



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

M E S KALLADI COLLEGE

**MANNARKKAD COLLEGE (P.O), PALAKKAD (DIST)-678583
678583**

<https://meskc.ac.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

MES Kalladi College is a proud symbol of the Muslim Educational Society for the cause of higher education in Kerala, especially for the educationally and socially backward sections. The MES initiated this college as its first step, and the late Kalladi Cheriya Kunhammed Sahib, along with the local public, worked tirelessly to bring it to fruition. The college is situated against the backdrop of the Western Ghats.

The college is a government aided institution, affiliated to the University of Calicut and included under 2(f) and 12(B) of the UGC Act. The college started functioning as a junior college in 1967 and was upgraded in 1971 with the introduction of degree courses and later the college was further upgraded as a Post Graduate college in 1978. In 2016, the college upgraded the Department of History to become the first research centre. Now the college is offering 20 Under Graduate programmes, 9 Post Graduate programmes, 1 Integrated PG programme and 5 Research Programmes.

The college consistently rewards excellence in curricular and co-curricular endeavors by maintaining a positive academic atmosphere for intellectual pursuits. The college was first accredited with 'B++' grade by NAAC in 2006 and then reaccredited in 2013 with an 'A' Grade. It was a felicitous recognition of the college striving for excellence that had resulted in getting an 'A+' grade in the third cycle of accreditation in 2019. The college also got ISO 9001:2015 certification in 2019.

In 2015, the college received FIST funding from the Department of Science and Technology, Government of India, to enhance its research facilities. Additionally, the college has secured financial support for infrastructure development and research activities from the UGC and KSCSTE. The college is equipped with good infrastructural and technological facilities to enhance the academic environment. The college has an automated library, which serves as a platform for knowledge enrichment and sharing. The college boasts an ample collection of books and journals. The faculty members and research scholars have publications in international and national peer reviewed journals. Along with the curricular and academic enrichment of the students, college focuses on the skill development of the students thereby moulding them to achieve better career goals. The college organizes outreach and extension programs to cater its services to the community, especially in the nearby tribal area, Attapadi.

Our students have a good academic track record, with over 85% passing their final year examinations. We also boast a significant number of rank holders. The college promotes students' sports and arts talents by providing them with facilities to enhance their abilities. Our students achieved many national and international medals in various sports activities such as Karate, Thaikonda, wrestling, athletics, football, kickboxing, etc. Our students demonstrate their excellence in the arts by winning prizes at university festivals.

MES Kalladi College has a longstanding tradition of supporting the cultural and educational development of the community. It is perpetually endeavouring to achieve excellence by adhering to the most recent advancements in higher education.

Vision

Mould exemplary citizens with **quality education** that encompasses competent spirit, scientific temperament, civic consciousness, and social commitment.

Mission

To provide new vistas of knowledge with innovative programmes and courses that adapt to the evolving demands of time thus enabling the **vertical and horizontal growth of the recipients.**

To mentor and assist the underprivileged to guarantee their upbringing as self-reliant and confident individuals.

To deliver a culturally rich, inclusive educational experience for learners that will eradicate the barriers of discrimination on any grounds and uphold the nation's integrity and universal brotherhood.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Sprawling, beautiful and vibrant campus
- College serves as education hub for Minorities, OBC and Tribal
- Very good infrastructure facilities to support teaching-learning, research and co-curricular activities
- Highly supportive visionary and proactive management
- Fully automated library with over 40000 thousand books, thousands of e-resources through INFLIBNET
- Digital repository D-Space for accessing e-contents
- Holistic integration of ICT in academics
- DST-FIST funding for improvement of research infrastructure
- Research Centres for Chemistry, History, Economics, Commerce and Mathematics
- Effective functioning of statutory cells
- Scholarships and other financial assistance to the needy students
- Skill oriented certificate courses offered to students to enhance employability
- Strong support to students for career guidance and placement
- Very good results in university examinations and students securing ranks
- Coaching for various competitive examinations for enhancing progression of students to higher education
- Plenty of opportunities in curricular/ co- curricular activities and sports
- Regular achievements of students in arts and sports at the University, State and National level
- Excellent linkages with community which has received many awards and appreciations
- E-governance in different areas of administration and academics
- Good connectivity with Parents and Alumni
- Eco-friendly campus and regular conduct of environmental sensitization programmes
- Member institution of flagship programmes like ‘Unnat Bharat Abhiyan’, ‘Institution Innovation Council’, etc.

Institutional Weakness

- Limited number of tie up with industries
- Lesser number of research publications of faculty members in internationally reputed journals
- Lesser number of entrepreneurial ventures and start up from students

Institutional Opportunity

- Enrolment of foreign students
- Alumni support can be utilised for placement of students
- MoU with Indonesian University to be explored for academic and research collaborations
- Technology Business Incubation Centre to catalyse more start up from students

Institutional Challenge

- English communication skill of students
- Connecting with employers for better placement
- Lack of autonomy restricting academic freedom

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college follows the curriculum stipulated by the affiliated University of Calicut. The institution is making a huge leap with the implementation of the Four-Year Under Graduate Program in accordance with NEP's objectives. The academic monitoring committee plans the curriculum delivery at the institution, following the directions of the college council and IQAC, and adhering to the university's academic calendar. The institution adopts various methods for curriculum delivery. The college sets significant emphasis on experiential learning via internships, fieldwork, projects, and hands-on training. The college documents and monitors curriculum delivery through its department diary and teachers' diary. Internal assessment determines that the student achieves 20% of the total marks for each course.

In addition to the university's prescribed curriculum, the college offers certificate courses to students, which provide an opportunity for skill development. During the last five years, the college offered 137 such courses, enrolling 73.71 % of the students in these courses.

Cross-cutting issues such as human values, professional ethics, environmental sustainability, and gender are integrated into the curriculum through some of the courses in the syllabus and by the activities conducted by departments and clubs. Students undertake field projects, fieldwork, or internships that provide opportunities for curriculum enrichment. 40.99% of the students have undertaken such activities during the latest academic year. An efficient mechanism is in place to collect feedback from stakeholders, analyze it, and submit it to the appropriate bodies addressing the suggestions.

Teaching-learning and Evaluation

The college follows the admission procedure of the University of Calicut through the Centralized Online

Admission Process (CAP). For the last five years, the college has maintained an average enrolment of 87.53 %. Student diversity is maintained as per government policies and reservation categories. 82.79 % of seats earmarked for reserved categories are filled. Above 94.51 % of sanctioned teacher strength is filled, which ensures a good ratio of student to teacher at 28.87:1. Well-qualified teachers, 76.15 % of them having PhD/NET as their highest academic qualification, play a constructive role in a vibrant student-centric teaching and learning process.

Aligning with the demands, needs and aspirations of the young community, the institution has always reevaluated the traditional pedagogical methods and approaches to step up and embrace strategies that prioritize student participation in curricular and cocurricular activities. Teaching- Learning process is equipped with updated ICT tools to enhance the learning experience and to promote digital literacy skills. Various clubs and cells like Boomitrasena, Udhyami, Sachethana, Litcart, Media Club, and the like have consistently conducted activities to enhance ability, confidence, experience, and skill in learners. The institution maintains transparency as a fundamental principle in both internal and external assessments, addressing any grievances through the appropriate channels.

The institution has incorporated outcome-based education, effectively communicating POs, PSOs, and COs to stakeholders via the website, handbook, and orientation programs. The course attainment is evaluated based on direct and indirect assessment. In the last five years, the institution has achieved an average pass percentage of 85.88.

Research, Innovations and Extension

M E S Kalladi College is committed to nurturing research, fostering innovation, and actively contributing to community development. The college has secured a grant of 53.69 lakh from government agencies to support its research projects. The innovation ecosystem is facilitated by the research departments, IIC, IEDC, YIP, ED Club, and IPR Cell, all of which work collaboratively to promote innovative thinking, develop entrepreneurial skills, and provide awareness about the generation and transfer of knowledge and intellectual property. UDHYAMI, launched by the Women Cell, empowers female students by providing them with opportunities to develop entrepreneurial skills. The Technology Business Incubation Centre, started on campus, successfully incubated one startup during the last year. The Indian Knowledge System (IKS) initiative enriches the academic experience by promoting the study of history, culture, and traditional knowledge systems.

The college has organized 52 seminars and workshops on research methodology, intellectual property rights, and entrepreneurship over the past five years. With 54 articles published in Scopus-indexed/UGC CARE-listed journals and 40 books/chapters/proceedings, the faculty members of the college demonstrate a serious approach to research.

The college places a strong emphasis on community outreach. A total of 109 extension activities have been conducted through NSS, NCC, and various departments, addressing societal needs and fostering social responsibility. The institution has signed 32 MoUs with industries, municipalities, training centres, and other organizations, ensuring active collaboration and knowledge sharing.

Infrastructure and Learning Resources

The institution features modern and well-maintained infrastructure designed to enhance teaching and learning.

The campus supports academic, administrative, co-curricular, and extracurricular activities and also hosts public examinations. It includes 83 classrooms, 19 laboratories, an auditorium, three air-conditioned conference halls, a research instrumentation room, two museums, hostels (boys and girls), a daycare centre, an open stage, a canteen, and a vehicle parking area. 35 class rooms are made smart with interactive LED panels. CCTV surveillance ensures security, while ramps, accessible washrooms, wheelchairs, and lifts ensure accessibility for differently abled students. Of the total expenditure excluding salary, 51.79% is allocated for infrastructure development, while 29.27% is spent on maintenance and academic enhancement.

Koha (version 23.05) automates the library, organizing 40,706 books, 40 journals, 14 magazines, and 10 newspapers using the Dewey decimal classification system. The institutional repository is managed by D-Space. There are 256 computers for students to use. UPS (120 kVA) and diesel generator (35 kVA) are in place to ensure uninterrupted power supply. Sports facilities include a multi-gym, a multipurpose indoor stadium, a 400-meter athletic track, a football field, a cricket field, and an archery and shooting range. Green initiatives feature a butterfly garden, vegetable and herbal gardens, a fruit garden, a vermicomposting unit, waste segregation, and a biogas plant. The institution has a maintenance policy for developing and maintaining infrastructure. There is a campus development and maintenance committee to look after the activities.

Student Support and Progression

M E S Kalladi College offers comprehensive student support, including scholarships, financial assistance, capacity-building programmes, coaching for competitive examinations, and placement drives, which have resulted in a strong network of well-placed alumni. In addition to government scholarships, the college management and Parent-Teacher Association provide merit-based scholarships and financial assistance to students with special needs.

An average of 75.95% of the students received scholarships during the last five years. The career guidance and placement cell enhance employability by developing technical and soft skills, offering career support, and informing students about job opportunities. An average of 53.74% of the students benefited from coaching for competitive examinations, and 108 students have cleared such examinations during the last five years. 61.2 % of students were either progressed or placed after their graduation.

The institution maintains a safe environment, adhering to government guidelines for addressing student grievances related to sexual harassment and ragging. A robust mechanism is in place for submitting grievances, ensuring prompt and effective resolution. The college fosters student talent in sports and cultural activities, earning 165 awards and medals. Students of the institution participated in 171 events on and off-campus, showcasing their talents. The Alumni Association of M E S Kalladi College is registered and provides financial and non-financial support, reflecting their lasting connection and commitment to the institution.

Governance, Leadership and Management

The institutional leadership, governance, activities, and practices are properly guided by its vision and mission. The Institutional Perspective Plan (VISION 2025) formulated in 2019 aimed to achieve ten different strategic goals, including infrastructure development, human resource development, student support, research and consultancy, entrepreneurship development, innovation and start-up, skill education, community outreach, and green initiatives to become the state's top-performing institutions. The principles of decentralisation and participative management guide every aspect of institutional governance, and this is evident in the successful

implementation of the IDP.

The well-formulated policies like quality policy, resource mobilisation policy, etc., the administrative setup, appointment, and service rules resulted in the effective functioning of the institutional bodies. The performance appraisal system in the institution evaluates its staff on a regular basis to maintain its strict quality parameters. The faculty empowerment strategies are designed to develop the performance of teaching and non-teaching staffs. The welfare measures improve satisfaction, morale, and productivity of the staff. The college is implementing e-governance to its full potential using digital technologies in areas like administration, financial management, student support, and conducting examinations.

On average, 61.42% of teaching and non-teaching staff participated in FDP, MDPs, and administrative training programs and 51.3% of teachers were provided with financial support to attend conferences and workshops during the last five years. The college manages its financial activities by implementing proper strategies for fund mobilization and their effective utilization. The college conducts both internal and external audits to confirm the accuracy of financial transactions. The institution has a strong IQAC that promotes overall quality assurance strategies and processes.

Institutional Values and Best Practices

MES Kalladi College is a coeducational institution and promotes gender equity through its diverse curricular and co-curricular activities. The institution provides supportive facilities like restroom, daycare centre, and napkin wending machines for women and conducts regular gender audits to ensure continuous improvement.

