

College is located near to the river Kunthipuzha, the water scarcity is not a problem in the past years. Although, the college is very much involved in the water conservation activities. The major water conservation activity adopted by the college is rainwater harvesting.

- Rainwater harvesting is an environmentally friendly technique that includes efficient collection and storage that greatly helps neighborhood people is established in the campus to address the water scarcity issues which may arise in the future.
- Water from different rooftops of a lane can also be collected through a piped network and stored for some time.
- This water can be then channeled to deep wells to recharge groundwater directly, to ponds to restock groundwater slowly, and to reservoirs to dilute reclaimed water for non-potable use.
- This water is then made use of in the laboratories as well as for other needs of the students in hostels and college.
- The rainwater harvesting pits are placed in various locations on the college campus and are properly covered to avoid having stagnant water in the open.
- Rainwater falling over the roof of the Chemistry block is collected and Stored in synthetic tanks two synthetic tanks of capacity 1000 liter.

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

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

College is always adopting a number of green practices on the campus for ensuring environmental consciousness and sustainability. Nature club, Projects of rainwater harvesting, Awareness programs, Poster designing competitions, Observance of World Environment Day, Ozone Day, Wetland Day, organic farming, Workshop on Paper pens, paper bags, and cloth bags, Energy saving LED lights, Solar power plants are the various initiatives of the college in this regard.

a) Bicycles

Awareness and promotion programs are conducted to promote the use of cycles as an energy efficient, healthy means of transportation on the campus. The Cycle Club of the college organized a cycle rally.

b) Public transport

MES Kalladi College Campus is situated at the hub of the Mannarkkad city and maintains the pristine state of nature in the Campus. The bus stop is very near to the entrance of the campus. A majority of the students and staffs use public transport facility for their journey to and from the college. The teaching and non-teaching staffs adopt a car-pooling system, which helps in, low carbon emission.

c) Pedestrian friendly roads

Student's vehicles are not permitted in the near vicinity of the college making the road pedestrian friendly, which is strictly monitored by the security at the entrance. Separate parking facility is allowed for various types of vehicles. In addition to this, the college has Pedestrian friendly roads connecting various departments on the campus.

Plastic-free campus

The college has been declared as Green campus and ensures the adoption of Green Protocol in the Campus. Training programs for making paper carry bags; paper pen, cloth bags and creating best out of waste are given to the students. Steel and glassware are used in the canteen and hostel, which reduces the plastic waste on the campus. Waste is segregated as biodegradable and non-biodegradable and processed in an eco-friendly manner.

Paperless Office

College proposes the 'Paperless Office' in the immediate future. The notices and memo for the faculties are given through latest messaging apps like Whatsapp, the Public Addressing system is used for an announcement to the students, communication among the teachers and offices through emails, etc. are the initiative towards the paperless office.

Green Landscaping with Trees and Plants

The campus is made as green as possible by planting a good number of trees and plants by students and the College gardeners. Students are sensitized afforestation by different projects like Vidyavanam, Entemaram, etc. College is declared as Green Campus and Green Campus Campaign Club organizes different programs to aware students sustainable and eco-friendly living. Local fruit trees are planted and maintained by the students. The campus maintains a herbal garden with rare medicinal plants and 'Nakshathra' Trees.

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

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years**Response:** 0.5

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
2.10000	2.30000	4.67525	1.16000	1.20000

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above**B. At least 6 of the above****C. At least 4 of the above****D. At least 2 of the above****Response:** C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document
link to photos and videos of facilities for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 0

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 0

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

File Description	Document
Report of the event	View Document
Any additional information	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	View Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 0

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

College regularly celebrates National festivals, Observance of Days to commemorate National personalities.

