SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

MES PONNANI COLLEGE

MES PONNANI COLLEGE PONNANI SOUTH P O MALAPPURAM DISTRICT
679586
www.mesponnanicollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Established in 1968 by The Muslim Educational Society (MES), one of the largest educational agencies in India, MES Ponnani College, has been spearheading the historical mission of emancipating the economically and educationally backward people of the demoted section of Malappuram district.

The institution is situated in the coastal stretch of the southwest part of India, by the side of National Highway 66 and at a radial distance of hardly 150 meters from the Arabian Sea. A glimpse of the demography of Ponnani unveils its increased volume of the marginalized minority and Scheduled Caste population. These socially marginalized people were deprived of their right to education and employment. The vision of establishing a higher education institution, to find a panacea for this educational backwardness of the area, was shared by Dr. PK Abdul Gafoor and a few philanthropists of the area furthered it. The establishment of the institution thus became a historically defining event as it is the only centre for higher education along a 25 km stretch in the Ponnani coastal belt even today.

Uncompromisingly sticking to its policy of all-inclusiveness and justness, the institution has become instrumental in transforming the academic profile of the area and thus rejuvenating Ponnani as 'the seat of learning'.

The institution is government-aided, affiliated to the University of Calicut, and included under 2(f) and 12(B) of the UGC act. The institution offers three Ph.D. programmes, five PG, and nine UG programmes.

The institution has taken great strides in every facet especially in learning and research, the outcome of which has proved advantageous for the development of the region, worth mentioning are the contributions of the departments of Geology and Aquaculture and Fishery Microbiology. The resources of the institution and the research studies undertaken have been well-utilized in environmental studies of the area, especially in diagnosing climate change impacts and identifying adaptation strategies.

The institutional zeal to promote the higher education of girls, especially from the downtrodden area is quite momentous and it is corroborated by the growth of the female literacy rate of the area.

Vision

To immortalize the legendary Ponnani wisdom and tradition, whilst assimilating the ever altering spirit and ingenuity of the academic firmament.

Mission

To ensure the scholastic, social and cultural emancipation and empowerment of people of the environs especially of the fisherfolk whose rights and privileges have been suppressed and trampled upon for centuries owing to historical, political, and social reasons.

Objectives

We endeavour to fulfil the fair aspirations of all stakeholders and to disseminate the fame of the institution as an epitome of excellence in all walks by setting the following objectives:-

- Developing a culture of equality, secular outlook, all-inclusiveness, and impartiality.
- Embracing innovative curricular, co-curricular, and extracurricular ideas from the globalized world.
- Setting an exceptional academic ambience ensuring the collaboration and contribution of all stakeholders.
- Promoting scientific temperament and rational thinking as envisioned in the Constitution of India.
- Empowering the vulnerable sections of the society through committed and unswerving programmes.
- Providing skill-oriented education to students, making them agents of transformation for the well-being of the Nation.

Core Values

1. Social Equity
2. Ethical Justice
3. Civic Responsibility
4. Accountability and Transparency
5. Intellectual Integrity
6. Inclusive Empowerment

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Five decades of excellent service, providing altruistic discourses on higher education
- Uplifting coastal fisherfolk of Ponnani by equipping them for varied life skills
- Diverse demography reflects minority, SC/ST, female-dominated and financially backward students
- Accessible location by the side of NH-66 and proximity to public and private bus stands
- Highly committed, industrious and qualified faculty members
- Excellent result with university toppers every year
- Quality ensuring initiatives with well-structured tutorial and mentoring system
- The institution acts as a nodal DLP centre of the Indian Institute of Remote Sensing
- The institution is an authorised centre of APAT
- Three research departments with 14 research guides
- Aquaculture & Fishery Microbiology and Geology are the only research centres in these subjects under the University of Calicut
- DST-FIST funded research facilitation centre for in-house and outside scholars
- Aquatic biodiversity museum with rare species and deep-sea organisms
- Hatchery for the breeding of indigenous and ornamental fishes
- The Penta-head research microscope with the state-of-the-art facility is the unique facility of the institution
- Museum of Geology is a treasure trove of rocks, minerals, ores and rare fossils including dinosaur's egg
- A unique whale skeleton preserved and exhibited in the campus

- The institution is a recognised local chapter of NPTEL
- Ample student exposure to field visits and residential camps
- Student-teacher rapport conducive for interpersonal skill development
- Student involvement in co-curricular activities inculcating leadership qualities
- Digitally equipped library with 37,610 books, N-LIST access
- All classrooms are ICT enabled with Wi-Fi facility
- An academic and administrative audit conducted regularly
- Continuous community interaction through outreach and extension activities
- Eighty percentage of the students avail scholarships
- Hostel facility for boys and girls
- A spacious fitness centre with top of the line equipment
- The athletic culture among female students is widely promoted
- Artistic skills of the students are fine-tuned via appropriate forums
- Alumni sponsor scholarship and facilitate student employment
- Enthusiastic students with rich academic output
- Clubs and Committees with the active involvement of staff and students
- Greater student enrollment in MOOCs
- Special grooming up programmes for differently-abled students
- NSS and Palliative club play a vital role in nurturing human values
- Eco-friendly campus with intentionally made greenscape

Institutional Weakness

- Catering to the higher educational aspirations of economically backward community hinders the introduction of self-financing programmes
- Lack of financial support from the government for the improvement of infrastructure is a major handicap
- Semi-rural landscape limits the institutional tie-up with industries
- Consultancies are carried out only in limited areas

Institutional Opportunity

- PG departments to be upgraded to research centres
- More programmes may be introduced to mould the professional skills of students
- Community college and research chairs may be established
- Holistic Development Centre for fisherfolk community
- Use of online facility for running certificate/diploma programmes
- Vocational programmes as part of industry-academia interface
- Industries may be invited for collaborative programmes
- Consultancy could be enhanced in competent areas
- Ample land for infrastructural furtherance
- Overseas employment opportunity supported by alumni associations
- Collaborations with international educational institutions and universities
- Training programme for women to develop entrepreneurial skills
- Upliftment of college to autonomous status

Institutional Challenge

- The demographic peculiarities result in dropouts, especially of girls
- Socio-Economic background of coastal fisherman community is poor
- Difficulty in fund mobilization for infrastructural developments
- Lack of functional autonomy
- Faculty members switching over to universities and government colleges
- Low enrolment ratio of boys

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution offers 9 UG, 5 PG and 3 Ph.D. programmes affiliated to the University of Calicut. UG and PG programmes run on CBCS which provides electives. The option for choosing an open course at UG level ensures academic flexibility.

Apart from fully adhering to the curriculum and syllabus prescribed by the University, the institution has its own system for effective curriculum delivery. The staff council prepares an outline of the academic activities. The IQAC and the CUCBCSS monitoring committee (CMC) ensure systematic implementation of the curriculum. The staff council in consultation with the IQAC prepares the institutional academic calendar in tune with the University academic calendar to facilitate an effective academic atmosphere.

The IQAC and CUCBCSS monitoring committee oversee the work and guarantee a transparent and effective continuous internal evaluation mechanism. The IQAC evaluates the effective curriculum delivery through bi-annual academic audit and curriculum feedback from teachers, teacher feedback from students along with alumni and parent feedback.

Curricular planning is further ensured by the participation of faculty members in the Board of Studies. Faculty members of different departments have been participating in syllabus revision workshops and are part of question paper setting of universities and autonomous colleges.

The University itself integrates value-added courses, which inculcate environmental friendly perspectives, human values, professional ethics and other cross-cutting issues. The institution regularly conducts skill-based learning practices and value-based enrichment programmes to meet the wide-ranging demands for the inclusive progress of the students.

The institution offers add-on courses and certificate courses to make students proficient in professional skills. A good number of students enrol in the certificate courses designed by the institution. Curriculum delivery is further made interactive and effective by seminars, workshops, industrial visits, exhibitions, internships, field visits and Kerala State Council for Science, Technology and Environment (KSCSTE) funded student projects. Additional Skill Acquisition Programme (ASAP) offers communication and life skill courses to the students. The institution, being an active local chapter of NPTEL, each department encourages the students to register to the online courses using the institutional platform.