The institution regularly conducts energy audits and environment audits, showing its commitment towards environmental protection and energy conservation. We carried out clean and green initiatives both within and beyond the campus, which reflects our obligation to sustainability and inclusivity. The institution has facilities for waste management and water conservation. We provide a disabled-friendly and barrier-free environment for the Divyangjan with facilities like lifts, ramps, etc.

The students, teachers, and non-teaching staff from different religious, cultural, and socio-economic backgrounds live in harmony at the college and engage in their academic and related activities.

Two practices stand out as particularly effective within the institution. SPARSH (Touching Rural Lives through Student-Driven Community Services) focusses on enriching experiential learning that fosters humanitarian values. An array of community-based programs designed to support and uplift the local community are organised to instill a service-oriented mindset among students.

Skill Training and Entrepreneurship Development is another best practice that focuses on providing skill training programmes to enhance students' proficiency and confidence in specific job-related skills, as well as exposure to entrepreneurship activities to start, manage, and grow their own ventures. The commitment to empower Scheduled Tribes and Scheduled Castes from the rural areas of the hilly Attappadi region is our distinctiveness.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	M E S KALLADI COLLEGE
Address	Mannarkkad College (P.O), Palakkad (Dist)-678583
City	Mannarkkad
State	Kerala
Pin	678583
Website	https://meskc.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Rajesh C	04924-222377	8078462377	-	iqacmeskc@gmail.com
IQAC / CIQA coordinator	Azhar A	0492-4222377	6238167092	-	iqac@meskc.ac.in

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	Yes
Linguistic	
Any Other	

Establishment Details				
State	University name	Document		
Kerala	University Of Calicut	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	31-01-2018	View Document		
12B of UGC	31-01-2018	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
AICTE	View Document	09-05-2024	24	

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	Mannarkkad College (P.O), Palakkad (Dist)-678583	Rural	25.6	20285.52

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, History	48	Higher Secondary	English	70	66
UG	BSc,Botany, Botany	48	Higher Secondary	English	55	48
UG	BSc,Chemistry, Chemistry	48	Higher Secondary	English	55	42
UG	BSc,Mathematics, Mathematics	48	Higher Secondary	English	55	40
UG	BSc,Physics, Physics	48	Higher Secondary	English	55	43
UG	BA,Economics, Economics	48	Higher Secondary	English	70	69
UG	BA,English Language And Literature, English Language and Literature	48	Higher Secondary	English	70	57
UG	BSc,Food Technology, Food Technology	48	Higher Secondary	English	55	33
UG	BSc,Computer Application	48	Higher Secondary	English	55	40

	n,Computer Science					
UG	BCA,Computer Application,	48	Higher Secondary	English	55	48
UG	BA,Islamic History,Arabic and Islamic History	48	Higher Secondary	English	70	65
UG	BBA,Commerce,Finance	48	Higher Secondary	English	60	55
UG	BCom,Commerce,Computer Application	48	Higher Secondary	English	70	58
UG	BCom,Commerce,Coope ration	48	Higher Secondary	English	70	56
UG	BCom,Commerce,Finance	48	Higher Secondary	English	70	66
UG	BVoc,Tourism And Hospitality Management, Tourism and Hospitality Management	36	Higher Secondary	English	67	36
UG	BVoc,Data Science And Analytics,Data Science and Analytics	36	Higher Secondary	English	55	26
UG	BVoc,Dairy Science And Technology, Dairy Science and Technology	36	Higher Secondary	English	42	16

UG	BA,Journalism And Mass Communication,Journalism and Mass Communication	48	Higher Secondary	English	70	13
UG	BBA,Business Administration,Finance	48	Higher Secondary	English	60	55
PG	MA,History, History	24	Graduation	English	33	20
PG	MSc,Botany, Botany	24	Graduation	English	23	6
PG	MSc,Chemistry,Chemistry	24	Graduation	English	23	11
PG	MSc,Mathematics,Mathematics	24	Graduation	English	33	14
PG	MSc,Physics, Physics	24	Graduation	English	23	12
PG	MA,Economics,Economics	24	Graduation	English	33	25
PG	MA,Islamic History,Islamic History	24	Graduation	English	33	14
PG	MCom,Commerce,Finance	24	Graduation	English	33	24
PG	MSc,Forensic Science,Forensic Science	24	Graduation	English	23	15
PG	Integrated(PG),Psychology,M Sc Psychology	60	Higher Secondary	English	40	29
Doctoral (Ph.D)	PhD or DPhil ,History,History	60	Post Graduation	English	11	11

Doctoral (Ph.D)	PhD or DPhil ,Chemistry, Chemistry	60	Post Graduation	English	4	4
Doctoral (Ph.D)	PhD or DPhil ,Mathematics ,Mathematics	60	Post Graduation	English	1	0
Doctoral (Ph.D)	PhD or DPhil ,Economics, Economics	60	Post Graduation	English	1	1
Doctoral (Ph.D)	PhD or DPhil ,Commerce, Commerce	60	Post Graduation	English	0	0

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				1				58			
Recruited	0	0	0	0	1	0	0	1	28	29	0	57
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				79			
Recruited	0	0	0	0	0	0	0	0	23	56	0	79
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				30
Recruited	15	6	0	21
Yet to Recruit				9
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	3	2	0	5
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	1	0	0	1
Ph.D.	0	0	0	1	0	0	14	8	0	23
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	0	0	0	26	56	0	82
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	1	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	6	19	0	25
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1075	5	0	0	1080
	Female	1959	0	0	0	1959
	Others	0	0	0	0	0
PG	Male	45	0	0	0	45
	Female	314	0	0	0	314
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	6	0	0	0	6
	Female	10	0	0	0	10
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	82	80	81	71
	Female	257	268	261	243
	Others	0	0	0	0
ST	Male	16	17	12	10
	Female	14	25	20	16
	Others	0	0	0	0
OBC	Male	858	907	992	1006
	Female	1515	1700	1849	1846
	Others	1	0	0	0
General	Male	104	103	97	84
	Female	168	152	135	128
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		3015	3252	3447	3404

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>M E S Kalladi College, Mannarkkad, offers a wide array of academic programmes, encompassing 20 undergraduate (UG), 9 postgraduate (PG), 1 integrated PG, and 5 PhD degrees. This includes three vocational degree programmes (B Voc). All the UG courses strictly follow the Calicut University Choice Based Credit Semester System (CBCSS), which grants students the freedom to pursue four audit courses during the first four semesters and one open course during the fifth semester. Students are free to choose the open courses offered by other departments, providing opportunities for STEM courses for humanities stream also. In addition, students have the option to choose two specialized</p>
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courses during the fifth and sixth semesters. As part of its alignment with the New Education Policy, the college is shifting to the Four-Year Undergraduate Programme (FYUGP) starting from the academic year 2024-25. Additionally, the postgraduate programs follow the Choice Based Credit Semester System (CBCSS) curriculum, which offers students the opportunity to select an Ability Enhancement Course (AEC) during their first semester. The departments offer diverse certificate courses where students from any discipline can join. Students are encouraged to participate in internships and engage in projects beyond the required coursework, as these experiences will significantly contribute to the development of their productivity and critical thinking skills. Self-paced online courses are also encouraged as an integral part of the learning culture, offering scholars access to a broad range of topics. Additionally, the college fosters an interdisciplinary approach to research through various dedicated research centers.

2. Academic bank of credits (ABC):

M E S Kalladi College is affiliated to the University of Calicut, which has initiated the registration process for its students under the Academic Bank of Credits (ABC) system. The University’s current digital infrastructure will be upgraded to incorporate academic credits earned by students from various higher education institutions. This initiative grants students greater flexibility in pursuing their academic and vocational goals. Additionally, students who have not completed their courses can re-enroll at the institution by redeeming credits previously earned from other higher education institutions. This will facilitate the enrollment of academic talents from diverse geographical regions across the country. The new Four-Year Undergraduate Programme (FYUGP) of the university ensures the transferability of academic credits earned by students to institutions worldwide. In the fourth year, students are required to complete at least two online courses, which will be included in their academic credits. Faculty members are expected to familiarize students with online platforms such as SWAYAM of NPTEL, where they can select these courses. Currently, the college serves as a local chapter of NPTEL.

3. Skill development:

The college offers three Bachelor of Vocation (B.Voc) programs—Tourism & Hospitality, Dairy

Science & Technology, and Data Science & Analytics—aligned with the National Skill Qualification Framework (NSQF), with attainable skill levels ranging from 4 to 7. These B.Voc programs integrate the NSQF into undergraduate education, enhancing students' employability and aligning their skills with industry demands. The internships provided during the B.Voc programs further improve students' placement prospects. The college also offers a variety of courses aimed at refining students' job-related skills. Additionally, the college has signed Memoranda of Understanding (MoUs) with government and non-government agencies and organizations to provide skill development courses, which primarily focus on training and orientation in various employability skills. Certificate courses are available in Python Programming, Ethical Hacking, Logistics and Supply Chain Management, Business Intelligence Using Excel and Tableau, and more. The college places a strong emphasis on the development of students' skill sets, recognizing this as essential for effectively preparing them for future challenges. To achieve this objective, the college regularly organizes workshops and training programs specifically designed to enhance leadership capabilities, communication skills, critical thinking, and problem-solving abilities. The college actively supports the Government-sponsored Skill Development Initiative and contributes significantly to improving students' employability. Serving as a hub for the Innovation and Entrepreneurship Development Centre (IEDC) and the Institution Innovation Council (IIC), the college focuses on cultivating students' skills in innovation and entrepreneurship. Furthermore, the college collaborates with the Young Innovators Programme (YIP) and the Additional Skill Acquisition Programme (ASAP) initiated by the Government of Kerala. Hands-on training programs, such as plant authentication and identification, sanitizer and soap making, and LED assembling, are conducted by various departments to provide students with practical experience. This comprehensive approach ensures that students acquire a wide range of skills essential for their academic and professional success.

4. Appropriate integration of Indian Knowledge

The college adheres to the curriculum prescribed by

system (teaching in Indian Language, culture, using online course):

the University of Calicut, which imposes certain limitations on the extensive incorporation of elements from the Indian knowledge system. However, the college remains highly committed to promoting Indian culture through indigenous languages, cultural activities, and observances of significant days. As part of the undergraduate curriculum, Hindi and Malayalam are offered as common course languages. Faculty members are instructed to deliver instruction in both vernacular languages and English for undergraduate courses to cater to diverse student needs. The college places great importance on the promotion of India's cultural heritage. Initiatives such as national seminars on tribal ethnicity, culture, and rights, Kalapattu Shilpashala (workshops on traditional Kerala art forms), Millet Fest, the preparation of Karkidakakanji (a traditional Kerala herbal soup), Basheer Day (commemorating the literary legend Vaikom Muhammad Basheer), Nalekkoru Kathir (paddy harvesting), and Yoga training reflect the institution's commitment to preserving tradition and culture. Given its proximity to Attappady, the largest tribal region in Kerala, the college has undertaken deliberate efforts to preserve and promote tribal traditions and culture. The Centre for Tribal Studies and Research, under the Department of History, plays a central role in this endeavor.

5. Focus on Outcome based education (OBE):

As an affiliated institution of the University of Calicut, the college is required to follow the university's prescribed curriculum. While the existing undergraduate and postgraduate curricula specify learning outcomes, the syllabus is based on a conventional educational framework that prioritizes knowledge acquisition over the development of practical skills that students need to acquire by the end of their programs. This approach has had a significant impact on students' employability. However, with the introduction of the Four-Year Undergraduate Programme (FYUGP) as part of the implementation of the National Education Policy (NEP), the focus has shifted towards outcome-based education. The college actively informs and educates students about the benefits of each course offered by the university. Course Outcomes (CO), Programme Outcomes (PO), and Programme Specific Outcomes (PSO) are effectively communicated to students

	through class groups, meetings, the college website, and the college handbook. Teachers receive training in outcome-based education and prioritize flexibility in the learning process. The attainment of outcomes is assessed after the completion of each course, ensuring that students achieve the intended educational goals.
6. Distance education/online education:	There has been a recent uptick in the use of technology-enabled learning systems. There is currently no authorization for the college to provide remote learning courses through the University of Calicut. On the other hand, teachers have received training to deliver courses remotely. The university has already attempted to create electronic content for a number of classes and disseminate this material to those in need. The college promotes the teachers to create electronic versions of their course materials, which are then made available to students through the institutional repository D-Space in library website. The college offers certificate courses in online mode. During the COVID pandemic, education was in online mode and the teachers used online platforms like Google Meet, Zoom etc. Learning Managements Systems like Google Classroom were also used. Presently the college has its own LMS embedded with the campus ERP software.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, the college has appointed four student co coordinators from different department and two faculty coordinators. The ELC is functional and representative in character.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under	The Electoral Literacy Club and NSS Units of M E S Kalladi College jointly organized a Voter ID Registration Drive both at the college level and in the local community. The drive aimed to facilitate voter registration among students and raise awareness about the importance of participating in the electoral process. Volunteers provided assistance and guidance to students throughout the registration process.