- Republic day is celebrated every year with patriotic fervour. The principal of the college hoists the national flag and receives the Guard of Honor of NCC
- Independence Day: The students, teachers and non-teaching staff celebrate Independence Day. The Principal of the college hoists the flag. Intercollegiate quiz competition is regularly been organized.
- Tribute to Legend is an innovative gesture. Students from our college participated in a handwriting tribute campaign honouring Late President APJ Abdul Kalam.
- Gandhi Jayanthi. NSS unit engages in the cleaning of the Taluk hospital ground in connection with Swachh Bharath Abhiyan
- National Science Day is celebrated to mark the discovery of the Raman effect. College regularly observes national Science Day by conducting science exhibitions, seminars; quiz competitions etc. associating to the theme of National Science Day of every year.
- September 24, 1969, the birth centenary year of the Father of the Nation. This day is celebrated as NSS Day with appropriate programs by NSS.
- Children's Day: Our College observes Children's Day to commemorate the birthday of Pandit Jawaharlal Nehru, first Prime Minister of Independent India by organizing visits to Orphanages, providing study materials and toys along with various cultural programs.
- Vaikom Muhammed Basheer Remembrance Day is observed with narration and presentation of Basheer stories by the Readers forum.
- Teachers Day is celebrated to mark the birth anniversary of Dr Sarvepalli Radhakrishnan by honouring teachers. Various programs like teaching by PG students, cultural fest by final year degree students are organized in this regard.
- National Mathematics Day is celebrated to honour Sreenivasa Ramanujan for his contribution to Mathematics on 22nd December. The day is observed by conducting seminars, talks by eminent personalities in the field of Mathematics and exhibitions.
- Reader's Day: The Department of Malayalam in association with Audio Visual Club provides more than fifty books in CD to the students in Hellen Keller Memory Blind School as a mark of respect in the death anniversary of P N Panicker, the father figure of Library and Literacy Movement in Kerala on 19th June every year
- International Yoga Day: The Department of Physical Education and Staff Association jointly organized a workshop in connection with International Yoga Day, which was observed on 21st June since 2015. NSS unit also celebrates the Yoga day by practical session and Demonstration
- Onam, Christmas, Eid, Kerala Piravi, Mother Tongue Day and festivals of National importance are celebrated by conducting cultural fest, games etc.

File Description	Document
Any additional information	View Document

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

Financial Function

All financial information and reports are prepared with complete transparency. All financial matters of the college pass through an internal and external audit for complete accuracy. The office accountant and other related office staff conduct the internal audit and financial reports are prepared. The auditing is done in association with M A Moideen & Associates, which is a certified chartered accounting firm. The finalized financial report is sent to the concerned authority and officials from the Department of Higher Education inspect it.

Academic Function

The college ensures complete transparency in the student's admission process and the merit list is published in the notice board. The college has a strong Alumni base and they kind-heartedly contribute towards supporting financially backward students and in many other ways as possible. The alumni accounts are prepared and maintained efficiently. Separate accounts and reports are maintained for funded programs, seminars and conferences. Authorized personnel from the government conduct an audit to make sure the proper and effective utilization of funds. Since the Institution is a nonprofit organization, each account undergoes three-tier auditing which includes internal audit, external audit, and auditing conducted by government authorities. At the commencement of every academic year, each department formulates an academic and non-academic calendar based on the university academic calendar, which is strictly adhered to matters pertaining to internal assessment and other related aspects are briefed to the first year degree students and their parents at the very beginning of the first semester itself. Each department conducts class PTA every semester for students, which helps to create a rapport between faculty members and parents wherein details regarding internal marks, attendance report, and other academic related information are shared. Attendance report and internal marks are published in the notice board as well as in the Total Campus Solution (TCS) software. Parents and students can log in to the TCS portal to view academic details of individual students.

Administration Function

Administrative activities are conducted by maintaining a good level of transparency. Staff council makes decisions pertaining to administrative practices, which are then shared with teachers for constructive feedback and suggestions. All the administration process is on monitored separate administration committees like infrastructural development monitored by the building committee, Library activities monitored by Library advisory committee. The institution ensures the participation of student union members while materializing different activities and also encourages the active functioning of various student clubs. Students play a pivotal role in various clubs and committees in the college. They enthusiastically perform the responsibilities assigned to them under the guidance of faculty members. This way the institution always upholds complete transparency in all activities.

Auxiliary Functions

The institution follows the guidelines of the Right to Information Act and the Right to Service Act. The institution has an Appellate authority to maintain Right to Information Act, RTI officer, and Assistant RTI officer and the concerned authorities monitor the right to service. The college also provides front office service for better access to the principal.

File Description	Document
Any additional information	View Document

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

BEST PRACTICE -I

DREAMES (MES Drive for the Socio-Cultural Empowerment of Tribes in Attappady)

A Landmark to Modernity

Objectives

- To provide an integrated, sustainable approach for improving education, health, and standard of living of tribes in Attappady.
- To study the complex variables responsible for the lower level of education among tribal community.
- To assess the educational gaps and suggest suitable remedial measures for improvement of their education.
- To ensure holistic educational support for children, adolescents, and adults.
- To attain the highest possible level of the mental, physical and social health of the tribes.
- To execute poverty eradication programs among tribes.
- To empower and improve the socio-economic conditions of the tribes.