Teaching-learning and Evaluation

The institution has taken several steps in implementing innovative methods of teaching and learning that ensure quality education. The institution has an excellent enrolment percentage of 100, with adequate representation of socially and economically weaker sections.

The learning level of students is assessed early and considering the heterogeneous nature of the student community, the institution follows systematic and scientific procedures to cater to their individual needs through specialized programmes like WWS, FQEIR, Avant-Garde, ASAP, SSP, STEP, Win Together and Catch Your Dreams. The special initiative, Wings of Fire, is taken for the differently-abled to bring them to the mainstream.

Experiential, participative and skill-based learning methods like Transect Walk, Community Living, Exp Eyes, Fish Breeding and Rearing Practices, ICCP, Game 'n' Gain, Peer Teaching and Team-Teaching are practised to make learning student-centric and thought-provoking.

CBCSS UG Monitoring Committee and Internal Exam Cell ensure the time-bound, smooth and transparent implementation of continuous internal evaluation. A five-tier grievance redressal system- teacher level, tutor level, department level, institutional level and university level - runs in the institution to address the grievances of the students.

The institution has a mentor-mentee ratio of 22:1. All sanctioned posts are filled punctually with experienced teachers, preferably with Ph. D. and PDFs. There are 22 Ph. D. holders in the institution, 14 of them are research guides. On an average, 82% of students pass the university examination and a good number of students are pursuing their higher studies.

The institution promotes ICT enabled teaching through the learning systems facilitated by INFLIBNET, NPTEL, Digital Resources, Google Classroom, Edmodo, Moodle, blogs, video lectures and PowerPoint presentations. Students are exposed to vast arenas of MOOC BY UDEMY, COURSERA and SWAYAM.

The stakeholders are familiarized with Course Outcome (CO), Programme Outcome (PO) and Programme Specific Outcome (PSO) through different means like website, notice board and induction programmes. Attainment of CO, PO, PSO is evaluated through internal examination, assignments, seminars, projects, field visits, course viva and practical skill evaluations. Feedback on CO attainment is collected from the students after each internal test.

Research, Innovations and Extension

Post-accreditation period has witnessed a significant transformation in the research culture of the institution, evidenced by the increase in the number of doctoral and post-doctoral research degree holders, research guides and publications. Postgraduate department of Physics has been upgraded as the research centre. The institution has developed state-of-the-art infrastructure facilities to support advanced research including support under DST-FIST, SERB, IUGS-HSS, IFA, IGCP and KSCSTE-SARD funding. Students and faculty members are encouraged to present papers at conferences and publish papers in research journals. Faculty members have undertaken major and minor research projects and Rs. 1.23 crore has been sanctioned during the last five years by various agencies. The institution has 58 functional MoUs and about 55 linkages with eminent institutions.

The institution has an innovation ecosystem to promote the innovative and entrepreneurial skills of the students. The Institutional Innovation Council (IIC) an initiative by MoE, Young Innovative Programme (YIP) supported

by the Kerala Development and Innovation Strategic Council (KDISC) and Kerala Blockchain Academic Innovation Club (KBAIC) play a pivotal role in promoting innovative initiatives.

Department of Aquaculture produces and markets high-quality nutritional fish feed 'MESFEED' by using low cost/ trash fish.

A student found her place in India Book of Records and Asia Book of Records doing bottle art. A mobile app named Bytes Home Delivery App developed by a student is used extensively in Ponnani for the purchase of fast-moving consumer goods and ordering food. Another student developed handheld equipment to identify the groundwater potential in the area.

IPR cell organises seminars and workshops. Research Promotion Council promotes the augmentation of the research activities.

ED club is instrumental in organizing programmes joining hands with KIED, DIC and KITCO to provide a platform for students for realizing their business aspirations. Innovation and Entrepreneurship Development Centre (IEDC) by the Kerala Start-up Mission functions in the institution.

Community-oriented programmes are organized under the auspices of various departments and clubs like NSS, NCC, Red Ribbon Club, Women Cell, Palliative club, Bhoomitrasena and Nature Club. Notable initiatives are *Sahapadikkoru Veedu, Gramya, Abhayam, Swasthya, Padashala,* Rainbow, *Kadaloram, Swasraya, Kaithangu, Oppam*, Girls with Goals and *Punarjani.*

Infrastructure and Learning Resources

The institution, located in the coastal area, has a total built-up area of 14258.83 sq.m spreading over 25.93 acres. Main Block, Golden Jubilee Block and Commerce Block are used for academic purposes. The institution offers an adequate number of spacious classrooms, laboratories, Network Resource Centre, seminar halls, library and research rooms for carrying out academic activities proficiently. Separate rooms for research scholars, hostels for boys and girls, retiring room for girls and boys, day-care centre, counselling centre, cooperative store and canteen are there in the campus. The campus is under CCTV surveillance and security watch.

The institution has ensured infrastructure facilities and resources to conduct outdoor games and indoor games. Well maintained fitness centre and Yoga centre exist in the campus. Spacious auditoriums are available for organizing different cultural activities.

All classrooms are ICT enabled, with LCD projectors and network connection (LAN/Wi-Fi) to integrate technology in the teaching-learning process. There are 195 computers installed in five different labs for students which ensure a good student-computer ratio. The public address system is doubled up as campus radio, *'Thira'*.

All the science departments have adequate laboratories and well-sophisticated instruments.

Geology Museum, Aquaculture Museum, aquarium and hatchery are unique in their collection. Botany and Zoology departments maintain museums with a good number of specimens. There are well-maintained butterfly garden and herbal garden.

State-of-the-art computer lab and language lab are operational. A multimedia studio facility for e-content development has been functioning in the campus.

Four departments have mini-conference cum seminar halls.

The central library within a total area of 5000 sq. ft, is automated using ILMS and has an adequate collection of text and reference books. Subscription to N-LIST provides access to e-journals and e-books. The OPAC facility enables users to search online and locate books and other materials available in the library. A Network Resource Centre functions as part of the library to ensure easy access to e-resources.

To ensure optimum utilisation and proper maintenance of the infrastructure, the institution has developed an established system of procedures which includes ensuring warranty for major equipment and annual maintenance contract after the warranty period.

Student Support and Progression

The institution is determined to provide students with full-fledged facilities and opportunities to empower them with the right skills and knowledge and to ensure their excellence in curricular and co-curricular activities. 80% of students avail scholarships- 75% of which is funded by state and central government including fishermen scholarship.

The institution conducted various capability enhancement programmes for enriching soft skills, language and communication skills, life skills and ICT skills of the students. The institution has implemented state government programmes like Scholar Support Programme, Additional Skill Acquisition Programme and Walk with Scholar. Vocational and entrepreneurial development programmes are regularly organized. Career Guidance Cell and institutional initiatives like DreaMES and MES Finishing Academy give up-to-date orientation to students and assist them to qualify various competitive examinations. A good number of students get admission in reputed higher education institutions including State and Central Universities.

The students' union functions as the most influential stakeholder in both the academic and non–academic activities related to the institution. The institution ensures the representation of students in various administrative bodies, clubs and forums. All the cells and clubs ensure a satisfactory representation of girls. Women's sports culture is encouraged as evidenced by the existence of girls' teams in tug of war, *kalarippayattu*, wushu, taekwondo, baseball, table tennis, kabaddi and ball badminton. Students regularly participate in zonal, state and national level competitions and student bagged gold medals for *kalarippayattu* in national level for two years consecutively. The institution has a robust mechanism in the form of Grievance Redressal Cell, Anti Sexual Harassment Cell and Anti Ragging Cell for the timely redressal of student grievances.

Pre-marital Counselling Centre is functioning for students in collaboration with the Minority Welfare Department. Career counselling is regularly given to students.

University Information Centre, functioning within the premises of the campus, facilitates students in getting information without delay.

The Alumni association of the institution functions as a two-tier system- at the institutional level and at the departmental level. The annual alumni meet *Ponnala* is conducted every year. The contributions of alumni

range from scholarships, contribution towards infrastructural development, knowledge sharing to the institution of awards.