<p>privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Information sessions were conducted to educate students about the significance of voter ID and voting rights. Practical demonstrations were offered to familiarize students with the registration procedure</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>M E S Kalladi College, Mannarkkad, has actively contributed to advancing democratic values and increasing electoral participation through several initiatives. The Electoral Literacy Club and NSS Units jointly organized a survey to assess voter ID registration status among residents of Akkipadam and to identify barriers to registration. The survey revealed general awareness of voter ID registration and identified significant barriers preventing some residents from completing the process. Additionally, student members of the Electoral Literacy Club participated in the Youth Parliament Competition in 2018 and 2019, and each year, they organize a model parliament at the college.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>As of now, approximately 43 students above 18 years of age had not yet been enrolled as voters in the electoral roll. To address this, the Electoral Literacy Club (ELC), in collaboration with the National Service Scheme (NSS) Units, organized a comprehensive training session on the voter ID registration process on 19th February 2024 at the college auditorium. The event aimed to improve voter literacy and provide students with the necessary knowledge and skills for voter registration. The session began with an inaugural address by dignitaries emphasizing the importance of voter registration in a democratic society. The Deputy Tahasildar delivered a presentation covering the electoral process, the significance of a voter ID, and the importance of voting. Participants were informed about the eligibility criteria, required documents, and the registration procedure. Practical training was provided on using the voter's helpline app for online registration, with election clerks assisting in filling out forms, uploading documents, and submitting applications. Interactive sessions allowed participants to ask questions and resolve doubts about the voter registration process. Following these efforts, 38 students successfully enrolled as voters in the electoral roll.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3435	3243	3006	2716	2490

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

2 Teachers

2.1

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

Response: 180

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
116	100	98	93	85

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
183.17695	108.12543	147.86287	258.28889	189.10399

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

M E S Kalladi College, Mannarkkad, adheres to the academic calendar and curriculum prescribed by its affiliating institution, the University of Calicut. The curriculum planning and delivery are meticulously crafted to ensure quality education that fosters a spirit of competence, scientific temper, civic consciousness, and social commitment, in consonance with the new National Education Policy.

- **Curriculum Design**

As members of the Academic Council, Faculty of Science, Faculty of Language and Literature, and Board of Studies of the University, the teachers of the college contribute substantially to curriculum design. Additionally, the college develops and offers various add-on certificate courses in response to contemporary demands from students and society.

- **Curriculum Planning**

In accordance with the directives of the College Council, the Academic Monitoring Committee, IQAC, and respective departments are mandated to devise tangible action plans annually. The college's examination and academic calendar is crafted in alignment with the university's academic calendar and encompasses all requisite information. Department Councils formulate academic action plans for each programme under their purview and design timetables that correspond with the master timetable. Department heads allocate various courses to faculty members, who then prepare teaching plans accordingly.

- **Curriculum Delivery**

Every year, induction programmes are organized for newly admitted students. Bridge courses are conducted at the commencement of courses to identify students' potential. Teaching and learning, as integral components of curriculum delivery, are rendered effective by blending conventional chalk-and-talk methods with innovative and ICT-enabled tools. Advanced library resources further support the teaching-learning process. During the COVID-19 pandemic, classes were conducted online. Seminars, expert talks, and interactions expose students to recent developments in academics and research. Practical experience is gained through projects, field trips, and internships. Curriculum delivery is documented and monitored through Departmental Diaries and Teachers' Diaries. The Academic Monitoring Committee oversees the process by collecting syllabus completion status reports. Tutorial registers are maintained as records of students' biodata and progress. It is ensured that the requisite number of working days is met for each semester. Curriculum enrichment activities are promoted for the continual development of

expertise, skills, innovation, and creativity in students.

- **Continuous Internal Assessment**

As per the mode of evaluation of the university, 20% of the total marks for each course are attained by the student via internal assessment. This is based on classroom participation, assignments, seminars/viva-voce, and test papers. Continuous internal evaluation is conducted for each course by the teachers in charge of each course. Research Advisory Committee (RAC) meetings and progress reviews for PhD students are regularly scheduled to monitor their research work. The progress of the students is evaluated and communicated to the parents during class PTA meetings.

- **Academic Audit and Feedback**

The IQAC conducts an annual academic audit, wherein the audit committee scrutinizes departmental reports on curriculum implementation. Feedback from stakeholders is gathered, and the authority undertakes necessary actions based on the analysis.

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

1.2 Academic Flexibility

1.2.1

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

Response: 137

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 73.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
2484	2306	2133	2046	2006

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

The institution adroitly integrates a spectrum of pertinent issues into its curriculum through meticulously designed activities and a university-crafted syllabus. It deliberately emphasizes engagement with broader societal concerns beyond the campus, including professional ethics, gender, human values, and environmental sustainability, to enrich the educational experience. Certain courses within the academic programs specifically address these cross-cutting issues.

- **Audit courses for UG programmes:**

1. AUD1E01 – Environmental Studies
2. AUD2E02 – Disaster Management
3. AUD3E03 – Consumer Protection

4. AUD4E06 – Gender Studies.

- Audit Courses on Ability Enhancement and Professional Competency for PG Programmes
- Course on Research ethics for Ph D scholars

The institution facilitates the dissemination of these cross-cutting topics through the activities of various clubs and cells.

Professional Ethics

Activities on professional ethics are orchestrated to nurture an environment of integrity and ethical rigor, while IQAC facilitates discourses on **Intellectual Property Rights** and **Research Ethics**.

Gender

The college recognizes the significance of addressing gender inequalities and cultivating gender sensitivity within its educational framework. Programmes such as **Gender Equity in the Digital Era, Sustainable Gender Equity: An Overview, Talk on Domestic Violence** etc., are specifically tailored to address gender disparities. Awareness campaigns and workshops on gender sensitivity and sexual harassment prevention are conducted. The Women's Cell of the college endeavours to cultivate a campus environment that is both respectful and empowering for women.

Human Values

Human values and humanitarian concerns occupy a central place in the institution's policies and activities, mirroring a dedication to societal betterment as envisioned by the NEP. The NSS and NCC units have spearheaded numerous initiatives, serving as platforms to inculcate essential human values and compassion while addressing pressing societal needs. Programmes such as **Padheyam, Vayojana Samrakshana Yagnjam, Students in Palliative Home Care, Visits to Old Age Home, Visits to Children's Home** etc. underscore the institution's commitment to fostering empathy and understanding among its students. Through these initiatives, students acquire profound insights into the tribulations confronting vulnerable populations, thereby cultivating an enduring sense of empathy and social responsibility. The Facilitation Centre for Differently Abled (*Sachethana*) strives to create an inclusive campus environment through various initiatives including skill training, touching horizons (Braille Day dialogue) and recreational trip.

Environment and Sustainability

The curriculum meticulously integrates activities designed to foster eco-consciousness and responsible environmental practices among students. Through awareness campaigns, seminars, excursions to eco-sensitive zones, and observances of World Environment Day and Ozone Day, students are enlightened on the imperative of environmental conservation and are urged to adopt eco-friendly habits in their quotidian lives. Initiatives such as *Seedball* preparation further advance biodiversity conservation and augment green spaces on campus. ***Vanamahotsavam: To Sairandhri's Lap to Guard the Forest, Tree Planting Drives, Butterfly Gardens and Organic Farming*** are a few examples of the institution's efforts to foster a deeper connection with nature. The students actively participate in programmes under *Unnat Bharat Abhiyan, Swachh Bharat Abhiyan, Bhoomitrasena Club, Biodiversity Club, Agri-Horticultural Society*, etc. showing their commitment to environmental stewardship and sustainability.

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

1.3.2

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

Response: 40.41

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

Response: 1388

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 87.53

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

2022-23	2021-22	2020-21	2019-20	2018-19
1281	1224	1227	1053	938

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1494	1476	1334	1204	1030

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 82.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
455	476	469	372	325

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

2022-23	2021-22	2020-21	2019-20	2018-19
575	567	514	473	404

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

2.2 Student Teacher Ratio

<p>2.2.1</p> <p>Student – Full time Teacher Ratio (Data for the latest completed academic year)</p> <p>Response: 29.61</p>

2.3 Teaching- Learning Process

<p>2.3.1</p> <p>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process</p>

Response:

Recognizing the rapid technological advancement, culture of innovation and inclusivity, the institution has always been keen to adopt and adapt to the demands and needs of the student community to foster an environment conducive to personal and professional growth. Teaching- Learning process is equipped with updated ICT tools like Interactive LED panels, LMS platform, Multimedia resources, Digital Library and learners are promoted to new courses through NPTEL/SWAYAM/MOOC and digital study materials for self-paced learning experience. With innovative pedagogies, technologically integrated methods and interdisciplinary learning thrives, the institution has successfully sheltered to the vision of NEP 2020.

Experiential Learning

Apart from chalk and talk methods, experiential learning encourages individuals to engage directly with the subject matter, often through activities, experiments, simulations, or real-world experiences. Field trips, interactions with experts and entrepreneurs, hands on training, etc. are integral part of academics.

- **Cybersecurity**- Training in cybersecurity
- **Stellar Night**- Sky watching experience
- **Jalajeevan**- Water quality testing training
- **Kokedama preparation**- Training on moss kokedama
- **LED Club**-LED assembling workshop
- **Campusmart**-Sale of handmade products
- **Swachh Bharat Mission**- Swachhata Hi Sewa Campaign and Malinya Muktha Nava Keralam
- **Litcart**- Monthly book review

Participative Learning

Participative learning approach creates deeper understanding, critical thinking, and peer-to-peer knowledge sharing, enriching the educational experience for all involved. Through their participation in extension activities, day observations, exhibitions, etc., the students become co-creators of knowledge rather than passive recipients, as they actively contribute their perspectives, ideas, and experiences.

- **Kelkkam**- Listening Club
- **Chemsanz**- Preparation and marketing of high-quality soaps & detergents
- **Splash**- Student magazine
- **Hindustani- Oru Indian Kadanakatha**- Photography exhibition
- **Ruhig**- Mental health Day Observation
- **Millet Gala**- International Year of Millets celebration
- **Chip to Start up Programme @ SMART**- To encourage startup and innovations
- **Unseen Pics Untold**- History through news reports
- **Nalekkoru Kathir** -Paddy cultivation
- **Happy Hobby** - E- Commerce application
- **Food Adulteration Expo**: Food adulteration exhibition
- **Expo Forensia**-Forensic Science exhibition

Problem Solving Methodologies

Incorporating problem-solving methodologies, such as personalized counseling, skill enhancement training, and faculty-assisted investigatory projects, has empowered students to cultivate critical thinking skills. This approach fosters an environment where students actively engage with real-world challenges and collaborate to explore diverse solutions. As a result, they develop the resilience and adaptability needed to thrive in an ever-evolving society.

- **Jeevani**-Personalized counselling support
- **Magic Mirror:** Project: An IOT Enabled Smart Mirror for Seamless Personalized Interaction
- **Together**- Premarital Counseling
- **Importance of skills in personal and professional life:** Workshop on e- content development
- **Kani**-Planting of fruit seedlings
- **Udhyami** – Promotion of entrepreneurship among girls
- **Vegetable Challenge**- Cultivation & donation of organic vegetables
- **Be Practical**- Workshop on electronic instruments
- **Vermicomposting**- Training in preparation of organic bio-compost

ICT

To ensure learners excel in the digital age, they are equipped with the skills to navigate and utilize technology effectively, fostering active participation, collaboration, and creativity throughout their educational journey. Apart from digitalized classrooms and other facilities students are encouraged to create short films, digital content, educational videos etc.

- **Meth to Mother**-Short film
- **Butterflies around us**-Flip book
- **Digilib**-Digital Library website
- **Litaverse**- Blog Spot
- **Sense**– World Environment Day video
- **Herbella** – You tube video series on indigenous medicinal plants
- **Orma**- Alzheimer’s Day documentary
- **Student Project**- AI Based Yoga Pose Estimation

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 93.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
123	110	105	97	93

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

2.4.2

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

Response: 75.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
80	71	74	76	70

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

M E S Kalladi College prioritizes ensuring transparency and effective communication in the evaluation process.

- The Academic Calendar, prepared by the college in accordance with the university's academic calendar, is published on the website and in the handbook
- The scheme of evaluation for each course is published on the website and handbook.
- The examination system, the components of evaluation, the question paper pattern, etc. are explained thoroughly to the newly admitted students and their parents during the induction programme.
- Notification and timetable of examinations are communicated to students through the notice board, public address system and official social media group

External Evaluation

80% weightage is allocated to external evaluation. The question papers for theory are set by experts as per the directions of the university. Examiners evaluate the answer scripts using a well-defined valuation scheme and answer keys provided by the university. In practical courses, the external examination is administered by two examiners, one internal and one external, the latter is designated by the University.