The Context

Attappady is the largest tribal settlement in Kerala. College is situated nearby educationally and economically backward area of this tribal region. Owing to lack of education and skill development, they are not becoming part of the inclusive growth. As they located in remote hills, they are largely unaffected by the developmental process. The inhibition to adopt the new methods over the traditional base and gender bias also keep them out of progress. Access to educational institutions is a major factor of their educational backwardness. They are under-resourced to meet the treatment of illness caused after the liquor and drug addiction. It is in this context we thought to conduct tribal empowerment programs in Attappady. College conducted a survey and it is noticed that they are economically backwards and their dropout rate is high. In spite of having reservations in State and Central services, their enrollment is meagre and it underlines the lack of qualified hands among the tribes.

The Practice

The College is executing various activities and programs focusing health, education and socio-economic empowerment of the tribes in Attappady. The Departments of Economics, History, Chemistry, Computer Science, Commerce, languages, and NSS of the college carry out these activities. The practice envisaged

to:

- Provide awareness and motivation classes to the students.
- Started an educational institution in Attappady to fill the educational divide.
- To reduce the dropout rate of tribal children in Attappady, efforts were taken by the College and offered free undergraduate education to the students.
- Qualified guest faculty members are deputed to serve at the newly opened study centre along with the recruited one.
- Students of the college offered different classes and skill development program.
- Conducted a survey on infant mortality and health issues.
- Organized anti-narcotics awareness program by Anti-Narcotic Cell and educated them against the adverse effect of narcotics.
- Conducted anti-drug campaigns and ensured no sale of tobacco or narcotic products among the tribes.
- Provided awareness programs on health issues and hygiene.
- **Health Centre:** The tribes in Attappady faces serious health issues like infant mortality and they also lack access to health care facilities. With the initiative of college, a health centre was opened.
- Students and staff donated an Ambulance for emergency transportation.
- **Mega Medical Camp:** Three mega Health check-up camps were organized with the support of MES Institute of Medical Science Perinthalmanna. 639 tribes were benefited by the service of specialized doctors in General medicine, Pediatrics, Ophthalmology, Dermatology, Dentistry, General Surgery, Community Medicine, etc. Medicines of rupees 75,000 were distributed free of cost among the patients. Free lab tests and eye tests were also provided in the medical camp. Two permanent doctors and six nursing staffs are working in the medical centre and are paid by the College.
- **Construction of Houses:** Many of the tribes are landless and homeless. To address the problem NSS volunteers collected money from the students and supported in constructing their houses.
- **Self Employment Training** offered in grass cutting by using machines. Soap kits were distributed among the tribal families and trained them in Soap Making.

Evidence of Success

The tribal empowerment project was beneficial to both students and tribes. The programs received wide acceptance among the tribes and largely appreciated by the Member of Parliament from Palakkad, Member of Legislative Assembly from Mannarkkad and Presidents of Local Bodies. The awareness programs and classes of qualified lecturers opened new doors to the world of career choices, personal growth; build confidence and sustained development in tribes. By the opening of the Education Center, the tribes could access the facility of education. Many of the tribes utilized the facilities of the health center. Comparing with other health centers tribes are comfortable in the College health center. More than 2,729 tribes have become the beneficiaries of this service. As they have to travel more distance to reach to another hospital the health center was most beneficent among the empowerment program. The tribes have also utilized the services in Mega Medical Camp. The health awareness program raised awareness on health and hygiene. The provided Ambulance facility helped for the emergency transportation of expectant mothers. The anti-narcotic campaigns helped to prevent drug use of tribes and encouraged occasional users to discontinue. Padheyam project was an alternative measure in the eradication of poverty to an extent. Self-training programs like grass cutting by the use of machines and soap making helped to reduce financial constraints among the tribes.

Problems Encountered and Resources Required

The major constraints that we had to face during the execution of these programs were the lack of Transportation, Language barrier, Cultural barriers, Lack of tribal sensitive functionaries, Lack of Continuing Efforts, Educational attainments of tribes and Inadequacy of sufficient fund. As the transportation facilities in this area are not easily accessible, we faced difficulties in implementing these projects. Some people showed a suspicious attitude towards developmental programs and activities and they even disagree to cooperate with the teachers and students. Even though we have a centre for the health empowerment, we are in deficient of the permanent building. To handle the emergency situation we are in lacks of sufficient Ambulance service. Due to the lack of awareness of health issues, some people are reluctant to use the facilities of the health centre.