Governance, Leadership and Management

The institution is governed by the Managing Committee as per the policies set down by the MES. The academic and administrative activities are carried out in consensus with the stated policies.

The institution has devised a perspective and quality improvement strategic plan for the institutional development, 'Goal 10' identifying ten thrust areas, viz., infrastructure development, student progression, digital campus, research and consultancy, skill acquisition, eco-consciousness and sustainability, community outreach, gender sensitivity, quality enhancement of the faculty members and upgradation of departments. It is executed through IQAC, Planning Board and other sub-committees. The IQAC outlines the valued standard parameter for the enrichment of the all-encompassing academic atmosphere of the institution.

The institution practices the policy of decentralization and participative management thus ensuring the participation of all stakeholders. The management committee, in due consultation with all stakeholders, frames guidelines and strategies for the progress of the institution. Feedback data from all stakeholders are taken into account for policy and decision making. The Principal is authorized to take decisions on the managerial and academic affairs of the institution. He is assisted by the staff council and IQAC in decision making. Staff council's decisions are executed at the department level through the respective heads, who act with the assistance of the Department Council.

The institution works as per a set of policies and procedures laid down for staff selection and recruitment. The institution has introduced effective welfare measures for teaching and non-teaching staff. Outright backing and direction have been rendered by the institution and management to faculty members for fulfilling their personal and academic requirement and to ensure a contented and fruitful working atmosphere.

A 360-degree Performance Appraisal System is in place to ensure efficacy enhancement and competency power of the teaching and non-teaching staff in the right direction.

The institution has well-structured mechanisms to supervise the effective use of obtainable monetary funds from various sources like the Management, PTA, Alumni and Government. The institutional mechanism for fund mobilization ensures transparency by conducting annual financial audits. The institution has well distinct and methodical policies to guarantee the perfect utilization of obtainable resources.

Institutional Values and Best Practices

The institution gives due weight to gender sensitization programmes and WDC conducted 138 programmes in the last five years. A round-the-clock surveillance system functions in the institution and various cells operate to ensure the safety of the students. The counselling centre 'Hope' gives timely assistance to the students. The institution has differently-abled friendly resources such as ramps, pedestrian-friendly pathways, toilets and library facilities.

The institution has installed a rainwater harvesting system. A green audit was conducted through an external agency and a green protocol is adopted. The institution ensures energy conservation and a significant part of the

power requirement is met through solar panels and LEDs. The institution has well-evolved mechanisms for solid waste management like three biogas plants, vermicomposting and pit composting. The institution has an effective mechanism for reusing and recycling the wastes. Green computing and Green ICT are practised to reduce the generation of E-waste. The institution is a plastic-free campus.

Institution celebrates the national festivals, observes important days and commemorates great leaders. The institution regularly organizes various programmes intended to uphold constitutional values.

The social commitment of the institution is reflected in its best practices. The resources of the institution are utilized for the all-comprehensive development of all stakeholders and for the welfare of the locality.

WELLNESS- The institution assesses the plight of doubly disadvantaged fisherfolk women and girls in Ponnani and endeavours to ensure their social, economic and cultural emancipation through initiatives like *Swasraya, Kaithangu, Oppam*, Girls with Goals, *Snehadaram* and Toward Equality.

WISDM-Ponnani has been adversely hit by calamities and a scientific and systematic study on resistance, revival and rehabilitation is crucial. The practices of the institution in disaster management span all phases of disaster cycle through the initiatives like Mapping the Neighbourhood, The Planning Phase, Creating Database, Rapid Response Wing, Shore Up, All Under One Roof, From the Ashes and Explore n Edify.

The institution has initiated many programmes for the educational and economic uplift of the fisherfolk community in Ponnani. The institution offers aided courses alone and a good number of seats under management quota are reserved for students from fishermen community.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MES PONNANI COLLEGE
Address	MES Ponnani College Ponnani South P O Malappuram District
City	Ponnani
State	Kerala
Pin	679586
Website	www.mesponnanicollege.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Ameera V U	0494-2666077	9961314545	0494-2669788	iqac.mesponnani@gmail.com
IQAC / CIQA coordinator	Limseer Ali P A	0494-2686644	9946003502	0494-2686645	limseer@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes minoritydoc_1607061852.pdf
If Yes, Specify minority status	
Religious	Yes
Linguistic	
Any Other	

Establishment Details	
Date of establishment of the college	01-06-1968

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Kerala	University Of Calicut	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	25-09-1976	View Document
12B of UGC	25-09-1976	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	IIRS DLP Nodal Centre
Date of recognition	18-08-2016

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	MES Ponnani College Ponnani South P O Malappuram District	Rural	25.93	14258.83

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Department Of Chemistry	36	Plus Two	English	53	48
UG	BBA,Department Of Commerce And Management Studies	36	Plus Two	English	57	56
UG	BCom,Department Of Commerce And Management Studies	36	Plus Two	English	66	65
UG	BSc,Departm	36	Plus Two	English	41	39

	ent Of Computer Science					
UG	BA,Department Of Economics	36	Plus Two	English	69	69
UG	BSc,Department Of P G Studies And Research In Geology	36	Plus Two	English	39	39
UG	BSc,Department Of P G Studies And Research In Physics	36	Plus Two	English	53	49
UG	BSc,Department Of Zoology	36	Plus Two	English	41	41
UG	BA,Department Of English	36	Plus Two	English	47	47
PG	MSc,Department Of P G Studies And Research In Aquaculture And Fisheries Microbiology	24	Graduation	English	13	13
PG	MCom,Department Of Commerce And Management Studies	24	Graduation	English	22	22
PG	MA,Department Of Economics	24	Graduation	English	20	20
PG	MSc,Department Of P G Studies And	24	Graduation	English	14	13

	Research In Geology					
PG	MSc,Department Of P G Studies And Research In Physics	24	Graduation	English	15	14
Doctoral (Ph.D)	PhD or DPhil ,Department Of P G Studies And Research In Aquaculture And Fisheries Microbiology	60	M.Sc Aqua Culture	English	12	7
Doctoral (Ph.D)	PhD or DPhil ,Department Of P G Studies And Research In Geology	60	M.Sc Geology	English	24	0
Doctoral (Ph.D)	PhD or DPhil ,Department Of P G Studies And Research In Physics	60	M.Sc Physics	English	24	6

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				4				62			
Recruited	0	0	0	0	1	3	0	4	29	33	0	62
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				26
Recruited	16	10	0	26
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				2
Recruited	0	2	0	2
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**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	3	0	13	6	0	22
M.Phil.	0	0	0	1	0	0	4	4	0	9
PG	0	0	0	0	0	0	12	23	0	35
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers

Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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

Part Time Teachers

Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/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**	**Others**	**Total**
	0	0	0	0

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

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Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	66	0	0	0	66
	Female	333	0	0	0	333
	Others	0	0	0	0	0
PG	Male	16	0	0	0	16
	Female	120	0	0	0	120
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	5	0	0	0	5
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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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	25	13	15	24
	Female	69	81	78	65
	Others	0	0	0	0
ST	Male	0	0	0	1
	Female	0	0	1	1
	Others	0	0	0	0
OBC	Male	13	8	15	16
	Female	82	86	82	87
	Others	0	0	0	0
General	Male	20	24	27	28
	Female	173	168	168	169
	Others	0	0	0	0
Others	Male	49	66	55	67
	Female	76	70	84	77
	Others	0	0	0	0
Total		507	516	525	535

Extended Profile

1 Program

1.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
367	367	367	366	366
File Description			Document	
Institutional data prescribed format			[View Document](#)	

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
17	16	16	16	16

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1471	1386	1334	1345	1159
File Description			Document	
Institutional data in prescribed format			[View Document](#)	

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
350	352	338	332	297

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
488	427	382	386	362

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
55	12	54	51	64

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
65	65	65	65	66

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 42

4.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
78.879	79.660	112.681	76.397	111.427

4.3

Number of Computers

Response: 98

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

EFFECTIVE CURRICULUM DELIVERY

The institution, being an affiliated one, fully adheres to the curriculum and syllabus designed by the University of Calicut for all the programs and incorporates the modifications and enrichments accordingly.