The university appoints the Chief Superintendent to oversee the smooth operation of external examinations in the college, with assistance from a Senior Assistant Superintendent and a team of invigilators. The Chief Superintendent is responsible for setting up examination halls, ensuring proper seating arrangements, distributing question papers and answer scripts, and coordinating with invigilators and support staff.

Internal Assessment

The internal assessment mechanism is meticulously designed to ensure thoroughness, fairness and it is time bound. 20% weightage is allocated to internal evaluation, which takes into account the performance of students in classroom participation, internal examinations, assignments, and seminars.

Internal examination committee ensures the timely completion of internal examinations.

- Internal tests are centrally managed by this committee.
- Students receive their internal test answer scripts for review.
- Consolidated internal evaluation scores are published on the college website for signature confirmation.

The academic progress is discussed in the tutorial meetings, and any difficulty faced by the student is properly addressed. Every semester, the class-PTA meetings provide parents with updates on their ward's performance.

Grievance Redressal system: There is a three-tier system for grievance redressal.

- **Department level:** Comprising one course teacher, one senior teacher and an elected representative of students as members, and the Head of the Department as chairman.
- **College Level:** Comprising of the Dean of Student Welfare as the convenor, three senior teachers and one student representative as members and Principal as Chairman. This committee considers grievances that were not resolved at the departmental level. The submission shall be either online or offline. Attendance shortages due to participation in various co-curricular activities are resolved in consultation with the teachers in charge of the various activities, and grievances are resolved immediately. Grievances related to marks scored in tests, seminars and assignments are resolved by consultation with the teacher concerned, with measures like revaluation, retests and resubmissions.
- **University Level:** Students can submit grievances to this committee if it is not redressed at the college level

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The New National Education Policy (NEP) of India aims to revolutionize the country's education system by promoting holistic development, nurturing skills, and fostering creativity and critical thinking among students. Outcome-Based Education (OBE) stands as a central focus of the NEP, emphasizing the importance of defining specific learning outcomes that students are expected to achieve.

The institution has implemented Outcome-Based Education and ensured clarity on the required skills and knowledge for each programme and course.

- **Programme Outcome (PO):** Broad statements that describe the knowledge, skills, and attitudes that the students are expected to develop through the programme.
- **Programme Specific Outcome (PSO):** Detailed statements that specify what students should be able to do upon completing a particular programme, tied to unique skills and knowledge.
- **Course Outcome (CO):** Specific objectives which the students are expected to achieve by the end of a course, directly linked to POs and PSOs.

The college adheres to the Programme Outcomes (PO) and Course Outcomes (CO) set by the affiliating University and defines Programme Specific Outcomes (PSO) following Bloom's Taxonomy. Once

outcomes are set, they are shared with students, parents, teachers, and the community through various methods to ensure a clear understanding.

Communication of PO's and CO's

1. POs and COs are uploaded on the college website for easy access to all stakeholders.
2. The college handbook includes details about POs and COs for the reference of all stakeholders

Orientation to Teachers about PO and CO:

1. OBE workshops by University: This was done during curriculum revisions for PG programmes and during the introduction of the Four-Year Undergraduate programme, which helped the teacher in understanding different learning outcomes.
2. The IQAC organises orientation for teachers on Outcome-Based Education (OBE) and encourages them to attend Faculty Development Programs (FDPs) or workshops related to OBE, aiming to familiarize them with Bloom's Taxonomy.

Orientation about PO and CO to Students:

1. Induction Programme: During the course of induction programme at the beginning of each academic year, the Principal and Heads of Departments explain expected learning outcomes to motivate and guide students.
2. Orientation Programme: Departments organize programmes to orient students about the skills and knowledge they are supposed to gain, helping them understand their educational journey.
3. Classroom Interactions: Regular discussions ensure students understand their educational outcomes.
4. Department Notice Board: POs and COs are displayed on the department notice boards for student awareness.

Regular and timely dissemination of learning outcomes helps students focus on their studies in the right way. It encourages them to do well in tests, making learning properly oriented.

Orientation about PO and CO to Parents:

1. Parent-Teacher Association (PTA) Meetings: Regular meetings allow teachers to discuss POs and COs with parents, giving them insights into the learning outcomes.
2. Induction Programmes: At the beginning of the academic year, parents are briefed on the expected learning outcomes for their ward.
3. Parents-Teachers WhatsApp Groups: Dedicated WhatsApp groups provide continuous updates keeping parents informed about their children's progress and educational objectives.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The institution emphasizes Outcome-Based Education (OBE) and strictly adheres to the Programme and Course Outcomes set by the affiliating University. Assessing course outcomes is essential for guiding instruction and enhancing the quality of education. The institution has established an effective system for this purpose.

Evaluation of attainment of learning outcomes: This is primarily done through the assessment of Course Outcomes (COs), which are clearly defined for each course and mapped with the corresponding Programme Outcome (POs) and Programme Specific Outcomes (PSOs). Mapping course outcomes to programme outcomes allows for targeted improvements, ensuring students gain essential skills for academic and professional success.

Direct Assessment: It is based on students' performance scores in both internal and external evaluations.

- **Internal evaluation:** The internal marks, which result from scores in internal examinations, seminars, assignments, and classroom attendance, serve as the parameter.
- **External evaluations:** University examination mark is the parameter

Indirect Assessment:

- Relies on Course Exit Surveys, which gather feedback from students to analyze the overall programme and propose corrective measures.

Procedural steps for attainment of outcome

- **POs, PSOs, and COs are defined and set.**
- **Mapping of COs with POs and PSOs:** The COs are mapped with the POs and PSOs based on detailed discussions within the department and the mapping weightages 0,1,2 or 3 (insignificant, low, medium or good respectively) are decided.
- **Determination of weightage, benchmarks and attainment level:**
 1. **Weightage:** The weightage for direct and indirect assessment is decided. We have set 80% weightage to direct assessment and 20% weightage to indirect assessment. For direct assessment, the ratio of internal to external evaluation was set as 80:20.
 2. **Benchmarks/threshold:** Specific benchmarks are set where a particular mark/score is decided as the threshold minimum value for attainment of the course outcome
 3. **Attainment level:** These are fixed as 1,2 or 3 depending on the percentage of students reaching the threshold minimum value. E.g. Level 3 is assigned when 80% of students reach the threshold.
- **Assessment of Course Attainment through direct assessment:** Internal evaluations are conducted with questions catering to different levels of learning as per Bloom's taxonomy and

having alignment with different course outcomes. Using the marks obtained by students for internal evaluation and based on the benchmark and attainment level set as described earlier, the attainment of each course outcome is calculated and the average of these attainment levels for different COs gives the course attainment based on internal evaluation. The course attainment based on external evaluation is calculated based on the marks in university examination.

- **Assessment of Course Attainment through Indirect Assessment:**
 - Surveys and other indirect methods are used to gather data on students' perceptions of their achievement.
- **Gap Analysis:**
 - The causes of disparities between desired outcomes and current performance levels are analysed and strategies for improvements planned
- **Summarize Course Attainment:** The direct assessment results from internal and external evaluations are compared. The findings from indirect assessments are integrated to offer a comprehensive overview of course attainment levels, emphasising areas of strength and those that require improvement.

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

2.6.3

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

Response: 85.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
931	868	763	736	632

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

2022-23	2021-22	2020-21	2019-20	2018-19
1112	994	882	830	758

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

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.64</p>	
File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 35.42

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

2022-23	2021-22	2020-21	2019-20	2018-19
7.82	8.85	10.40	6.08	2.27

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

M E S Kalladi College has cultivated an ecosystem that fosters innovation and entrepreneurship, supported by the **Entrepreneurship Development (ED) Club**, the **Innovation and Entrepreneurship Development Cell (IEDC)**, the **Institution's Innovation Council (IIC)**, and the **Young Innovators Programme (YIP)**. These entities play a significant role in the generation and dissemination of knowledge and technology.

The ED Club serves as a platform for students to engage in entrepreneurial activities by offering mentorship and networking opportunities. It regularly organizes interactions with successful entrepreneurs to inspire and guide aspiring students. One notable initiative, "**The Future Project: A Motivation Session to Develop Community-Led Ideas**," was designed to encourage students to create projects that benefit the community. **UDHYAMI**, a flagship programme under the Women Cell of the college, focuses on promoting entrepreneurship among female students. Workshops on paper bag

making, glass painting, and similar crafts have been particularly beneficial to students interested in pursuing such enterprises. The **IEDC** acts as a catalyst in transforming employable individuals into entrepreneurs. Among its activities, a workshop on **Web Development** which provided students with valuable skills in this field and a **Robotics** workshop which introduced students to microcontrollers and device interfacing were noteworthy.

The **IIC** plays a critical role in fostering a culture of innovation within the college. **Idea Hackathon, Innovation Challenge**, celebration of **Institutions Innovation Day**, online workshop on **Graphic Designing Using Canva** were some among their activities. The institution got 3 star rating in innovation ranking of Ministry of Education in 2021.

The **YIP** encourages students to develop innovative solutions to real-world challenges. The **Idea Submission Portal** facilitates students to submit their ideas easily. Supported by the Kerala Development and Innovation Strategic Council (K-DISC), the YIP cell conducts **Orientation Programme** and selects interns.

The **Technology Business Incubation Centre** of the College serves as a vital hub for fostering innovation and entrepreneurship. It provides essential resources, mentorship, and guidance to help students turn their ideas into viable business ventures. A notable success from the Incubation Centre was the start-up **HEXEN**, by two BSc Computer Science students, who developed a tuition app. Students have demonstrated exceptional creativity and technical skills through various projects like **Magic Mirror, KSEB SMERGER**, addressing real-world challenges.

Innovative programmes are conducted at the department level also. **Seed Ball Programme**, focused on forest conservation, **WEZBALONZA**, an exhibition aimed at making mathematics engaging for the younger generation are among citable activities.

The Intellectual Property Rights (**IPR**) Cell is dedicated to raise awareness about IPR among students and faculty. It conducts seminars and workshops to educate the importance of protecting intellectual property. A seminar on "**IPR: Issues and Concerns**," in association with Department of History and a webinar on the **Relevance of IPR in Academic Science** were noteworthy events.

Indian Knowledge System

The college emphasizes the preservation and promotion of India's cultural heritage. **National seminar on 'Tribal Ethnicity; Culture and Rights'**, **Kalapattu Shilpashala** (workshop on traditional Kerala artform), **Millet Fest**, **preparation of Karkidakaknji** (traditional Kerala recipe of herbal soup), **Basheer Day** (commemoration of literary legend Vaikaom Muhammed Basheer), **Nalekkoru kathir** (Paddy Harvesting), **Yoga Training**, etc. show the institution's commitment towards our tradition and culture.

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

3.2.2

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

Response: 52

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	9	8	4	4

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	16	8	5	2

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

3.3.2

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

Response: 0.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	3	2	12	4

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

3.4 Extension Activities

3.4.1

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

Response:

M E S Kalladi College actively engages in community development through a range of extension activities that not only cultivate social responsibility among students but also tackle pressing societal issues, thereby advancing sustainable development and enhancing community well-being.

The Department of Physics organized an LED Tube & Lights Assembling Workshop in collaboration with the extension cell 'JALAKAM,' providing students with practical skills in assembling and testing LED lights. This workshop highlighted the significance of energy-efficient lighting and raised awareness about energy conservation. Additionally, a Star Rating Awareness campaign educated residents of Mannarkkad municipality on the energy efficiency of household appliances, fostering sustainable energy practices within the community. The workshop "Peep into the Stellar Mysteries" aimed to stimulate interest in astrophysics among high school students.

The Department of Computer Science contributed to digital literacy in rural areas by educating the community on basic computer operations, e-governance, and enhancing digital inclusion. Programmes like "**Familiar with Hardware Devices**" familiarized school students with computer hardware, bridging the digital divide and providing hands-on learning experiences. The Department of Chemistry played an important role, especially during the COVID-19 pandemic, when it conducted a **Hand Sanitizer Making Workshop** in collaboration with Taluk Hospital Mannarkkad, providing essential supplies and practical chemistry applications to the community. The Department of English focused on enhancing language skills through interactive sessions. They organized programmes such as **Blackboard: Basic English Language and Communication Skills and Lenore: Vocabulary and Critical Thinking Workshop**. These initiatives helped to improve communication skills and critical thinking while providing college students with valuable teaching experience. The Department of Botany actively promotes environmental awareness and conservation. Their **Home Gardening and Biodiversity Survey** included **Kokedama preparation training**, enriching students' research skills and ecological knowledge. They took part in the construction of brush wood check dams in the Attappady forest area, a project that aimed to conserve water for wildlife and enhance groundwater recharge. **Seed Ball Preparation** aimed at promoting environmental sustainability through afforestation, where the students prepared and distributed seed balls in forests, contributing to increased green cover.