BEST PRACTICE -II

Integration of ICT into Teaching Learning

Objectives

- To facilitate good communication between the students and teachers and thus promoting a better teaching-learning experience.
- Improving the quality and promotion of universalisation of education through the reduction of the digital divide
- To help students become more competent and confident so that they can use the basic knowledge and skills acquired to assist them in their daily lives.
- To prepare students for the world of tomorrow. It aims to help learners to have an open and flexible mind.
- To empower students who are unable to use this technology outside the college premises by ensuring sufficient access to those students.
- To facilitate good communication between the students and teachers and thus promoting a better teaching-learning experience.

The Practice

The IQAC has implemented a Learning Management System (LMS). Through the LMS every faculty uploads their digital content including PowerPoint, PDF and other e-content. The content is designed in a structured program and course wise. Students can access the e-content for their program and course through the online link as well through the mobile app. Once the content is accessed the accession record of the e-content is also created automatically by the software to help the faculties understand the effective usage of the e-content. The faculties have an option to create an online course in the LMS. the online course consists of multiple sections and chapters and may contain text, images, animations, videos from other webpages and content sites like YouTube.

There is an integrated online MCQ module through which the faculties have implemented a Continuous Internal Assessment (CIE). For every module, question banks have been created. A random set of questions are generated for every student. The scores are automatically generated through the software. Students can take the MCQ through the mobile app or the online portal. The students securing lower marks in the MCQ are identified for remedial coaching or additional support through their mentors.

The college has implemented high-speed internet connectivity through 1:1 leased internet connection with 50 MBPS bandwidth. The departments use projectors and Interactive Digital Boards/ Interactive Intelligent Panel that facilitate the better transaction of the teaching-learning plan.

Network Resource Centre is an added advantage to teachers and students and thus reducing the digital divide and promoting the optimum usage of E-resources.

E-Resource Development Centre / AV Lab (Media Centre) equips the faculty members with a cutting edge in preparing digital learning resources.

Offers wi-fi facility in the college and E-mail address in the college domain to every student.

Subscribed N-List and made accessible to all teachers and students

E-Resources and other E-content available on INFLIBNET and other portals are made available on the campus.

Online Labs are introduced to the students for better comprehension.

Some of the departments also use online assignment through which assignment is given to the students and the students submit the assignment as word file through the online portal. The assignment module of the LMS is also integrated with the plagiarism check software. Some PG Research projects are also submitted through it.

Evidence of Success

- The students have been able to understand the subject matter in a better way through illustrations and ICT content
- The institution has been able to provide better support to the students through continuous monitoring with limited resources
- The faculties have taken videos of lab procedures and made it available through the e-campus which has helped the students to understand the required procedures before the exam

Problems Encountered and Resources Required

- All the faculties are not equally technology competent, so the institution has to arrange training for the faculties for using different ICT software
- The management had to arrange for additional hardware such as projectors, smart boards to facilitate the ICT based teaching - learning

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

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

The vision of MES Kalladi College is, to aspire for the educational advancement, Economic development and welfare of society through excellence in activities. Institution consistently inspires students and provides a platform for methodological skill development, multidisciplinary scheme development, Ethical and human value development.

This institute has to focus on the following vision, mission and working methodology for the community to assure the standard performance through value-adding education and interdisciplinary research. Our college aims at bringing together nations who wish to do their little in empowering the Scheduled Tribes of the country. MES collectively seeks solutions to address the issues relating to a comprehensive and all-encompassing strategy for the development of tribal. This emphasis is to create an enabling ecosystem of equal opportunities for education, health and livelihood and to ensure sustainable development of the tribal community while preserving the unique identities and culture of these communities. With the belief of academic and technical excellence, Institution stimulates and support students to participate in various rural developmental activities. The rural area where a higher education institution of this magnitude can contribute greatly towards local development and promotion of the rural public. The college has at all times shown willingness to adopt new dealings for the enrichment of values among faculty members and students in order to make them better residents. Thus all faculty members and students of our College are fortified to participate in social activities. Moreover, the college plays an active role in the communal range and offers all possible kinds of help to the bordering community. Attappadi is positioned in the mid-eastern part of Kerala; it is one of the neighbouring places of our college. Our mission guides and empowers the tribal population in their uphill potency. Enhanced quality of life, developed environment, justifiable living, human values and quality of education, which are all included under our project. Mainly, essences on quality of life over and done with different expansion activities including health, literacy, moral and ethical progress. As Attappadi faces a number of serious health issues including the death of infants due to malnutrition, sickle cell anaemia etc. And also Lack of accessibility to health facilities, Non-availability of health staff in the health centres, Quality of services, Local beliefs, customs, and practices have obstructed health care delivery to the tribal, etc. are the major issues related to tribal areas. We realize that we have a great role to play. With a view to addressing this serious issue of the health of the tribal, we run an indigenous health centre with all facilities including ambulance facility. Joining hands with the society we help them to be hospitalized and provided with all medical care. The quality of services being provided to tribal citizens is important. We provide high-quality health care with diagnosis, treatment and prevention of disease, illness, injury and other physical and mental impairments. We think that their satisfaction is the most important parameter to judge the quality of health care service provided.