BODIES FOR PLANNING AND IMPLEMENTATION

- The staff council being the mandatory apex body of the institution prepares an outline of the academic activities which is to be implemented every year
- The staff council constitutes the IQAC and CUCBCSS MONITORING COMMITTEE (CMC) to ensure organized and structured implementation of the curriculum
- The institutional academic calendar and departmental academic calendars are designed in tune with the university academic calendar. The CMC monitors the work and guarantees a transparent and effective continuous internal evaluation mechanism
- The institution planning board convenes a meeting at the commencement of the year discussing required infrastructural investments and effective and innovative curricular implementation practices
- CUCBCSS Monitoring Committee with the Principal as chairperson, senior faculty as academic coordinator and faculty representatives from all departments as members, monitors effective delivery of the curriculum
- At the beginning of the academic year, general working timetable and departmental timetables are prepared by the CMC with the adroit guidance of the IQAC
- Internal Exam Cell functions under the aegis of CMC, conducting one centralized internal exam and one departmental exam per semester
- IQAC and CMC review the effective curriculum delivery through bi-annual academic audit and curriculum feedback
- Department diary, Teachers' diary, QIP forms, tutorial diary and feedback forms are maintained in all departments for the effectual functioning of the teaching-learning process. Group learning assignments, seminars, problem- solving tutorials, and project assignments are duly conducted department wise
- Staff council oversees the timely preparation and submission of departmental action plans, action taken report, teaching plan, lesson plan and session plans
- Monthly activities are scientifically devised and systematically documented by the departments
- Academic Monitoring Committee keeps track of the timely submission of syllabus completion

report to the Principal at the end of the semester

EFFECTIVE CURRICULUM DISSEMINATION PATHWAYS

- An Induction program, **Lakshya** conducted for freshers
- Bridge courses, value-added courses and certificate courses
- Innovative initiatives like **MUNPE, CATALYSIS, KITE program, Lift Your Gift, Catch Your Dreams, MES Finishing Academy, P.CET and DreaMES** for advanced learners in addition to **WWS** programme
- Specially designed grooming programs like **Esteem, Zenith, You can win, I support peer learning** for slow learners
- ICT enabled invigorating learner-centric methods via platforms like **LMS, MOOC, INFLIBNET and SWAYAM** courses
- Enormous skill-based learning practices like **hatchery management and fish breeding and rearing, Mapathon, Four Skill Clinic and Percepta** followed by various departments instilling entrepreneurial skill among students
- Add-on courses and certificate courses offered by specified departments
- Library offers an enormous collection of rare and subject-specific books, research journals, bulletins, employment news, general knowledge books, and books on NET, GATE, MAT and Civil Service for the preparation of competitive examinations

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

1.1.2

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

Response:

The institution has a proficient operational system primed to ensure adherence to the academic calendar. The staff council in consultation with the IQAC prepares the institutional academic calendar and handbook in accordance with the university academic calendar. The master timetable of the institution and department timetables are prepared according to the academic calendar and as such the required number of hours is allocated for all the theory and practical subjects. Teaching schedules, teaching plans and action plans of the individual departments and faculty members are devised and implemented in tandem with the academic calendar.

Staff council and departmental meetings are convened on a regular basis to confirm that the institution stays on the schedule given in the academic calendar. If the required number of total of 90 working days is not attained due to unforeseen complications, the staff council reschedules the calendar to meet the

target attainment.

The institution follows the CBCSS pattern prescribed by the University of Calicut for the continuous internal evaluation.

The components of evaluation for theory include:

1. Test papers

2. Attendance

3. Seminar

4. Assignment

Lab experiments, field visits, student internships and projects are also evaluated continuously as per the key points specified in the syllabus of each programme. The complete regulations regarding CIE including examination pattern, evaluation criteria and dates of all evaluation components are given in the academic calendar. The calendar is distributed among the students, at the beginning of an academic year.

- The **IQAC** closely monitors that all the academic activities adhere to the academic calendar. All department heads submit their action plan, monthly report, annual report, action taken report, syllabus completion report to the IQAC. Teacher's diary and QIP files are also documented and updated in the departments as per the guidance and monitoring of the IQAC. An academic audit is conducted by the IQAC at the end of each semester with curriculum feedback from teachers, teacher feedback from students along with alumni and parent feedback.

- **CUCBCSS monitoring committee**, monitors and assesses the effective implementation of choice-based credit and semester system in the institution with a special focus on the transparent, robust, time-bound, effective and efficient conduct of CIE as per the schedule and pattern given in the academic calendar. Any grievances raised in connection with CIE are addressed by five-tier grievance remedial mechanism prevailing in the institution.

- **Internal exam cell** running under CUCBCSS monitoring committee consists of an internal exam coordinator and departmental representatives. The common dates for the conduct of internal examinations are proposed and decided by the examination cell. Question papers are set in advance by the teachers concerned, as per the instructions provided by the University, and submitted to the examination coordinator through HODs. The cell conducts one centralized and one departmental exam in the pattern specified in the syllabus of each program framed by the University of Calicut.

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

1.1.3

Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. **Academic council/BoS of Affiliating university**
2. **Setting of question papers for UG/PG programs**
3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**
4. **Assessment /evaluation process of the affiliating University**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of participation of teachers in various bodies/activities provided as a response to the metric	[View Document](#)
Any additional information	[View Document](#)
Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 82.35

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

Response: 14

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for Additional information	[View Document](#)

1.2.2

Number of Add on /Certificate programs offered during the last five years

Response: 48

1.2.2.1 **How many Add on /Certificate programs are offered within the last 5 years.**

2019-20	2018-19	2017-18	2016-17	2015-16
11	10	9	10	8

File Description	Document
List of Add on /Certificate programs	[View Document](#)
Brochure or any other document relating to Add on /Certificate programs	[View Document](#)
Any additional information	[View Document](#)
Link for Additional information	[View Document](#)

1.2.3

Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 28.05

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

2019-20	2018-19	2017-18	2016-17	2015-16
419	465	334	401	271

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	[View Document](#)
Any additional information	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

The courses in the curriculum are designed to inculcate the said values in the stakeholders. Yet to provide them with more interactive platforms, the institution conducts numerous programs.

Environment and Sustainability

- 68 modules in 10 programs cover vast vistas of environmental protection, sustainable development, renewable energy resources, green chemistry practice, environmental pollution tackling methodologies, environmental studies, environment management and analysis, environmental and field geology, environmental biology and wildlife conservation.
- Under the auspices of Bhoomithrasena Club, sapling planting weeks are organized raising the slogan 'environment education as an inevitable tool in creating awareness on imperatives of environmental sustainability' and seminars on aquaponics, vegetable farming and Sunday farming are conducted.
- Green Campus Clean Campus plays a vital role in the plastic-free rejuvenation of campus and commands the strict adherence to Green Protocol in all activities. The cell has taken up the 'Ente Maram Programme' successfully planting and maintaining the saplings of Nelli, Aryavepu and Mahagony.
- Biodiversity Club rigorously monitors planting and maintenance of local trees, medicinal trees and endangered botanical species in the Shakthisthal. The club organizes bird survey, poster exhibitions, the survey of the biodiversity of flood-hit areas of Kerala, biodiversity conservation awareness programs in association with Kerala State Biodiversity Board. The club members nurture the herbal garden and the butterfly garden of the campus.
- Observance of World Environment Day, Ozone Day, Wetland Day and World Water Day with the financial assistance of KSCSTE.
- The institution is instrumental in ensuring student participation in Swachh Bharat Abhiyan and Unnat Bharat Abhiyan.

Gender

- 57 modules spreading over 10 programs and 15 courses deal with gender sensitization and equality moves.
- Women Cell along with various departments plays the lead role in shaping the gender-sensitive spirit of the institution. It evolves with best practices guaranteeing gender equality, with distinct 138 programs during the assessment period. The noteworthy initiatives are the interactive series with empowered women, hand-scripted magazines and *Snehadaram*- recognition for empowered women from the unprivileged background. The cell bagged the best women cell award under Calicut University for its gender sensitization programs for the year 2017-18. To address the marginalised position of transgenders, programmes including students' interaction with them are conducted.