Department of Mathematics conducted free online Tuition Classes for School Students during COVID which helped to bridge educational gaps and fostered a stronger foundation in mathematics for the students involved.

The Department of Psychology **organised the Mental Health Ambassadorship Initiative**, which provided students with practical skills to address mental health issues through training and outreach programmes. The Department of Economics honoured **farmers in Thasrak**, Palakkad district, by distributing organic seeds providing students with a **practical understanding of agricultural techniques**. The Department of Tourism and Hospitality Management conducted an awareness session on responsible tourism in **Attappadi**, educating people about sustainable tourism practices and potential income opportunities. The NCC and NSS units, along with other clubs and cells, conducted activities including COVID vaccine registration help desk, Clean India campaign, beach cleaning, house construction for the poor, mega medical camps, hospital cleaning, blood donation camps, and flood

relief. Activities under **Swachh Bharat Abhiyan** and **Unnat Bharat Abhiyan** were also conducted. All these outreach activities positively impacted the local community through enhanced student engagement, where they gained practical skills and real-world experience.

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

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

M E S Kalladi College Mannarkkad has actively participated in various extension activities that have not only led to positive community impact but have also earned the institution notable awards and recognition.

The college has received two prestigious national recognitions. The college is a member of the **National Rural Entrepreneurship Mission** of **Mahatma Gandhi National Council of Rural Education**, under the Ministry of Education. This acknowledgment underscores the college's commitment to fostering rural entrepreneurship. In 2023, the Department of Botany became an integral part of the "**Agrigram**" project by **KITES India**. This initiative positioned the department to earn a national certificate for excellence in sustainable agricultural practices.

The **NSS unit** of MES Kalladi College received the prestigious **Best NSS Unit Award** of the Government of Kerala in **2020**. The dedication and excellence of the faculty members were acknowledged in **2018-19** when **Sainudheen** and **Manju R V**, Assistant Professors of the college, were honored for their contributions as NSS Programmes Officers. Furthermore, the college excelled in organizing **blood donation camps**, earning accolades for hosting the **Best Blood Donation Camp** through NSS. Individual achievements were also celebrated, with **Mohammed Fawas P** being awarded the **Best NSS Volunteer** for his outstanding contribution and commitment to community service. Meanwhile, in the realm of NCC, **Muhammad Riyas T.** was selected for the **Border Security Force (BSF)**, exemplifying the calibre of students nurtured by the institution.

In **2019**, one of the significant endeavors was the "**Koode**" **palliative care trip** organized jointly by **NSS** and the **Kumaramputhur Grama Panchayath**. This initiative aimed to provide care and support to those in need, earning recognition for its commendable work from the local body. The college received appreciation from the **Kottopadam Grama Panchayath** for its efforts in providing **computer literacy** and initiating **house construction projects for homeless individuals**, showcasing its commitment to societal welfare.

Other important recognitions received for the college are:

- **Government Lower Primary School at Pallikkunnu** recognized the participation in **School Cleaning as part of the Swachh Bharat Mission**
- **Government Lower Primary School at Pallikkunnu** appreciated the involvement in the **World Environment Day celebration and vegetable garden making**.
- **Poonchola Tribal Lower Primary School** awarded the college for the distribution of **School kits** to students.
- The **Forest Department, Mannarkkad** acknowledged the participation in **seed ball preparation** and distribution.
- **CPA Upper Primary School Thiruvizhamkunnu** appreciated the donation of **library books** as part of the **Reading Week Observation**.
- The **World Wildlife Fund (WWF)** recognized the college for the involvement in the **International Tiger Day observation rally**.
- **Kumaramputhur Grama Panchayat** recognized the college for the following
 - Participation in the **Pond cleaning activity** and the **Azadi Ka Amrit Mahotsav** at Payyanadam
 - Contribution to **paddy cultivation** at Kumaramputhur Chungam.
 - For cleaning activities at the **Health & Wellness Centre** at Kumaramputhur
- **Mannarkkad Municipality** and **Kottopadam Grama Panchayat** appreciated the service in implementing the **Sneharamam (Social Forestry Project)**.

Through its diverse extension activities, the college has not only made a tangible difference in the lives of many but has also earned widespread acclaim and recognition for its endeavors.

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

3.4.3

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

Response: 81

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	6	9	36	4

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

3.5 Collaboration

3.5.1

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

Response: 28

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

M E S Kalladi College has adequate and updated infrastructure that enables teaching and learning in an optimal manner. Spanning over 26 acres with a built-up area of 20285.52 sq. m the college stands as a self-contained campus, thoughtfully designed to provide students with cutting-edge amenities for their academic, cultural and sports pursuits. This multifunctional space also serves as a venue for public examinations and initiatives geared towards social development. The institution's classrooms are equipped with advanced ICT features, including smart interactive panels, WiFi and LAN connections.

Facilities for teaching and learning

The college caters to the teaching-learning needs of 20 UG Programmes, 9 PG Programmes, one five-year Integrated Programme and 5 PhD Programmes. The infrastructural requirements are mainly accommodated in six buildings (Main Block, Silver Jubilee Block, Academic Block-I, Academic Block-II, Academic Block-III, and Science Block).

The academic infrastructure includes:

- 83 Classrooms
- 19 Faculty rooms
- 19 Laboratories
 - Chemistry (PhD, UG and PG)
 - Chemistry PG Instrumentation room
 - Physics (PG & UG)
 - Botany (PG & UG)
 - Forensic Science (PG)
 - Zoology (UG)
 - Food Technology (UG)
 - Dairy Technology (UG)
 - Psychology (UG&PG)
- 3 Conference Halls
 - C V Raman Hall
 - Kasturba Gandhi Hall
 - Moulana Azad Hall

ICT-enabled facilities

- 35 Classrooms with smart interactive panel and Wi-Fi/LAN facilities
- 48 Classrooms with LCD Projector and Wi-Fi/LAN facilities
- 4 Computer Labs
- LMS MOODLE platform for effective course management and student assessment
- LMS in campus ERP software
- Wi-Fi with 100 Mbps speed
- 256 computers
- 20 Printers
- 11 Scanners
- 3 Photocopiers

Research facilities:

- Centralised Instrumentation Centre
- Centre for Sustainable Chemical Research
- Physics Research Laboratory
- Centre for Research in Higher Mathematics
- Centre for Research in Developmental Economics
- Centre for Commerce and Management Research
- Centre for Tribal Studies and Research

Administrative facilities

This includes offices for the Management Committee, Principal, Vice Principal, IQAC, Chief Superintendent of University Examinations, and Administrative Staff.

Facilities for cultural and sports activities

Cultural:

- Open Auditorium with a seating capacity of 3000
- Thunchan Auditorium with a seating capacity of 320
- Tagore Hall (Air Conditioned) with a seating capacity of 200
- Ambedkar Hall (Air conditioned) with a seating capacity of 100
- Satyajit Ray Audio Visual Theatre (Air conditioned) with a seating capacity of 80

Sports:

- Gymnasium - with latest equipment
- Multipurpose Indoor stadium for indoor games like Basketball, Badminton, Tennis, Soft Tennis, Table Tennis and Volleyball
- 400 m Athletic Track
- Football Ground (120 m x 100 m)
- Cricket Field
- Firing cum Archery range

Mental Well-being:

- Yoga Centre
- Counseling Centre

Provisions for disabled-friendly students

- Ramps
- Disabled-friendly Washroom
- Wheel Chair
- Lift
- NVDA Screen Reader and Braille Dictionary

Other facilities

- Guest Lounge
- Men’s Hostel (35 Rooms with 138 beds)
- Women’s Hostel (16 Rooms with 69 beds)
- Day Care Centre
- NCC Room
- NSS Room
- Student Support Centre for Scholarship, Career Guidance & Placement
- Cooperative Store
- Canteen with a seating capacity of over 200
- CCTV surveillance facility in Examination halls and classrooms
- Butterfly Garden
- Vegetable Garden
- Herbal Garden
- Fruit Garden
- Heritage museum
- Megalithic museum
- Vidyavanam
- Vermi Composting Unit
- Waste Segregation Unit
- Biogas Plant
- Water coolers
- Girls rest room

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

4.1.2

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

Response: 51.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
77.44847	36.04773	86.20633	152.02326	107.45025

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

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The Central Library of M.E.S Kalladi College functions as a dynamic hub for reading, learning, and the acquisition of a vast repertoire of scholarly resources. It has evolved into a holistic repository, adeptly serving the multifarious needs of students, researchers, and educators. Spanning an impressive 5,700 square feet of climate-controlled space, its congenial atmosphere and accessibility are augmented by sophisticated automation, rendering it an exemplar of a modern educational institution.

AUTOMATION OF LIBRARY

The library is automated with **the Koha (version 23.05) Open-Source Integrated Library Management System (ILMS)**. The library uses the **Dewey Decimal Classification (DDC)** system to organise its wealth of resources neatly, making it simple for everyone to find what they need. **DSpace**, an open-source institutional repository software, powers the institutional repository service, providing a

structured platform for the preservation and dissemination of the college community's scholarly output.

Technology Integration:

The library operates an in-house server hosting both **Koha** and **DSpace**, leveraging RFID technology for circulation management, user entry and exit tracking, stock verification, locating misplaced books, and theft prevention. All library members receive RFID-tagged ID cards, while each book is equipped with an RFID sticker, ensuring seamless integration of security and accessibility.

Equipped with a 100 Mbps fibre optic broadband connection and a static IP address, the library's IT infrastructure enables seamless remote access to its Online Public Access Catalogue (OPAC) and institutional repository. The Knowledge Resource Centre offers Wi-Fi connectivity, allowing patrons to utilize personal laptops within the library's precincts.

The e-brary section is equipped with workstations for facilitating access to electronic resources and the Web OPAC.

LIBRARY RESOURCES

The library's collection includes 40,706 books, 40 subject journals, 14 magazines, and 10 newspapers.

Special Sections: The library features special sections, including rare books and earlier editions, a reading circle, a career corner, and a Gandhi Shelf.

E resources: The library offers access to over 6000 e-journals and 3,135,000 e-books through institutional membership in the N-LIST.

The library page on the college website serves as a gateway to open access resources.

- Shodhganga
- e-ShodhSindhu
- Shodhgangotri
- IndCat
- e-PG Pathshala
- NISCAIR Online Periodicals Repository
- NDL
- DOAJ

Facilities for Divyangjan:

- Braille Dictionary: A Webster's Dictionary (35 volumes) in Braille format for visually impaired users.
- Non-Visual Desktop Access (NVDA) software, an open-source screen reader operating system, enables effective computer access for visually impaired users.

Other activities of the library

- The library serves as the nodal agency for VIDWAN and IRINS.

- Plagiarism Checking
- Alumni Reference Access
- Internship Opportunities for Library Science Students

Library Advisory Committee

A Library Advisory Committee has been constituted with the librarian as the convenor. The committee meets regularly to discuss and enhance library resources and services.

Expenditure on Books, Journals, and Other Resources

The expenditure for the purchase of books, journals, periodicals, and e-resources in the library is met from the tuition fee, special fee, PTA fund, etc. The expenditure has gradually increased over the years, showing the ongoing efforts to improve the resources for users.

Operating Hours:

8:30 a.m. to 4:45 p.m.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

M E S Kalladi College has effectively integrated modern ICT facilities and strategies, significantly automating its operations to an advanced degree. The academic and administrative processes are streamlined expedited, and rendered more transparent through the integration of information technology. The ICT infrastructure on campus has undergone a significant upgrade during the post-accreditation period. All the class rooms are ICT enabled. The ICT infrastructure has been increased by about 200 % during the last five years. 48 LCD projectors, 35 interactive panels and other ICT related equipment were newly installed. This contributed to the transformation of the learning environment's essence and process. At present, the campus has four computer labs (ICT Lab 1, ICT Lab 2, Computer Lab-Chemistry, Computer Lab-Physics) that are accessible to all students and instructors.

The digital library, equipped with 10 computers, enhances e-learning opportunities. The college library is fully automated using KOHA software, supported by an in-house server facility.

The institution is equipped with 256 computers for student use, with an additional 42 computers available in the office and departments. To ensure uninterrupted power supply, the campus is supported by 15 UPS units with a total capacity of 120 KV and a 35 KV generator. Thirty network switches connect the computers. Peripheral devices like printers, photocopiers, and scanners greatly help the students, teachers and office staff in managing the e-resources. Alongside these infrastructure upgrades, the number of surveillance cameras on campus has been significantly increased.

ERP (Enterprise Resource Planning) software, *Total Campus Solutions* designed by Meshi Logic, Calicut, Kerala, was introduced in 2013. It facilitates automated student management, attendance tracking, timetable scheduling, internal assessment management, staff profiling and performance evaluation. Parent portal, student portal, SMS alert and other relevant services are also part of the software.