To improve the quality of education among the tribal citizens we provide them with a good ambience for study by the consecutive college in their own village. Our practised and qualified faculties provide helpful lectures. Education is one of the most powerful means of bringing about socio-economic progress among scheduled tribes and it cannot be over-emphasized. The one major factor that can bring revolution in the overall ailment of this tribal population is education. Educated youth is capable of collectively bringing in significant changes and improving the whole community. Moreover, proper education will not just

advantage the tribal people but benefit the entire economy of India. Furthermore, applying effective educational resources for the tribal community will either carry instantaneous changes in their state of living or improve their future living state of affairs. Education is the only primary cause which can help individuals overcome earnings barriers, and expand the horizon of the community when it comes to making career adoptions, peculiar growth, build confidence, and sustained development in well-being. It is the most supreme and vital parameter for a better tomorrow of the tribal population. As a result, many professors and educationists lay major stress on stimulating education for all. Even the government has adopted various measures to conduct this practice, thereby adding to the development of the country. College gives priority for admission in scheduled tribes. Also, provide distinctive scholarships to those students. From our earlier account, it is observed that those students showed more academic excellence and bagged top positions in University examinations. The tribal students are provided with Hostel facility inside the campus guaranteeing the safety and security with all security procedures like surveillance cameras and 24-hour security guard services. “You can no longer see or identify yourself solely as a member of a group, but as a citizen of a nation of one people working toward a common purpose.”

File Description	Document
Any additional information	View Document

5. CONCLUSION

Additional Information :

- serving as the best college among the MES Colleges with full-fledge research facility
- Five decades long service to the nation building keeping in par with fast changing academic environment the college is well poised to take on future challenges of higher education.
- The college strives to maintain and sustain standards of teaching-learning, research and innovation through the better integration of the ICT with teaching- learning process
- Fifty years of service had tremendous growth on the GER ratio of the district in Higher Education
- The tag of Aluminae - Kalladianz have been found accross the world and it has a larger imprint locally and globally.
- The array of sucessful aluminae is well represented by world renoued scientist Dr. Ajith Paraemeswaran, a member in prestigious Colordon Project

Concluding Remarks :

- The institution stands for bringing up the best models in educational field with an inclusive approach and it is consistently looking for the sustainable development.
- We are committed to offer the best possible opportunities in education to the under privileged and marginalized. A bouquet of world renowned and globally recognized Scientists, larger number of Academicians, Technocrats, Bureaucrats, Politicians, Lawyers, Social workers, Entrepreneurs etc. forms a testimonial for the productive functioning of this great centre of learning since last fifty years.
- The College strives for bringing structural change with innovative approach to cater the needs of stakeholders and so as to bring up the 'Newgen' with enough potential to compete with the challenges in the digital world scenario; thus we believe in inherent change to untie the knot and to transform the stopping stones to stepping stones.
- We acknowledge the support of all stakeholders in developing the College as a leading institution under the University of Calicut. Also the feedback from students, Parents and society forms valuable inputs in addressing the need of the time and the manifestation of the dream- to evolve the College in to a Centre of Excellence.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Number of certificate/diploma program introduced during the last five years</p> <p>1.1.2.1. Number of certificate/diploma programs introduced year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>20</td> <td>20</td> <td>20</td> <td>20</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>04</td> <td>01</td> <td>0</td> <td>01</td> <td>11</td> </tr> </tbody> </table> <p>Remark : Office Automation,professional Programmer,Graphic Designing Accouting,Garden Management Web Designing,NET Technologies Animation,Vermi Composting Arabic Translation,Jewellery Designing have been introduced in 2013-14. While Human Rights in 2014-15, Seedling Preparation in Trays in 2016-17 and SPSS, Food Processing Technician Content writing and Marketing Management have been introduced in 2017-18. Change of syllabus does not change the course unless the new course is supported by additional minutes of meeting of the university BoS/ academic council.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	20	20	20	20	20	2017-18	2016-17	2015-16	2014-15	2013-14	04	01	0	01	11
2017-18	2016-17	2015-16	2014-15	2013-14																	
20	20	20	20	20																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
04	01	0	01	11																	
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>18</td> <td>7</td> <td>6</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>8</td> <td>1</td> <td>1</td> <td>5</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	18	18	7	6	5	2017-18	2016-17	2015-16	2014-15	2013-14	5	8	1	1	5
2017-18	2016-17	2015-16	2014-15	2013-14																	
18	18	7	6	5																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
5	8	1	1	5																	
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years</p> <p>Answer before DVV Verification : 289</p>																				