Human Values and Professional Ethics

- 59 modules cover topics related to human values and 37 modules are identified focusing on

professional ethics, culture and values in the curriculum of the programs offered by the institution.

- Students Initiative in Palliative (SIP), under the guidance of the Pratheeksha Palliative Care, routinely conducts home care visit, daycare visits of bedridden patients in coordination with Shanthi palliative care, Ponnani.
- Alphabet of love: 'Through meal to their hearts', an initiative by NSS, for providing meals to the patients of Ponnani Taluk Hospital.
- Blood donation camp, AIDS awareness rally and Campaign against youth drug abuse are conducted by Red Ribbon Club, Students' Union, NCC and NSS. Institution has taken up vivid endeavours instilling human values and professional ethics.
- Institution hosted numerous programmes like secular human chain, secular rally and 'Pillars of Secularism Award' in collaboration with MES Central Committee for upholding Constitutional Rights and Secularism.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document
Any additional information	View Document

1.3.2

Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 5.56

1.3.2.1 **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
22	20	20	20	20

File Description	Document
Programme / Curriculum/ Syllabus of the courses	[View Document](#)
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	[View Document](#)
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	[View Document](#)
Any additional information	[View Document](#)

1.3.3

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

Response: 42.42

1.3.3.1 **Number of students undertaking project work/field work / internships**

Response: 624

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	[View Document](#)
Any additional information	[View Document](#)

1.4 Feedback System

1.4.1

Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders

1) Students

2)Teachers

3)Employers

4)Alumni

Response: B. Any 3 of the above

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

1.4.2

Feedback process of the Institution may be classified as follows:

Options:

1. **Feedback collected, analysed and action taken and feedback available on website**
2. **Feedback collected, analysed and action has been taken**
3. **Feedback collected and analysed**
4. **Feedback collected**
5. **Feedback not collected**

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

File Description	Document
Upload any additional information	[View Document](#)
URL for feedback report	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average Enrolment percentage (Average of last five years)

Response: 97.48

2.1.1.1 **Number of students admitted year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
538	544	510	500	449

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

2019-20	2018-19	2017-18	2016-17	2015-16
544	543	528	523	467

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

2.1.2

Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 95.38

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

2019-20	2018-19	2017-18	2016-17	2015-16
338	330	326	316	282

File Description	Document
Average percentage of seats filled against seats reserved	[View Document](#)
Any additional information	[View Document](#)

2.2 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

The institution identifies and caters to the diversified needs of the students from different backgrounds and of varied learning capabilities through systematic and scientific procedures after the completion of the admission process.

- An induction program 'LAKSHYA' is organized for all first-year students to help them to get acquainted with the new environment.
- Program wise bridge course is conducted at the entry-level to bridge the gap between senior secondary and the college-level teaching-learning process. It is designed envisioning the ease of transition and nurturance of academic skills in young minds.
- All first-year students are assigned to teachers maintaining a mentor-mentee ratio 22:1. The mentor assesses the levels of mentees through one to one and group interactions.

Analyzing the outcome of all the aforementioned criteria and the marks secured for the qualifying examinations, the students with less than 40% score are identified as slow learners and those between 40% to 75% as average and above 75% as advanced learners.

INITIATIVES FOR ADVANCED LEARNERS

- *Walk with a Scholar:* An initiative funded by KSCSTE-Govt. of Kerala, focuses on the holistic development of selected advanced learners and they are given external and internal mentoring sessions on different topics.
- *Pathsala:* Advanced learners of all departments take classes for students of nearby schools.
- *Forum for Quality Enhancement in Interdisciplinary Research* (FQEIR) in departments running under the auspices of the Research Promotion Council, promotes the research aptitude of advanced learners through sessions on scientific writing and workshops on the use of research tools and software.
- *MES Finishing Academy***:** An institutional enterprise focusing on all-round personality growth and cultural and social development of advanced learners.
- *Avant-Garde*: An institutional initiative, conducted department wise, for exclusive grooming of advanced learners.
- *Thapodhyan*: Scholarship, instituted by Geology Department, to inspire high achievers. Students

avail KSCSTE and ASPIRE scholarships for their M.Sc. Projects.

- *Catch Your Dreams:* An initiative by PG departments for JRF/NET coaching.
- *Meet The Alumnus:* Interactive sessions with prominent alumni to instil inspiration.

INITIATIVES FOR SLOW LEARNERS

- *Scholar Support Program* funded by the Government of Kerala, whereby selected students are given individual mentoring as per their demands in specified subject areas.
- *Remedial Coaching*, under the guidance of IQAC, is implemented in all departments, providing special coaching to the slow learners after normal working hours.
- *STEP (Students' Talent Enhancement Programme),* an institutional practice, conducted by all departments for providing special training to slow learners.
- *Learning Capsules:* Simplified academic materials for slow-paced students.
- Special mock tests, viva, lab practical, tutorial and counselling sessions.

INITIATIVES FOR ALL LEARNERS

- *DreaMES*: Drive to Realize Educational Aspirations through MES, a special institutional initiative for providing competitive exam coaching for undergraduate and postgraduate students of all programs.
- *P-CET Series:* Programme for Competitive Exam Training whereby postgraduate students support undergraduate students in solving competitive exam question papers.
- *Wings of Fire:* Cell for the differently-abled to bring them to the mainstream.

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

2.2.2

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

Response: 22.29

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

To make learning a thought-provoking and dynamic process, efforts are made to shift from teacher-centric to student-centric methods and pedagogy.

Experiential Learning

- *Kadalarivu:* Transect Walk along the coastal belt of Ponnani conducted by the Aquaculture and Fishery Microbiology Department.
- *Kadal Kalalaya Nadakakavedi:* Drama school enriches the performance skills of students through the staging of socially relevant plays.
- *One Earth:* Frontier lectures and field visits embarked by research departments for connecting man with the environment**.**
- *Heritage walk:* Joint venture of English and History departments for visiting heritage sites.
- *ExpEyes:* Hardware and software framework for designing and demonstrating experiments, used by the Physics Department.
- Poetry forum, role play, the mock interview between imagined author and readers launched by the English Department.
- *Field is Lab:* Field-based teaching-learning activities driven by science departments.
- *Community Living* through social service-NSS residential camps.
- *Salubrious Nature Ride:* Exploration of diversified flora and fauna**.**
- *Zerone*: IT fest conducted annually by the Computer science Department.

Participative Learning

- Learning via **Theme Centred Interaction** an initiative by the Commerce Department.
- Student blog on the syllabus, the student prepared reference list, study materials and re-reading of works in changing scenario practised by the English Department.
- **SPERANZA:** Mega South Indian Management Meet, conducted annually by the Commerce Department.
- **OpEx,** Open house Exhibition of specimens in museum conducted by students of Geology, Zoology and Aquaculture Department.
- **Peer teaching** and **Team teaching** system followed by all departments.
- **ICCP-Intercollegiate Physics Project Competition** and **PRAVEGA-Student Seminar Competition** are conducted annually on innovative topics.
- **Music of Love: 'Perceive through Heart',** home care and daycare visits by Pratheeksha Palliative Volunteers for instilling human values in the students.
- **Game 'n' Gain:** Program initiated by the English Department for improving the vocabulary, grammar and pronunciation proficiency of students through games.
- **Pathways**: Finishing school program, for the outgoing students of the institution under the aegis of the English Department.
- Student participation in seminars, group discussions, quizzes, extempores, debates and other curricular and extra-curricular activities.