In February 2021, a mobile application was launched to enhance accessibility, allowing for the seamless marking of attendance and easy retrieval of student information. However, in 2023, a new student management software, designed by Embase Pro Suit Pvt. Ltd, was introduced and is presently in use, replacing the earlier system. This transition reflects the institution’s commitment in utilising advanced technological solutions to optimize administrative processes.

The campus network skeleton has been upgraded to optical cables using Gigabyte Smart switches since 2023. The internet bandwidth was updated to 100 Mbps in 2022, with fully structured networking, including optical fibre. Wi-Fi is available on the campus. High-speed internet facilities with a bandwidth of 100 Mbps (Kerala Vision) and a leased line of 100 Mbps (Reliance Jio Infocom Limited) are currently used. The digital facilities support the conduct of Faculty Development Programmes and workshops.

The use of Learning Management Systems—Moodle, Microsoft Teams, and Google Classroom—has been enhanced for organized and effective teaching, especially during the COVID-19 pandemic. The G-suite subscription allows the college to provide faculty with institutional domain email addresses, unlimited drive storage, administrative tools, advanced settings, Google Meet, and more. A full-time System Administrator and Technical Assistant have been appointed to manage the college's IT facilities.

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

4.3.2

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

Response: 13.42

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

year:

Response: 256

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 17.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
35.15	18.04	27.51	47.45	26.76

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 75.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
3205	2407	1985	2261	1451

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 53.74

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

2022-23	2021-22	2020-21	2019-20	2018-19
2651	1645	2305	1128	273

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 61.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
519	519	442	499	426

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

2022-23	2021-22	2020-21	2019-20	2018-19
931	868	763	736	632

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

5.2.2

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

Response: 7.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	27	13	14	31

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

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/ cultural activities at University /

state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 7

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	7

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 34.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	21	18	48	29

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

5.4 Alumni Engagement

5.4.1

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

Response:

The M.E.S. Kalladi College Alumni Association nurtures the relationship between alumni and their alma mater, bridging the gap between former students and the institution. It keeps alumni connected with the college's growth and development. Despite being dispersed globally, the alumni's affinity for the college remains strong, manifesting in frequent returns. The college, in turn, deeply cherishes its alumni, providing unwavering support to maintain this long-term rapport.

Structure of Alumni Association

The M E S Kalladi College Alumni Association, registered under the Societies Act of 1860 (Registration No: PKD/CA/101/2019), is administered by elected office bearers from the general body, convened biennially with due notice in local newspapers. The Association's governance lies with an executive committee, comprising a President, two Vice Presidents, a General Secretary, three Secretaries, and a Treasurer. A senior faculty member, designated by the Principal, serves as the coordinator and is responsible for meticulously maintaining records and minutes of all meetings and events.

Alumni Meet

The college regularly holds alumni meetings, fostering a strong sense of community among former students. Each academic department is responsible for curating its own alumni association, and these annual gatherings play a crucial role in strengthening bonds and keeping relationships active between alumni and their departments. The college's extensive alumni network includes international chapters in the UAE, Qatar and the Kingdom of Saudi Arabia, alongside specialized groups like the Sports Alumni, Football Alumni, and NCC Alumni Associations.

On February 11, 2023, the college Alumni Association organized 'MESPHELIA,' a Global Alumni Meet aimed at reconnecting alumni with their alma mater. This event not only provided an opportunity for alumni to explore avenues for engagement, contribution, and professional growth, but it also proved to be a resounding success. Alumni from the very first graduating batch to the most recent cohort actively participated, making the event a memorable and meaningful experience. Similarly, the 'KALLADIANS' UAE chapter convened a Mega Alumni Meet in Dubai on October 7, 2021. The association has also published an alumni directory, listing approximately 15,000 members' addresses.

Financial contributions

The Alumni Association has consistently extended financial support for the enhancement of the institution's infrastructure. They provided interactive panels in select classrooms and have generously contributed to the renovation of the college library. The lift in the main block was constructed with alumni funding. The NCC Alumni Association has erected the 'AMAR JAWAN' war memorial and contributed an obstacle course for the NCC cadets' physical training.

The Alumni Association undertakes a variety of charitable activities to support underprivileged college students. They provide scholarships to deserving students of the college. The Chemistry Alumni Association provided financial assistance of Rs 305,172 to a student undergoing cancer treatment.

Non-Financial Contributions

Departments organize seminars, lecture series, workshops, quiz competitions, and gender equity programs, featuring distinguished alumni as resource persons. The Football Alumni Association organised a seminar and honouring ceremony on November 19, 2022, in the backdrop of the World Cup football tournament. Former football officials, coaches and players of the college were honoured in the programme.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

MES Kalladi College Mannarkkad, established in 1967 as the first higher education institution under the Muslim Educational Society (MES), stands as a testament to its founder Dr. P. K. Abdul Gafoor's unwavering commitment to the creation of premium educational opportunities. Today, the college offers an extensive academic repertoire, with a curriculum designed to address the varied educational aspirations of students pursuing academic excellence.

Vision

Mould exemplary citizens with quality education that encompasses a competent spirit, scientific temperament, civic consciousness, and social commitment.

Mission

- To provide new vistas of knowledge with innovative programmes and courses that adapt to the evolving demands of time, thus enabling the vertical and horizontal growth of the recipients.
- To mentor and assist the underprivileged to guarantee their upbringing as self-reliant and confident individuals.
- To deliver a culturally rich, inclusive educational experience for learners that will eradicate the barriers of discrimination on any grounds and uphold the nation's integrity and universal brotherhood.

Core Values

1. Secularism
2. Equity
3. Social commitment
4. Professional ethics
5. Environmental consciousness
6. Scientific temper

The college prioritises the preservation of its values, vision, and mission in every endeavour it undertakes. Through its unwavering commitment to impart value-based education accessible to all, regardless of their socio-economic background, the college strives to fulfil its mission. Academic practices are meticulously structured to ensure the delivery of high-quality education, which serves as the cornerstone of the institution. Students from marginalised communities, such as OBC and SC, constitute

a significant proportion of the student body, benefiting from the opportunities to develop the traits espoused by the college's mission and vision.

The college's commitment to academic excellence is evident in its innovative pedagogical approaches. Departmental exhibitions, day observations, seminars, and other initiatives foster scientific thinking and engage students and faculty alike. Extension programmes initiated by each department embody the institution's social responsibility and environmental consciousness. ICT-enabled classrooms provide a dynamic setting for transformative learning experiences, enhancing the quality of teaching and fostering effective learning outcomes.

The college is committed to incorporating guidelines from the new National Education Policy, complementing and enriching the academic curriculum. Adhering to the stipulations of the affiliated university, the college implements principles of NEP, such as the promotion of multilingualism and the creation of qualitative academic environments that nurture the growth of learners.

The institution adheres to a decentralized and participative approach in its governance. Policy decisions are made by the governing body in consultation with various stakeholders and are implemented by the Principal, supported by academic and administrative committees. Collaborative efforts among students, parents, teachers, and alumni have led to significant achievements, including the provision of a **Palliative Care Ambulance** funded entirely by student contributions, the acquisition of a **College Bus**, and the **Renovation of the College Canteen** by the PTA, all reflecting a shared commitment to social welfare and institutional advancement.

The perspective plan was crafted in alignment with the institution's vision and mission, incorporating the United Nations Sustainable Development Goals (UN-SDGs) to ensure comprehensive and sustainable development.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

VISION 2025, the Institutional Perspective Plan of MES Kalladi College, was formulated in 2019 with the aim of elevating the college to one of the premier institutions in the state by the year 2025. This perspective plan outlined ten distinct goals, including infrastructure development, human resource

development, student support, research and consultancy, entrepreneurship development, innovation and start-ups, skill education, community outreach, green initiatives, and achieving top performance within the state. Each strategic goal was diligently deliberated, and an implementation framework was established. The Perspective Development Plan emphasized the importance of evaluation measures, monitoring teams, and corrective actions over time.

For example, the strategic goal of infrastructure development sought to foster a teaching-learning environment with optimal facilities. The campus development committee and the institution's governing body are tasked with implementing this goal, while the PTA, purchase committee, and ICT monitoring cell review progress. This rigorous monitoring and review system ensures the effective deployment of strategic plans, as evidenced by the institution's growth.

The institution benefits from well-formulated policies and an effective administrative setup, which include appointment and service rules that facilitate its operations. The college adheres to widely accepted, time-tested policies such as the quality policy, resource mobilization policy, environmental policy, gender equity policy, and staff appointment policies. These policies are effectively executed through the governing bodies.

MES Kalladi College, a government-aided institution managed by the Muslim Educational Society, relies on a duly constituted governing body for top administrative decisions. The Principal leads the college's administrative and academic governance, with support from the College Council. The IQAC (Internal Quality Assurance Cell) is responsible for monitoring and ensuring quality parameters. Heads of Departments (HoDs) oversee the day-to-day operations of their respective departments.

In addition to this governance structure, various academic and administrative bodies support the college's administration. These include the Campus Development and Maintenance Committee, UGC Cell, Research Promotion Council, Library Advisory Committee, University Examination Cell, ICT Monitoring Cell, College Purchase Committee, Anti-Ragging Cell, and Women Cell. The Women Cell addresses female students' concerns, while the grievance redressal cell resolves issues related to internal examinations, attendance, etc. The Anti-Ragging and Anti-Drug Cells have significantly mitigated campus misconduct, thereby enhancing student safety.

Faculty appointments align with institutional policies. For the aided section, appointments adhere to UGC and Government of Kerala regulations. The management has established specific policies for staff appointments in the self-financing sector, based on academic qualifications and interview performance. Staff in the aided section follow the salary and service rules set by the UGC and the Government of Kerala, while those in the self-financing section are guided by management policies in accordance with government regulations.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Performance Appraisal System

The performance appraisal system is pivotal for ensuring accountability, promoting growth, and enhancing overall institutional effectiveness. The institution has a Performance Appraisal System that evaluates its staff on a regular basis to maintain its strict quality parameters. Through internal and external evaluations, as well as self-evaluation processes, it aids the staff in advancing their careers. The IQAC collects self-appraisal forms from both teaching and non-teaching staff to evaluate their performance, with the most important indicators being efficiency and time-bound completion of tasks assigned to them. The Annual Performance Appraisal Report for regular faculty members is the basis for their promotion under the UGC Career Advancement Scheme. Appraisal records are reviewed with authorities to ensure optimal performance. For teachers in the self-financing sector, incentives are awarded based on performance.

Welfare Measures

Providing adequate welfare measures is essential for promoting employee satisfaction, morale, and productivity. The welfare measures for both teaching and non-teaching staff include:

1. Statutory Welfare Schemes:

- Provident Fund (GAINPF)/Employee Provident Fund (EPF)
- National Pension Scheme (NPS) / Contributory pension
- Medical Insurance (MEDISEP)/Group Accident Insurance
- Employees State Insurance (ESI)
- House Rent Allowance
- Transfer facility to home college
- Annual increment and performance-based increment
- Vacation salary

2. Non-Statutory welfare schemes

- Salary advance provided in emergency situations.
- Facilitating receipt of Gratuity, Pension and other benefits to retiring staff
- Festival Allowance
- Festival advance for staff members
- Preference to the children of teaching and non-teaching staff for admission to courses under Management quota
- Compassionate appointments to family members of the non-teaching staff in deserving cases

3. Implementing Strategies to Alleviate Staff Fatigue

- Celebrating Festivals
- Organizing Annual Tours
- Participation in Sports /Arts and other festivals

4. Employee Leave Benefits

- Casual Leave
- Medical leave
- On Duty Leave
- Maternity leave
- Paternity leave
- Earned Leave Surrender
- Special Casual Leave
- Commuted leave

5. Ensuring better physical facilities healthcare and recreation

- Rest rooms
- Medical Centre
- The Fitness Centre and Gymnasium offer space for staff and students to work out for good health

- Intramural facilities - drinking water, first aid, canteen, and individual workspaces with cupboards.

6. Welfare Associations

- Staff Association– The Staff Association organizes various events. These include the recognition of academic achievements, honouring the contributions of retiring teachers, celebrating festivals, and hosting cultural programs.

7. Additional Employee Perks and Amenities

- Gymnasium
- Indoor stadium
- Playground
- Surveillance system for campus security
- Separate parking facility
- College Bus

Career Advancement Opportunities

Providing opportunities for career development and advancement is essential for attracting and retaining top talent. Key avenues for career growth and progression include:

- Organising professional development programme for teachers and administrative training programmes for non-teaching staff.
- Financial assistance for travel and participation in national/international workshops/conferences.
- Providing research grants for minor research projects.
- Allocation of computers, laboratories, and space for research.