	Answer after DVV Verification: 250																				
1.2.3	<p>Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> </tr> <tr> <td>2450</td> <td>2195</td> <td>1890</td> <td>1510</td> <td>1570</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1"> <tr> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> </tr> <tr> <td>2148</td> <td>2172</td> <td>1627</td> <td>1497</td> <td>1482</td> </tr> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	2450	2195	1890	1510	1570	2017-18	2016-17	2015-16	2014-15	2013-14	2148	2172	1627	1497	1482
2017-18	2016-17	2015-16	2014-15	2013-14																	
2450	2195	1890	1510	1570																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
2148	2172	1627	1497	1482																	
1.3.2	<p>Number of value added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years</p> <p>Answer before DVV Verification : 115</p> <p>Answer after DVV Verification: 54</p>																				
1.4.1	<p>Structured feedback received from</p> <p>1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus- Semester wise/ year-wise</p> <p>Answer before DVV Verification : A.Any 4 of the above</p> <p>Answer After DVV Verification: B.Any 3 of the above</p> <p>Remark : The HEI has not provided the information/ clarification as requested by DVV (three filled feedback forms from all stakeholders from whom feedback on curriculum) Hence HEI input cannot be verified</p>																				
1.4.2	<p>Feedback processes of the institution may be classified as follows:</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website</p> <p>Answer After DVV Verification: A. Feedback collected, analysed and action taken and feedback available on website</p>																				
2.1.2	<p>Average Enrollment percentage</p> <p>(Average of last five years)</p> <p>2.1.2.1. Number of students admitted year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> </tr> </table>	2017-18	2016-17	2015-16	2014-15	2013-14															
2017-18	2016-17	2015-16	2014-15	2013-14																	

969	918	821	731	651
-----	-----	-----	-----	-----

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
969	918	821	731	651

2.1.2.2. Number of sanctioned seats year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
---------	---------	---------	---------	---------

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

2.2.3.1. Number of differently abled students on rolls

Answer before DVV Verification : 24

Answer after DVV Verification: 15

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

2.3.2.1. Number of teachers using ICT

Answer before DVV Verification : 97

Answer after DVV Verification: 107

2.3.3 Ratio of students to mentor for academic and stress related issues

2.3.3.1. Number of mentors

Answer before DVV Verification : 97

Answer after DVV Verification: 91

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

2.4.2.1. Number of full time teachers with Ph.D. year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
12	10	12	11	8

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
10	9	12	10	7

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

2.4.4.1. Number of full time teachers receiving awards from state /national /international level

from Government recognised bodies year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
31	22	8	5	8

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : Opted out metric

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

2.4.5.1. Number of full time teachers from other states year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
35	30	29	22	17

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
37	30	27	15	13

2.6.3 Average pass percentage of Students

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

Answer before DVV Verification : 492

Answer after DVV Verification: 462

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

Answer before DVV Verification : 623

Answer after DVV Verification: 680

3.1.2 Percentage of teachers recognised as research guides at present

3.1.2.1. Number of teachers recognised as research guides

Answer before DVV Verification : 6

Answer after DVV Verification: 4

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

3.1.3.1. Number of research projects funded by government and non-government agencies during

	<p>the last five years</p> <p>Answer before DVV Verification : 70 3.1.3.2. Number of full time teachers worked in the institution during the last 5 years</p> <p>Answer before DVV Verification : 104</p> <p>Answer after DVV Verification: 169</p>																				
3.3.1	<p>The institution has a stated Code of Ethics to check malpractices and plagiarism in Research</p> <p>Answer before DVV Verification : Yes</p> <p>Answer After DVV Verification: Yes</p>																				
3.3.3	<p>Number of Ph.D.s awarded per teacher during the last five years</p> <p>3.3.3.1. How many Ph.Ds awarded within last five years</p> <p>Answer before DVV Verification : 0 3.3.3.2. Number of teachers recognized as guides during the last five years</p> <p>Answer before DVV Verification : 6</p> <p>Answer after DVV Verification: 4</p>																				
3.3.5	<p>Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years</p> <p>3.3.5.1. Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>19</td> <td>29</td> <td>36</td> <td>19</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>18</td> <td>29</td> <td>36</td> <td>17</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	14	19	29	36	19	2017-18	2016-17	2015-16	2014-15	2013-14	14	18	29	36	17
2017-18	2016-17	2015-16	2014-15	2013-14																	
14	19	29	36	19																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
14	18	29	36	17																	
3.4.3	<p>Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years</p> <p>3.4.3.1. Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>209</td> <td>153</td> <td>160</td> <td>26</td> <td>22</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	209	153	160	26	22	2017-18	2016-17	2015-16	2014-15	2013-14					
2017-18	2016-17	2015-16	2014-15	2013-14																	
209	153	160	26	22																	
2017-18	2016-17	2015-16	2014-15	2013-14																	