Skill Based Learning

- Hatchery management, live feed culture, fish feed preparation, aquarium glass tank construction and maintenance, fish processing technology, taxonomic technique and aquatic specimen

- preservation techniques are the skill development practices.
- **Ornamental fish breeding and rearing practices** for promoting student entrepreneurship.
- **Four Skill Clinic** for escalating the listening, speaking, reading and writing skills of students.
- **Percepta**, Enterprise by the Physics Department to give hands-on training on plotting and visualizing software like ORIGIN, scientific writing via Latex**.**
- Multicomponent micromaterial synthesis and characterization techniques, for internships and Physics PG projects.
- E-Commerce initiatives like digital marketing and bookkeeping.
- **Mapathon:** Map generation techniques using open-source software like Q-Gis, R-Gis and Arc -Gis.
- Initiatives like digital processing of satellite images, well location siting and soil and water quality testing.
- Taxonomy of flora and fauna via specimen Museum of Zoology.

Problem Solving Methodologies

- Hackathon Coding competition and Gamora-Gaming App development.
- Family budget planning and case studies.
- Projects and Internships, cracking real-life and application-level problems scientifically

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

2.3.2

Teachers use ICT enabled tools for effective teaching-learning process.

Response:

Integrating information and communication technology to the curriculum have commendable positive attributes on students, endowing them with presentation skills and innovative capabilities. The use of ICT has opened up vistas of E-learning and Blended learning practices. The ICT enabled tools, devices and platforms facilitating learner-centred teaching practices are,

Hardware Components and Software

- Fully furnished multimedia studio for e-content recording
- Familiarizing open-source software like **Stellarium, AstroPy**, visualizing and plotting software **like Origin, Mathematica and Python** initiated by the Department of Physics
- **FISAT, PRIMER-Collection of univariate, multivariate and graphical routine for analyzing species, SPSSS-statistical software, MEGA-Statistical Analysis of Molecular Evolution, DNA tree, ODV - Ocean data view** software by the Department of Aquaculture
- Map generation techniques using open-source software like **QGIS and commercial**

software **Arc GIS** and Computer-assisted **digital processing of satellite imageries through remote sensing software** by the Department of Geology

Networked communication platforms/ Access to Online resources

- Institution is a recognized local chapter of **NPTEL**-**National Programme on Technology Enhanced e-learning since 2017**
- Remote access to labs in science disciplines enabling learning of advanced topics through remote experimentation via **Virtual lab,** in collaboration with **MoE** and **Amritha Vishwa Vidyapeedam** practiced by all science departments
- The institution has access to 6,094 electronic journals and 31, 39,309 e-books through **N-LIST,** and a college component of **E –Shodh Sindhu**
- Online classroom practices through **Google meet, ZOOM meeting app** and **Telegram videos**
- **Blogs** and exclusive **YouTube channel** for uploading and broadcasting video lessons of teachers
- Extensive use of **Google classroom** for online examination and assignment submission
- Use of **MOODLE** as an open-source course management system for online course delivery
- Use of apps like **Socrative** for online exams**, Kahoot** for online quizzes, **Marvel** for prototype designing and **Kinemaster-**video editor for android.
- Students are exposed to vast arenas of Massive Open Online Courses **(MOOC)** by **UDEMY**, **COURSERA**, **and SWAYAM**. Tutors encourage the assigned wards to take up such courses and on completion, grace marks are awarded
- **Learning Management System (LMS) by Campus.technologies** providing cloud based software product to faculty members, students and management, enabling campus automation and quality monitoring through mobile apps
- **Digital question bank** comprising question papers of university exams, competitive exams, multiple choice questions with links via **LMS** and **College website**
- **E- fish** online newsletter published bi-annually by the Department of Aquaculture
- **Gt- Aide Academy** is used as a teaching aid tool by the Department of Geology
- **Easy-XAM**, an android app developed by the department of Computer Science for providing study materials in a single android platform
- **Lecture Capturing System** and **QR code** system, being practiced as innovative methods of teaching by the department of Computer Science and the department of Geology
- **TECH-Eazy:** A wing running under the department of Computer Science for designing posters, certificates, logos and promotional videos for all curricular and extracurricular activities of the institution

File Description	Document
Upload any additional information	[View Document](#)
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	[View Document](#)

2.3.3

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

Response: 22.29

2.3.3.1 Number of mentors

Response: 66

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	[View Document](#)
mentor/mentee ratio	[View Document](#)
Circulars pertaining to assigning mentors to mentees	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	[View Document](#)
List of the faculty members authenticated by the Head of HEI	[View Document](#)
Any additional information	[View Document](#)

2.4.2

Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 26.3

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
22	17	18	16	14

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	[View Document](#)
Any additional information	[View Document](#)

2.4.3

Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 6.92

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

Response: 457

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	[View Document](#)
Any additional information	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

As per the regulations of Calicut University, Continuous Internal Evaluation has different components such as internal examinations, assignments, attendance, seminar and viva voce, with fixed weightage to each component.

CBCSSUG Monitoring Committee monitors the time-bound, smooth and transparent implementation of Continuous Internal Evaluation, with the Principal as chairman and a senior faculty as convener.

Centralized Internal Exam Cell: The exam cell runs under the CBCSSUG Monitoring Committee and the CIE adheres to the academic calendar. Institution academic calendar includes the tentative schedule of internal exams which is in tune with the University academic calendar. Tutors give entry-level orientation to their concerned wards on internal and external evaluation. One centralized and one

departmental level exam are conducted per semester in the pattern stipulated by the university and valued answer scripts are returned within a week.

Weekly /Monthly test: Teachers conduct weekly/monthly class tests to ensure systematic study and better performance in the internal exams.

Exam Monitoring Committee: Exam Monitoring Committee and Discipline Committee monitor the smooth conduct of exams devoid of malpractices.

Retest/Additional tests: Students, who represent the institution at the intercollegiate levels in sports, NCC/NSS and cultural competitions and miss chances to write exams, are given the option of retests.

Monthly Attendance: The student's daily attendance is entered and monitored. Class tutors prepare monthly attendance and attendance progress certificate at the end of the semester and those with a low percentage of attendance are pre-informed.

Seminars and Assignments: Assignments are given on varied topics igniting cognitive domains and seminar presentation using ICT tools are promoted on creative and innovative topics.

Students' Review and Grievance Redressal: Students' review and feedback are given due importance and CIE related grievances are addressed with utmost priority.

Innovative practices: Online exams are conducted through google classrooms and google forms. Assignments are submitted via google spreadsheets. Open book mode of examination is practised occasionally.

Practices ensuring transparency:

- Tentative dates of internal exams are included in the academic calendar.
- Confirmed dates are pre-informed via circulars, two weeks prior to the exams
- Two centralized exams with mixed seating and two departmental tests are convened in a year.
- Question paper discussion and return of evaluated answer scripts within the stipulated time.
- Attendance entry via TCS app and attendance registers.
- Tutors publish monthly attendance report duly signed by the teacher in charge, HOD and Principal.
- Requisite time is given for seminar preparation and assignment submission.
- Teacher-Tutor-Department-College-University: Five-tier CIE related grievance remedial mechanism runs in the institution enhancing transparency and error-free conduct.
- The consolidated internal mark sheet is finally uploaded to the university via internal marks portal after four-tier scrutiny mechanism through Student, Tutor, HOD and Principal.

Practices ensuring robustness:

- Mixed up seating in exam halls.
- Teacher squads inspect alleged malpractices.
- Additional exams and retests for slow learners and differently-abled students.
- PTA meeting-One to one interaction of parents and teachers discussing the performance of their wards. The tutor also suggests appropriate remedial/ support mechanism.

- Consolidated internal mark sheets are exhibited on the department notice board.

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

2.5.2

Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

Grievance Redressal Mechanism

The institution has a well-structured grievance redressal system to address the complaints of students, related to continuous internal evaluation and even grievances related to university results which will be addressed and resolved through this mechanism. A five-tier grievance redressal system runs in the institution.