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

6.3.2

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

Response: 22.97

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	06	21	25	38

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

6.3.3

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

Response: 57.97

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

2022-23	2021-22	2020-21	2019-20	2018-19
44	27	89	107	64

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	11	16	19	23

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Mobilization of Funds

The college is a government-aided institution, recognized under Sections 2(f) and 12(B) of the University Grants Commission Act, 1956. It has a clear resource mobilisation policy, and its primary financial needs are met through the following sources:

- Grant-in-aid received from the Kerala Government's Higher Education Department
- The collection of special fees from students enrolled in the aided stream
- Funds from UGC, DST-FIST, KSCSTE
- The collection of tuition fees from students enrolled in the self-finance stream.
- Funds from Parent Teachers Association
- Grants from Muslim Educational Society
- Generating income by leasing the facilities
- Contribution of Alumni

Utilization of funds:

The Campus Development Committee serves as the principal entity tasked with the effective and optimal allocation of institutional funds. This committee annually formulates the financial budget in consultation with the governing body, meticulously outlining expenditures in accordance with the college's needs. They assess various funding sources and devise strategies for mobilising and managing financial resources and grants.

The College Purchase Committee is responsible for overseeing the procurement process, including the management of tenders and the strategic allocation of funds to sanctioned projects. The government grants are principally designated for employee salaries and benefits. In contrast, special fee collections are earmarked for acquiring library books, laboratory instruments, and chemicals, in addition to supporting student welfare activities. The allocation and utilization of these funds are overseen by the College Council and the Purchase Committee.

Funding from the University Grants Commission (UGC), Department of Science and Technology's Fund for Improvement of Science and Technology (DST-FIST) and the Kerala State Council for Science, Technology, and Environment (KSCSTE) are designated for infrastructure and research advancements, subject to the approval of proposals. The utilisation is administered by the UGC Cell, the DST-FIST Implementation Group, and the Research Promotion Council.

Tuition fees collected from students in the self-finance stream are used to pay faculty salaries and to enhance and maintain the infrastructure of the self-finance section. The funds from the Parent-Teacher Association (PTA) support the maintenance of academic and physical facilities, with expenditure monitored by the PTA Executive Committee.

Financial Audit: The College adheres to a rigorous auditing protocol, both internally and externally, in compliance with Government of Kerala regulations to ensure transparency and adherence to financial norms. Internally, an annual audit is conducted by the institution's internal committee, which meticulously reviews income and expenditure records, including bills, vouchers, documents, books, and accounts. This internal audit process also monitors the enhancement of operational procedures and verifies the condition of both movable and fixed assets. The findings from the internal audit are formally reported to the institution's Management through the Principal.

Externally, an independent audit of all pertinent documents and financial records is carried out annually by the Chartered Accountants, M.A. Moideen & Associates (FR. No. 002126 S). Additionally, government-related documents are audited by the Audit Section of the Deputy Director of Collegiate Education. The financial statements are further scrutinized by the Office of the Accountant General, in accordance with prevailing regulations.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) is a cornerstone in embedding a culture of quality within various operational domains of the institution, encompassing teaching and learning, research, and student support services. The Academic Monitoring Committee, in consultation with the IQAC, formulates the college's academic calendar. Each department, guided by this calendar, develops an academic plan that incorporates diverse pedagogical strategies such as interactive lectures, student-led projects, field visits, expert interactions and workshops. To improve content delivery, the IQAC advocates for the integration of Information and Communication Technology (ICT) into teaching methodologies. Furthermore, the IQAC mandates that, besides the regular subject-focused seminars and workshops, each department should organise seminars on Intellectual Property Rights (IPR), Research Methodology, and Entrepreneurship to broaden the academic and professional horizons of students and faculty alike.

The IQAC also oversees the organization of programs designed to enhance essential skills such as communication, life skills, soft skills, and technological literacy. In fostering a research-orientated environment, the IQAC plays a pivotal role by promoting research initiatives among both students and faculty. In response to the IQAC's recommendations, the Governing Body has instituted a research grant scheme for minor projects and a travel grant for paper presentations for the teachers. Additionally, the international conference series MESKCON, initiated under the auspices of the IQAC, serves as a global platform for scholarly exchange and dialogue with distinguished academicians and researchers.

To evaluate and enhance teaching and learning processes, the Internal Quality Assurance Cell (IQAC) conducts both internal and external audits. Internal audits assess departmental performance in curricular and co-curricular activities, providing feedback for continuous improvement. External audits by subject experts yield actionable recommendations for quality enhancement. Additionally, the annual self-appraisal system evaluates faculty performance and identifies areas for development.

The IQAC is also vital in the institution's feedback mechanism, a key tool for continuous quality improvement. At the end of each academic year, feedback is systematically collected from stakeholders, including students, faculty, alumni, and employers, through a comprehensive questionnaire. Student feedback covers aspects such as curriculum, teaching effectiveness, and campus facilities. Faculty members receiving less favourable feedback are provided targeted guidance for improvement. Feedback on campus amenities is forwarded to the Governing Body for action, while curriculum-related feedback is communicated to the university through relevant boards of studies. This feedback informs revisions of academic plans and shapes future institutional strategies.

The college adheres to an outcome-based education model, with learning outcomes rigorously assessed through a structured evaluation mechanism. Under IQAC supervision, the institution uses a structured evaluation system, including direct assessments through examinations and indirect assessments via course exit surveys. The IQAC has significantly advanced quality enhancement in both academic and administrative areas, especially in the post-accreditation phase following the third cycle. It diligently monitors and documents the strategic plan, Vision 2025, to ensure incremental improvements. To support this endeavour, the IQAC collects annual reports from various departments, clubs, and cells, ensuring comprehensive documentation of all institutional activities. The IQAC also publishes an annual newsletter that showcases these efforts and achievements.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

M E S Kalladi College Mannarkkad upholds a commitment to gender equity, providing equal opportunities for all students in admissions as well as in both academic and extracurricular pursuits. Women Cell is functional in the campus for the empowerment of girl students and to ensure facilities for them in campus. Our gender policy is in line with the institution's vision, mission, and core values.

Curricular and co-curricular activities

The college provides conducive environments for co-education and also diverse curricular and co-curricular activities. At the UG level nine courses with contents related to gender equity are offered to sensitize students. *STEP IT UP for Gender Equality*, a programme under the initiative of United Nations was conducted on 26-08-2022. All the departments conduct activities related to promotion of gender equity. *Global Challenge and Awareness Class on Feminine Psychology, Vox Femina, Women on social media, Gender equity and Human rights, Gender equity and Democratic values, Gender identity and discrimination-A global challenge, Fly with your wings* are some of the highlighted programmes related to gender equity. The Women Cell organizes programmes in observance of Women's Day, Mother's Day, and International Girl Child Day. Additionally, they conduct skill development training sessions in areas such as paper bag making, scrap work, tailoring, and designing.

Facilities for women in campus

The college has provided adequate facilities designed to support the personal hygiene of female students and has made restroom accommodations welcoming for transgender students as well. The campus offers clean and well-maintained toilets, a napkin vending machine, a daycare center for student mothers, and a dedicated girls' rest room. The Women Cell ensures the availability of essential items such as sanitary napkins and hot bags in case of emergencies. Additionally, the campus is equipped with a multi-gymnasium and fitness center that provide facilities to enhance physical fitness. The college provides ramp access at the entrance of all buildings to accommodate physically challenged students, and a lift is available in the main building. Sports facilities are available for both indoor and outdoor games such as chess, table tennis, badminton, and cricket.

The Women Cell is dedicated to the mental and physical well-being of female students, offering counselling services and health check-ups for those who may be mentally or physically vulnerable. A permanent counsellor is also available on campus to provide ongoing support.

Safety and Security Measures

- Well-trained and vigilant security guards.
- Extensive CCTV surveillance network with 24x7 monitoring in the campus and hostels.
- Women faculty members accompany girl students when they participate in outdoor activities or tours.
- Internal Complaints Committee against sexual harassment, Anti-Ragging Committee and Grievance Redressal Committee are in place. Helpline numbers displayed in strategic locations of the college including hostels
- Rotational duty to faculty members in women's hostel to ensure discipline and security.
- Training programmes on Self-defense for girl students organized.

Gender audit

The Gender Audit was conducted to assess the college's gender balance and ensure compliance with government rules and policies aimed at the advancement of women in society. The audit recommendations, including the identification of gender disparities in areas such as staff representation and leadership positions, were effectively addressed.

File Description	Document
Upload Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: C. Any 2 of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

(a) Tolerance and harmony towards diversities

As enshrined in the mission of our college, we provide an inclusive environment where students, teachers and non-teaching staff from different religious, cultural and socio-economic background live in harmony and engage in their academic and related activities. In order to aware the students about our commitment towards tolerance and harmony towards diversities, different activities are organized in the campus.

(b) Cultural diversity

The Department of Malayalam of the college fosters cultural inclusiveness by organizing regular performances of traditional art forms such as *Kalamezhuthu Pattu* (a traditional performing art in Kerala) by professional artists. *Kerala Piravi* (formation day of Kerala, is observed annually. The Fine Arts Club promotes regional folk-art forms including *Duffmuttu*, *Arabana Muttu*, *Thiruvathirakali* and *Oppana*. Activities are also organized under *Ek Bharat Shresht Bharat* club.

Linguistic diversity

The Department of Hindi in collaboration with Sree Krishna College Guruvayoor, conducted a national webinar on the topic "*Premchand ke patr'aadarshyatharth*". The college regularly conducts programmes such as *Malayala Bhasha Vyakaranam* (Malayalam language and grammar), celebrates *Literacy Day*, *World Arabic Day*, *Reading Day*, etc.

Communal Harmony

The college celebrates festivals such as Onam, Eid, Diwali and Christmas, fostering inclusivity and student participation regardless of religious background. The college being located in Palakkad district sharing borders with Tamil Nadu celebrates festivals like Pongal also.

Socio-Economic Inclusivity

The college supports socio-economic inclusiveness through scholarships, housing schemes, emergency health and disaster support, and a uniform dress code.

Sensitization to constitutional obligations and Democratic values

The college celebrates important national days such as Independence Day, Republic Day, Kargil Vijay Diwas etc. with great enthusiasm enriched with the spirits of patriotism. Birth days of national leaders such as Mahatma Gandhi, Jawaharlal Nehru, Sardar Patel and Ambedkar are celebrated with honour. *Gandhi Smrithi* was organized to commemorate the 150th birth anniversary of Gandhi. National Voters Day, Human Rights Day, Women's Day, Yoga Day, Quami Ekta Observance Week are celebrated to raise awareness about the occasions. Civic awareness classes for new students cover topics like drug abuse, dowry, ragging, and human rights violations. The college conducts various activities to sensitize constitutional obligations and democratic values. NSS units of the college join hands with local self-

government bodies for activities focusing on safeguarding the environment. The college demonstrated its social commitment by involving in both flood relief activities and COVID-19 care.

The auditoriums and seminar halls in the college are named after freedom fighters, national leaders or literary legends. Tagore Hall, Ambedkar Hall, Kasturba Gandhi Hall, Maulana Azad Hall, C.V Raman Hall etc. remains as symbols for sensitizing nationalism among students. The preamble of our constitution is displayed in the institution along with the portraits of national leaders.

The electoral literacy club conducts voter ID registration both at the college level and for the local community. The election to college students' union is conducted in parliamentary mode. A code of conduct is in place for students and staff aligned with the institution's core values, and to incorporate human values and constitutional obligations.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice I

Title

SPARSH: Touching Rural Lives through Student Driven Community Services

Objectives

- To promote health and wellness among the local community
- To enhance quality of education in nearby schools
- To facilitate the upgradation of technological knowledge
- To empower rural women
- To foster volunteerism among students
- To promote sustainable practices
- To cultivate resilience and enhance disaster preparedness

Context

The 21st century education, as envisaged by the NEP 2020, extend beyond career preparation and emphasises societal engagement. Acknowledging their vast potential, the students are engaging in

community service that nurtures humanitarian values, enriching their education while allowing the community to reap benefit from their knowledge and service-oriented mindset.

Practice

- M E S Medical Centre: It is an initiative of our institution which provides essential healthcare services to the local community, with students volunteering in medical camps and assisting patients.
- Students' Initiatives in Palliative: Students raised funds to procure an ambulance and serve bedridden patients in nearby areas, distributing medicine as needed.
- Educational Quality Enhancement: The college enhances the quality of education in local schools through workshops and training, including online support during COVID.
- Technical Knowledge Enhancement: Conducted programmes led by students to improve technological awareness and skills in the community.
- Rural Women Empowerment: The college conducts training and empowerment programmes for local women in collaboration with self-help groups.
- Blood Donation Camps: Students regularly organize and participate in blood donation drives to help those in need.
- Covid Care Activities: The college acted as a Covid Care Centre, faculties handled duties related to covid and raised funds to provide mobile phones for students attending online classes.
- Flood Relief Initiatives: Students participated in cleaning activities and distributed essential materials during flood relief efforts.
- Swachhata Programmes: Students actively engage in cleaning initiatives in nearby villages, promoting hygiene and environmental health.