34	33	15	15	10
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Remark : The HEI input updated after considering only those activities that have been conducted through NSS/ NCC/ Red Cross/ YRC.

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

3.4.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2560	2200	1900	1660	1540

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
01	0	0	0	0

Remark : All the activities in the attached data are either through NSS/NCC OR through the departments of the college. None of these have been with or in collaboration with Government Organisations, Non-Government Organisations. It was requested to HEI in deviation remarks as well to not consider the NSS and NCC activities mentioned in 3.4.3. The HEI has removed the word NSS/ NCC from excel sheet but the attached reports/ certificates are all of NSS and NCC activities.

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

3.5.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
34	40	27	46	40

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
24	27	24	17	31

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

	<p>4.1.3.1. Number of classrooms and seminar halls with ICT facilities Answer before DVV Verification : 74 Answer after DVV Verification: 69</p>																				
4.1.4	<p>Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.</p> <p>4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>113.00258</td> <td>39.82586</td> <td>160.39178</td> <td>71.34084</td> <td>102.32397</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>125.5287</td> <td>122.8110</td> <td>150.3917</td> <td>71.34084</td> <td>102.3239</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	113.00258	39.82586	160.39178	71.34084	102.32397	2017-18	2016-17	2015-16	2014-15	2013-14	125.5287	122.8110	150.3917	71.34084	102.3239
2017-18	2016-17	2015-16	2014-15	2013-14																	
113.00258	39.82586	160.39178	71.34084	102.32397																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
125.5287	122.8110	150.3917	71.34084	102.3239																	
4.2.5	<p>Availability of remote access to e-resources of the library</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: Yes</p>																				
4.2.6	<p>Percentage per day usage of library by teachers and students</p> <p>4.2.6.1. Average number of teachers and students using library per day over last one year Answer before DVV Verification : 12538 Answer after DVV Verification: 70</p>																				
4.3.3	<p>Available bandwidth of internet connection in the Institution (Lease line)</p> <p>Answer before DVV Verification : ≥ 50 MBPS Answer After DVV Verification: ≥ 50 MBPS</p>																				
5.1.1	<p>Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years</p> <p>5.1.1.1. Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1329</td> <td>1126</td> <td>1119</td> <td>1128</td> <td>1037</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	1329	1126	1119	1128	1037	2017-18	2016-17	2015-16	2014-15	2013-14					
2017-18	2016-17	2015-16	2014-15	2013-14																	
1329	1126	1119	1128	1037																	
2017-18	2016-17	2015-16	2014-15	2013-14																	

1329	1126	1119	1128	1288
------	------	------	------	------

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

5.1.2.1. Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
820	540	353	268	253

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
820	540	353	268	253

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

Answer before DVV Verification : A. 7 or more of the above

Answer After DVV Verification: B. Any 6 of the above

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
216	131	152	128	165

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
127	76	90	80	131

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14

5.2.3.2. Number of students who have appeared for the exams year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
21	14	18	7	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
800	800	800	800	800

5.3.1 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) 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:

Answer After DVV Verification :

00	00	00	00	00

Remark : As per the HEI data.

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

5.4.3.1. Number of Alumni Association /Chapters meetings held year-wise during the last five

years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
24	10	9	12	8

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
02	02	02	02	02

Remark : The HEI has attached mixed papers of Registers, Reports, normals hand written papers for AY 2015-16, 16-17 and 17-18. From the papers it evident that maximum of 2 Alumni Association / Chapters meetings were held during an academic year, Accordingly it has been updated

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
96	88	91	76	71

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
100	95	88	78	50

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
94	83	71	67	69

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
7	9	3	5	1

Remark : The HEI input updated after considering ONLY professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program . One-day programs have been removed.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
20.00000	19.80000	95.10000	56.15000	81.71769

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
20.00000	19.80000	95.10000	56.15000	81.71769

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

Answer before DVV Verification : A. Any 4 of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : As per attached documents and links, NIRF participation has been accepted