1. **Teacher Level:** Teacher in charge addresses the issues pertaining to his/her course. Any grievance regarding valuation, tabulation or internal score is brought in to notice as soon as the answer scripts are distributed. Usually, all cases are resolved at the root level itself and the corrected marks will be officially posted against the name of the student concerned. The students are free to approach subject teachers concerned once the internal assessment marks are published and they get it clarified if any grievances exist.
2. **Tutor Level**: Tutor maintains a grievance file and attends to the issues of the wards through personal discussions, thus playing a bridging role between the student and the teacher in charge. A strong and efficient tutorial system runs in all the departments, monitored by the head of the department where the tutor acts as the mentor and guide to his/her students.
3. **Department Level**: If the problem is left unresolved at the tutor level it is put forth in departmental meeting headed by the head of the department and the disputes and remedies will be entered in the department meeting minutes. If the grievance still persists, it will be forwarded to the grievance redressal cell of the institution.
4. **Institutional Level**: The institution has a well-functioning grievance redressal cell with the Principal as chairperson and a senior faculty as the convener, with three faculty as members. If the student is not satisfied with the reparative measures at the department, he/she can file a written complaint to the grievance redressal cell.
5. **University Level**: University examinations are conducted as per the Calicut University guidelines. Grievances related to external exams like non-receiving of hall tickets, faulty distribution of question papers, results withheld, answer script revaluation, retotalling, photocopying of the answer scripts, providing scribes for the differently-abled students and out of the syllabus in the question paper are forwarded to the university grievance redressal cell with proper guidance and monitoring of the institutional grievance cell. The Registrar or the Controller

of the Examination makes the final decision with regard to the examination related grievance at the university level.

Complaint Box

If students want to register any general or specific complaint without disclosing their identity, they can drop a written complaint in the complaint box. The complaint boxes are lodged at various places in the institution by the grievance redressal cell. The faculty in charge makes a primary enquiry to the complaints registered; in order to assure the genuineness of the complaint, especially if the complaint is anonymous. In the next stage, the committee will take an unbiased decision on the issue. Link for recording the grievances of the students is given in the website too.

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

2.6 Student Performance and Learning Outcomes

2.6.1

Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

OBE (Outcome-based education) focuses the goal-based education and is the value indicator of society. The Programme Outcome (PO) and Programme Specific Outcome (PSO) are framed envisaging the graduate attributes that the students should have at the end of the program. The graduate attributes identified by UGC include Knowledge, Skills and Attitude and the POs and PSOs are framed in tune with it by the concerned departments. Course outcome is the resultant knowledge and skills, the student acquires at the end of the semester from a specified course and defines the cognitive process a course provides. The course outcomes are framed by the University of Calicut for the majority of courses using the action verbs listed as per Bloom's Taxonomy for making a visible, measurable and observable output. The rest is framed at the department level under the monitoring and guidance of IQAC.

Ways and means for familiarizing POs, PSOs and COs among the stakeholders:

- PO, PSO and CO are made available in the website via the link which facilitate and render helping hands to those seeking admission to the institution to enrol for a specific programme by identifying holistic details including syllabus, programme outcomes, programme specific outcomes and course outcomes.
- POs and PSOs are displayed in department notice boards, classrooms and labs to make the students acquainted and familiarized with them.
- A brief description of PO and PSO is given to UG and PG students at the department level

induction program at the commencement of the programme. Tutors give entry level orientation to concerned wards at the semester onset with an open discussion.

- Along with POs & PSOs, programme specific career and higher education prospects are conveyed to their wards by the tutors concerned.
- A discussion on Course outcome is made by the faculty members concerned at the beginning of each course and is reviewed at the end of the course.
- Initially, a course outcome linked teaching plan is prepared by all the faculty members and is discussed in the class at the beginning of the course.
- CO: PO mapping matrix is prepared for analysing the mapping strength by the faculty members for each and every course of all the 14 programmes offered by the institution.

Feedback on CO attainment is collected from the students after each internal test. Gap analysis and gap bridging methodologies are devised and executed at the end of each semester by the faculty members engaging the concerned courses.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document
Upload any additional information	View Document
Past link for Additional information	View Document

2.6.2

Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

Outcome-Based Education (OBE) is a linchpin on which the higher education of recent times is bounded with. It is a student-centric teaching and learning methodology in which the course delivery and assessment are planned to achieve stated objectives and outcomes. It focuses on measuring student performance i.e. outcomes at different levels.

Methodologies adopted to analyze the PO, CO attainment:

Result analysis at the end of the programme: Tutors are entrusted with the duty of collecting the results of all the wards concerned at the end of the semester and the results are compiled at the end of the programme and are categorized to distinction, first class and second class. A review meeting of result analysis is convened under the chairmanship of the head of the department once the result analysis is published by the concerned tutor and areas for rectification and improvements are identified and implemented.

Student Progression: Survey on first, second and third progression details of undergraduate and postgraduate programmes is conducted by the concerned tutors. Tutors maintain a file detailing the higher education and career progression of students of each exit batch.

Continuous evaluation parameters used for CO, PO, PSO attainment are:

a) Internal examination:

Two internal examinations, one centralized and other departmental, are conducted by the examination cell in each semester. Valued answer scripts are handed over to students within a period of one week. Advanced learners and slow learners are identified. On analyzing the results, individual support is rendered to the advanced and slow learners.

b) Assignments:

Course outcome linked teaching plan is prepared by faculty members and dates of assignment submission is pre informed through the department academic calendar. Students submit assignments making use of creative ideas and the ability of critical thinking in connection with the specific subjects.

c) Seminars:

Students are trained and equipped with the use of ICT in preparing and presenting seminars which is a key factor in the CIE assessment criteria. The faculty members in charge assess the performance and grade them as per the university stipulations.

d Projects and viva:

Projects, field visits, course viva and practical skill evaluations are also the value indicators for the programme and course outcome attainment evaluation.

In addition, the percentage of CO, PO, and PSO attainment is analyzed and calculated using the 'campus.technology' software for each and every programmes and courses. At the onset, a course outcome linked teaching plan is framed by the faculty members concerned. CO-PO and CO-PSO mapping matrix is formulated for each of the courses. The mapping matrix score varies from 0 to 3. A score of 3 is given for full strength mapping and a 0 is assigned for null mapping. MCQ exams conducted each semester are used for attainment evaluation. On an added account, clear rubrics are framed for the project evaluation, assignments, seminars, field visits and practicals considering all the quality parameters.

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

2.6.3

Average pass percentage of Students during last five years

Response: 80.64

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

2019-20	2018-19	2017-18	2016-17	2015-16
339	345	312	321	319

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

2019-20	2018-19	2017-18	2016-17	2015-16
488	427	382	386	362

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.9

File Description	Document
Upload database of all currently enrolled students (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, Chairs in the institution during the last five years (INR in Lakhs)

Response: 119.57

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

2019-20	2018-19	2017-18	2016-17	2015-16
0.3	2.34	0.80	95.12	21.01

File Description	Document
List of endowments / projects with details of grants	[View Document](#)
e-copies of the grant award letters for sponsored research projects / endowments	[View Document](#)

3.1.2

Percentage of teachers recognized as research guides (latest completed academic year)

Response: 21.82

3.1.2.1 **Number of teachers recognized as research guides**

Response: 12

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

3.1.3

Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 26.67

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	2	1	3	5

3.1.3.2 Number of departments offering academic programes

2019-20	2018-19	2017-18	2016-17	2015-16
9	9	9	9	9

File Description	Document
Supporting document from Funding Agency	[View Document](#)
List of research projects and funding details	[View Document](#)
Paste link to funding agency website	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

The institution has formulated an ecosystem for innovation and progression of ideas among the faculty members and the students.

Entrepreneurship Development (ED) Club supports the students for building a culture of independent earning through entrepreneurship and is instrumental in organizing various programmes joining hands with KIED (Kerala Institute of Entrepreneurship Development), DIC (District Industries Centre) and KITCO (Kerala Industrial and Technical Consultancy Organization). A few of the ED Club members were trained under *IDEATHON* startup programme.

Institutional Incubation Centre facilitates the creation and transfer of knowledge and students gain hands-on experience in innovation and entrepreneurship. The IPR Cell organizes seminars and workshops on patents, copyrights and plagiarism. The Institutional Innovation Council (IIC), Young Innovative Programme (YIP), Innovation Strategic Council (ISC) and Kerala Blockchain Academic Innovation Club

(KBAIC) have been spearheading the innovative plans of the institution. The institution has received an Innovation and Entrepreneurship Development (IED) Centre by the Kerala Start-up Mission, Govt. of Kerala.