Evidence of Success

- M E S Medical Centre has conducted 5 medical camps, an average of 1849 lab visits per year, and it provides the service of 8 specialist doctors.
- The Student's Initiatives in Palliative provide emergency assistance to the needy. Under this programme, students visit the houses of palliative patients three times a week, utilizing the ambulance facilities.
- The Educational Enhancement Programmes intended to elevate the knowledge level of students of nearby schools. A total of 10 schools benefitted under this programme.
- Influenced by the training conducted under the rural women empowerment initiatives, two Janasevana Kendra were started by the women in our locality.
- An average of three blood donation camps were conducted under the guidance of NCC and NSS every year.
- The COVID care activities provided support and relief to the community. Under the initiative of the staff association, 16 students and a cleaning staff were provided with mobile phones to support their educational needs during the lockdown period.
- The activities of students during the flood were exemplary. They provided services and supplies to those who were needed. These accomplishments highlight our institution's positive impact on students and the community.

Overall, these activities help to alter the mindset of the student community. Along with achieving academic glory, they are trained with a compassionate attitude towards fellow beings.

Problems Encountered and Resources Required

- Greater commitments to academics by most of the students create obstacles to offer regular services.
- In the medical centre, the limited expertise in medical services restricts the scope of what the students can offer.
- Recurring expenditures for the ambulance (salary of nurse and driver, fuel expense, maintenance etc.)

Best Practice II

Title

Skill Training and Entrepreneurship Development

Objectives

- To offer skill training programs that enhance participants' proficiency and confidence in specific job-related skills, thereby improving their employability and workplace performance.
- To conduct entrepreneurship development activities that equip participants with the skills to successfully start, manage, and grow their own businesses, fostering innovation and economic growth.

Context

In today's dynamic workforce landscape employers increasingly prioritize candidates who possess practical skills, adaptability, and a growth-oriented mindset. The New Education Policy stresses upon the relevance of skill-based education and vocational training in the curriculum. While our students excel academically, they often encounter challenges in seeking placement opportunities due to the skill gap. To address this need, our college conducts training programmes and courses aimed at enhancing skills thereby promoting sustainable job opportunities for the students. Nowadays, entrepreneurial ventures are appreciated by the society. The college offers entrepreneurial development programs to attract individuals with a sincere passion and aptitude for initiating new entrepreneurial careers, therefore promoting sustainable financial growth among the students.

Practice

- **Vocational Degree Programmes:** Our college offers three B.Voc. programmes which intend to ensure the students to have sufficient knowledge and skills for employment and entrepreneurship through internship and training activities.
- **SKILL TUNE:** The college offers a range of courses to tune the skills of the students. College signed MoUs with government and non government agencies/organization to provide skill development courses to the students. Skill development courses primarily focus on providing training and orientation on different employability skills.
- **Skill Development Programmes:** The college organized various skill development programmes, workshops and training sessions to boost and sharpen the skills of students in specific areas.
- **Work readiness programme:** Promotes interview skills among students and increase the chances of getting placed.

- **Udhyami** programme is designed to foster and promote women entrepreneurship and has effectively created a venue for exhibiting expertise.

Evidence of Success

- Students successfully completed various courses under these skill training programs.
 - 34 students enrolled for ACCA in last three years
 - 8 students enrolled for CMA in last two years
 - 320 students enrolled for DCA in last five years
 - 45 students enrolled for Python programming in last year
- CAMPUSMART launched under Udhyami: This venture intends to conduct regular market opportunities for the students which give them a chance to showcase their entrepreneurial talent and to earn while learn
- Technology Business Incubation Centre under IEDC provided platforms for student initiated start up firms to register and use the facilities in the college. Hexen which is registered under The Registrar of Firms, Kerala with registration no. 851/2014, is functioning in the TBI.

Problems Encountered and Resources Required

- The students prefer to go to higher studies than opting for skill-oriented jobs or entrepreneurial ventures
- Time constraints due to the busy academic schedule
- Lack of sufficient financial support from government and other agencies

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Empowerment of Tribal community in the neighborhood

MES Kalladi College is situated in the Western Ghats, in the vicinity of Attappadi, where a substantial tribal population resides. Our college has a significantly higher number of tribal students enrolled compared to other colleges in the district. A key characteristic of our institution is its commitment to empower Scheduled Tribes and Scheduled Castes from the rural areas of the hilly Attappadi region.

We provide assistance to these students in overcoming their adversities, achieving their objectives, and transforming them into ideal members of society, as they come from economically and socially poor backgrounds. To ensure their holistic development, we conduct a range of curricular and co-curricular activities aimed at enhancing their social, academic, economic, artistic, spiritual, and emotional well-being.

Academic Mentoring

Students from Attappadi often find it challenging to adapt to the campus environment. In response, the college takes a proactive approach to support them in improving their social and cultural integration. Through a dedicated tutorial and mentoring system, teachers identify their needs during their first year. Special tutorial and mentoring sessions are then provided to address these needs. By assessing their aptitudes in various areas, the college encourages these students to participate in different clubs and activities, fostering their overall development.

Centre for Tribal Studies and Research (CTSR)

The NAAC peer team for third cycle of accreditation has recommended for a research centre specialized in tribal studies. The tribes, as indigenous communities, have resided in the forested highlands of Attappadi since time immemorial. Numerous tribal groups inhabit this region, and their nature-cantered way of life has given rise to a rich cultural heritage and social order. However, external interference by people from outside tribal areas has disrupted various aspects of tribal life and cultural heritage. In response to these challenges, the Centre for Tribal Studies and Research was established in 2016. This research centre plays a vital role in understanding and preserving the rich cultural heritage of the tribes. Student projects are often focused on tribal research, and doctoral studies also concentrate on this field. Faculty members have contributed significantly by publishing numerous research papers addressing tribal issues.

MES Medical Centre for Tribes at Attappadi

The college has extended its services to the tribal community by establishing a health centre in Attappadi, located at Kakkupadi. This centre was inaugurated on November 14, 2016, with the goal of providing care and support to both tribal students and their community. Initially, treatment at the centre was offered free of charge to the tribal population. However, a nominal fee of Rs. 20 is now charged as consultation fee.

The health centre addresses prevalent health issues among the tribal female population, including malnutrition, drug addiction, and maternal mortality, through awareness programs, appropriate medication, and nutrition plans. Additionally, ambulance service was introduced on April 18, 2018, further enhancing the centre's capacity to respond to medical emergencies. The MES Dental Health Care Centre was also established to serve the tribal community.

Facilitation centre for Tribal Students (FCTS)

FCTS launched with the goal of providing tribal students with career guidance, coaching for competitive examinations, and skill training. In order to develop employment opportunities among ST students,

FCTS started PSC registration and provides other information about job openings in career magazines.

Archery Range: The college has constructed an archery range using the funding from Parent Teacher Association (PTA). The objective is to bring up talented students in archery which is a game traditionally attached with the lifestyle of tribes. Proper training in archery is being given to equip the students to participate in university and state level championships.

The community outreach programme

The extension wing of the college launched a programme where different departments and clubs organized outreach programmes in the Attappadi area.

- **Exhibition of forest products:** Department of Botany organized an exhibition on forest products. The exhibition was mainly focused to familiarize the products used by the tribal people.
- **Nutritional Awareness Programme:** Department of Food Technology conducted a nutritional awareness programme at TRIBAL HSS Sholayur, Attappadi. The main objective of the programme was to provide awareness about nutritional security to Tribal population.
- **Career Development:** Department of Commerce conducted career development programme for higher secondary students at GVHSS Agaly, Attappadi
- **Anti-drug campaign:** Department of Commerce and Management Studies conducted a programme on “Anti-Narcotics” at GVHSS Agaly, Attappadi.
- **Tourism and Hospitality:** Department of Tourism and Hospitality Management conducted an awareness session at Kottathara about responsible tourism and potentials for tourism activity to earn income.

Day Observations and Celebrations

Days of national and international importance having attachment with tribal issues are being observed or celebrated.

- **Bamboo Day Celebration**

In connection with World Bamboo Day, Department of Botany organized an exhibition on Bamboo products. As part of this programme, students prepared “Mulayari payasam” a dish made with bamboo seeds. Bamboo seeds are rich with nutrients and are mainly used by the tribes of Attappadi.

- **Millet Year Celebration**

In connection with Millet year celebration, Department of Botany organized Millet Exhibition and sale of millets used food items to give awareness about the importance of these grains. The programme also aimed to make the public aware about the use of millets by the tribes of Attappadi. The programme highlighted the importance of food items mainly ragi used by the tribal people.

- **International World Tribal Day Celebration**

Department of History observed the International Day of the World’s Indigenous people or World Tribal Day in order to promote and protect the rights of Tribal community.

- **Folk lore day celebration**

Department of History in association with National Service Scheme units of MES Kalladi college and OTTA Folklore Patana Gaveshana Kendram, Mannarkkad organized a vibrant and culturally enriching event to celebrate International Folklore Day. The primary objective of the event was to raise awareness about the importance of folklore in preserving cultural identity, fostering intercultural dialogue, and promoting mutual understanding among communities.

- **SC/ST Cell**

It focuses on enhancing the welfare of SC/ST students by providing help and support in accessing various financial aids and scholarships available from both Government and Non-government sources.

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

5. CONCLUSION

Additional Information :

- College has signed an international MoU with UNISBA (Universitas Islam Bandhung, Indonesia)
- The college is a part of the international MoU signed by Muslim Educational Society with UTAS (University of Technology and Applied Sciences, Oman)
- College is a mentor of three college under the Margadarshan scheme of NAAC
- College has submitted proposal for funding from PM-USHA for infrastructure development

Concluding Remarks :

MES Kalladi College is in consistently in pursuit of excellence by providing quality education to the students. After the fourth cycle of accreditation process, we are planning to apply for autonomous status, which we hope will provide more academic freedom and autonomy so that we can elevate ourself into a centre of excellence.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 1408 Answer after DVV Verification: 1388</p> <p>Remark : DVV has excluded the repetitive students.</p>																				
2.4.2	<p>Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)</p> <p>2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>82</td><td>73</td><td>76</td><td>78</td><td>71</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>80</td><td>71</td><td>74</td><td>76</td><td>70</td></tr></tbody></table> <p>Remark : DVV has excluded the physical education director.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	82	73	76	78	71	2022-23	2021-22	2020-21	2019-20	2018-19	80	71	74	76	70
2022-23	2021-22	2020-21	2019-20	2018-19																	
82	73	76	78	71																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
80	71	74	76	70																	
3.1.1	<p>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</p> <p>3.1.1.1. Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs) Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>16.90651</td><td>14.53408</td><td>13.90367</td><td>6.07640</td><td>2.26504</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>7.82</td><td>8.85</td><td>10.40</td><td>6.08</td><td>2.27</td></tr></tbody></table> <p>Remark : DVV has only considered the research grants from Government and non-governmental</p>	2022-23	2021-22	2020-21	2019-20	2018-19	16.90651	14.53408	13.90367	6.07640	2.26504	2022-23	2021-22	2020-21	2019-20	2018-19	7.82	8.85	10.40	6.08	2.27
2022-23	2021-22	2020-21	2019-20	2018-19																	
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2022-23	2021-22	2020-21	2019-20	2018-19																	
7.82	8.85	10.40	6.08	2.27																	

agencies.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	17	12	4	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	16	8	5	2

Remark : DVV has considered research papers in the Journals notified on UGC CARE list as per the calendar year Jan-Dec 2018-2022.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	3	6	13	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	3	2	12	4

Remark : DVV has considered books and chapters published along with the ISBN numbers as per the calendar year Jan-Dec 2018-2022.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
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32	9	11	48	9
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
26	6	9	36	4

Remark : DVV has only considered the extension and outreach Programs which are benefit for the community.

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

Answer before DVV Verification :

Answer After DVV Verification :28

Remark : DVV has only considered active MOUs.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
53.88919	49.01306	35.62637	71.41428	49.56392

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
35.15	18.04	27.51	47.45	26.76

Remark : DVV has considered the repairs and maintenance expenses.

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

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

Answer before DVV Verification:

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

76	11	21	45	12
----	----	----	----	----

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	7

Remark : DVV has not considered the inter collegiate awards.

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

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:

2022-23	2021-22	2020-21	2019-20	2018-19
26	89	77	26	38

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
23	06	21	25	38

Remark : DVV has only considered the teachers provided with financial support of Rs. 2000 and more.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
45	28	102	112	68

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
44	27	89	107	64

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	11	16	19	23

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	11	16	19	23

Remark : DVV has excluded the repetitive teachers.

7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has considered the given input as per the supporting documents provided by HEI.</p>
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2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 183 Answer after DVV Verification : 180</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>119</td> <td>101</td> <td>98</td> <td>93</td> <td>88</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>116</td> <td>100</td> <td>98</td> <td>93</td> <td>85</td> </tr> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	119	101	98	93	88	2022-23	2021-22	2020-21	2019-20	2018-19	116	100	98	93	85
2022-23	2021-22	2020-21	2019-20	2018-19																	
119	101	98	93	88																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
116	100	98	93	85																	