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

7.1.3.1. Annual power requirement met by the renewable energy sources (in KWH)

Answer before DVV Verification : 10

	<p>Answer after DVV Verification: 00</p> <p>7.1.3.2. Total annual power requirement (in KWH)</p> <p>Answer before DVV Verification : 40</p> <p>Answer after DVV Verification: 01</p> <p>Remark : The Green audit report which HEI has attached do not have any mentioned to the inputs and subject of this metric . The Picture of renewable energy sources (Solar Panel) is also not geotagged. Hence HEI input cannot be verified</p>																				
7.1.4	<p>Percentage of annual lighting power requirements met through LED bulbs</p> <p>7.1.4.1. Annual lighting power requirement met through LED bulbs (in KWH)</p> <p>Answer before DVV Verification : 6.958</p> <p>Answer after DVV Verification: 0</p> <p>7.1.4.2. Annual lighting power requirement (in KWH)</p> <p>Answer before DVV Verification : 9.8</p> <p>Answer after DVV Verification: 01</p> <p>Remark : The Green audit report which HEI has attached do not have any mentioned to the inputs and subject of this metric .Hence HEI input cannot be verified</p>																				
7.1.9	<p>Differently abled (Divyangjan) Friendliness Resources available in the institution:</p> <ol style="list-style-type: none"> 1. Physical facilities 2. Provision for lift 3. Ramp / Rails 4. Braille Software/facilities 5. Rest Rooms 6. Scribes for examination 7. Special skill development for differently abled students 8. Any other similar facility (Specify) <p>Answer before DVV Verification : A. 7 and more of the above</p> <p>Answer After DVV Verification: C. At least 4 of the above</p> <p>Remark : The HEI input accepted for 1.Physical Facilities 2. Ramps/ Rails 3. Rest rooms. No other Resource is supported by documentary proof</p>																				
7.1.10	<p>Number of Specific initiatives to address locational advantages and disadvantages during the last five years</p> <p>7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1783 1046 1917"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>33</td> <td>33</td> <td>34</td> <td>30</td> <td>23</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1995 1046 2085"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	33	33	34	30	23	2017-18	2016-17	2015-16	2014-15	2013-14					
2017-18	2016-17	2015-16	2014-15	2013-14																	
33	33	34	30	23																	
2017-18	2016-17	2015-16	2014-15	2013-14																	

00	00	00	00	00
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Remark : The attached circulars do not prove the conduct of initiatives to address locational advantages and disadvantages, Hence HEI input cannot be verified. No reports/ news/ pictures/ attendance sheets etc are attached which prove that the initiatives were conducted

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
33	33	34	30	23

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

Remark : The HEI has again attached NSS activities which are not eligible in this metric.

7.1.15 The institution offers a course on Human Values and professional ethics

Answer before DVV Verification : Yes

Answer After DVV Verification: Yes

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
13	15	11	9	4

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the institution across all programs during the last five years</p> <p>Answer before DVV Verification : 606</p> <p>Answer after DVV Verification : 500</p>																				
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>282</td> <td>281</td> <td>250</td> <td>228</td> <td>222</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>282</td> <td>281</td> <td>250</td> <td>228</td> <td>222</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	282	281	250	228	222	2017-18	2016-17	2015-16	2014-15	2013-14	282	281	250	228	222
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2.3	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>775</td> <td>611</td> <td>578</td> <td>436</td> <td>392</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>680</td> <td>595</td> <td>523</td> <td>414</td> <td>381</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	775	611	578	436	392	2017-18	2016-17	2015-16	2014-15	2013-14	680	595	523	414	381
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3.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>97</td> <td>88</td> <td>91</td> <td>76</td> <td>71</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>107</td> <td>109</td> <td>96</td> <td>80</td> <td>78</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	97	88	91	76	71	2017-18	2016-17	2015-16	2014-15	2013-14	107	109	96	80	78
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Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
112	111	99	85	78

4.1	<p>Total number of classrooms and seminar halls</p> <p>Answer before DVV Verification : 74</p> <p>Answer after DVV Verification : 69</p>																				
4.2	<p>Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>231.87659</td> <td>212.39978</td> <td>349.09036</td> <td>369.13250</td> <td>220.41972</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>462.7376</td> <td>307.6949</td> <td>674.3658</td> <td>475.7291</td> <td>313.7862</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	231.87659	212.39978	349.09036	369.13250	220.41972	2017-18	2016-17	2015-16	2014-15	2013-14	462.7376	307.6949	674.3658	475.7291	313.7862
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