A student developed handheld equipment with which groundwater potential in an area could be identified. Students have so far developed 36 apps falling under artificial intelligence, internet of things and android categories. A mobile App named *Bytes Home* delivery App is extensively used by the public for online purchase of fast-moving consumer goods and ordering food in the Ponnani Municipal area. By carving the world map and Kerala map on waste bottles, a student found her place in *India Book of Records and Asia Book of Records*.

The students have been working for the differently-abled students by way of converting books into audio form.

Two students have a ham radio license which helps to manage crisis.

Research Promotion Council initiates the research innovations of faculty members and students including the obtention of scientific know-how of the wetlands and water bodies of Ponnani. Identification of medicinal and ornamental aquatic plants of Ponnani Kole wetlands have opened income-generating opportunities to the farmers. A study funded by *BACK TO LAB* scheme of KSCSTE detected the presence of a total of 69 genera of phytoplankton, 13 genera of polychaetes and 47 species of finfishes in the Biyyam Kayal Ponnani. Another study revealed the occurrence of pathogenic forms of E. coli in Ponnani indicating a potential risk of spread of infection among the population.

Mesmerize, an initiative by the Aquaculture Department aims at skill and entrepreneurship development through hatchery rearing of ornamental fishes, vegetable farming, fish breeding and rearing, aquatic plant propagation, and production and sale of cost-efficient value-added products like fish pickles. Department produces and markets fish feed *'MESFEED'* by using trash fish.

Mapathon: A government of Kerala initiative in collaboration with the Geology Department to generate Kerala map detailing public resources and to popularize its usefulness, by providing essential training to students and the public on the basis of open-source mapping.

12 students have completed their PG projects with financial support from KSCSTE and have presented their innovative project outcomes in national conferences and seminars.

Waste to Wealth: Campus beautification by campus craft wing from reusable waste materials.

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

3.2.2

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

Response: 104

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

2019-20	2018-19	2017-18	2016-17	2015-16
42	16	15	14	17

File Description	Document
Report of the event	[View Document](#)
List of workshops/seminars during last 5 years	[View Document](#)

3.3 Research Publications and Awards

3.3.1

Number of Ph.Ds registered per eligible teacher during the last five years

Response: 1.75

3.3.1.1 **How many Ph.Ds registered per eligible teacher within last five years**

Response: 21

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

Response: 12

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)
URL to the research page on HEI website	[View Document](#)

3.3.2

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

Response: 0.66

3.3.2.1 **Number of research papers in the Journals notified on UGC website during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
7	8	7	3	6

File Description	Document
List of research papers by title, author, department, name and year of publication	[View Document](#)

3.3.3

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: 1.95

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

2019-20	2018-19	2017-18	2016-17	2015-16
11	11	32	28	10

File Description	Document
List books and chapters edited volumes/ books published	[View Document](#)
Any additional information	[View Document](#)

3.4 Extension Activities

3.4.1

Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

Deeming it as tremendously important to impart value-based education to students and to instil in them the spirit of social commitment and sense of humanitarianism, the institution bestows the students with

ample opportunities for social engagements. Community- oriented programmes in tune with the vision and mission of the institution are organized regularly under the auspices of various departments and clubs like NSS, NCC, Red Ribbon Club, Women Cell, Palliative Club, Bhoomitrasena and Nature Club. The institution works in association with pain and palliative care units, Ponnani municipality, *kudumbasree* units, ASHA workers and NGOs.

Jeevadayini: Regular blood donation camps and medicine collection drive.

Punarjani: Awareness and support programmes for the cancer patients.

Alphabets of Love: Free meal serving for the poor patients and their bystanders at Ponnani Taluk Hospital and for the inmates of orphanage.

Map: Mass awareness campaign against plastic in association with Ponnani Municipality.

Wake Up: Awareness programmes to fight diseases like leprosy, elephantiasis, Dengue, Nipah and other viral diseases.

Spring Forward: Relief and rebuild programmes for the victims of calamities like Tsunami, Cyclone Ockhi and flood and training sessions for volunteers from the locality to face future disasters.

Go Green: Awareness programmes to create consciousness among the public on environmental issues like global warming, pollution, poor waste management and so forth.

Care to See: Students nursing the patients of Ponnani Taluk Hospital

Sahapadikkoru Veedu: Constructed house for the neediest student with the generous support of all stakeholders.

Abhayam: Realizing the dream of a house for a financially weak family.

Swaasthya: Free Medical Camps for Kudumbasree Units with the support of MES Medical College and Homeopathy Hospital, Ponnani.

Solace: Regular visit to orphanages and Special school Hope and Buds.

Arike: Palliative care initiatives.

Gramya: NSS has adopted Fisherman's Colony focusing on its all-comprehensive development and launched programmes with the assistance of departments and other clubs with special emphasis on health and hygiene, palliative care, energy-saving, waste management, anti-drug campaign, organic farming, environmental protection, water conservation, water quality testing, entrepreneurial support for people in the locality and women empowerment.

Agape Givers: Fundraising drives for charity.

Clean 'N' Care: Cleaning the premises of hospitals, health centres, schools, KSRTC stand and private bus stands as part of the Swachh Bharat Mission. Ponnani Taluk Hospital, Women And Child's Hospital

Ponnani, Primary Health Centre and Hope Special School buildings were painted as part of this drive. Plogging drives were conducted in beaches.

Transect walk programme in association with Motor Vehicle Department.

Arrive Safe: Traffic rules awareness program, painting signs in the trees and cleaning the traffic sign boards.

Padashala- Selected students extend learning assistance for the students of nearby schools.

Swasraya, Kaithangu, Oppam, **Girls with Goals**- For the empowerment of girls and women.

Rainbow: Awareness programs including street plays and flash mobs for promoting transgender inclusive culture.

Kadaloram: Initiatives like literacy campaigns, health camps and training to utilize sea resources for the holistic upliftment of the coastal community.

Know the environs: Various surveys to know the socio-economic status of the surroundings.

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

3.4.2

Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 year	[View Document](#)
Number of awards for extension activities in last 5 year	[View Document](#)

3.4.3

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

Response: 199

3.4.3.1 **Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
42	43	32	39	43

File Description	Document
Reports of the event organized	[View Document](#)
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	[View Document](#)
Any additional information	[View Document](#)

3.4.4

Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 88.78

3.4.4.1 **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
1130	1227	1140	1300	1118

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

3.5 Collaboration

3.5.1

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

Response: 55

3.5.1.1 **Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
16	13	10	10	6

File Description	Document
e-copies of related Document	[View Document](#)
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	[View Document](#)
Any additional information	[View Document](#)

3.5.2

Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 54

3.5.2.1 **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
11	19	7	12	5

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	[View Document](#)
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	[View Document](#)
Any additional information	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

The institution has the highly sophisticated infrastructure that goes a long way in meeting the requirements for the academic activities. The institution offers an adequate number of spacious classrooms, laboratories, Network Resource Centre, seminar halls, library and research rooms for carrying out academic activities proficiently.

All classrooms and laboratories are ICT enabled, with LCD projectors, to integrate technology in the teaching-learning process. The research departments have separate rooms for research scholars. An open-air classroom also is set for students to bestow them with a refreshing experience.

The public address system is doubled up as campus radio, 'Thira', which too imparts academic information for students. The whole campus is supported with Wi-Fi. Reprographic facilities are given for students.

All the science departments have adequate laboratories and well- sophisticated instruments.

The Geology Department maintains GIS and Remote Sensing Lab, Petrology Lab and a sophisticated Geochemical Analytical Laboratory supported by DST-FIST funding. The department maintains a museum with approximately 3000 displayed samples of rocks, minerals and fossils.

The Physics Department maintains General Physics, Electronics and Computational Physics Lab and Material Science Lab.

The Aquaculture and Fishery Microbiology Department is equipped with Molecular Biology Laboratory, Soil and Water Quality Analytical Laboratory, Microbiology Laboratory and Fish Processing and Quality Control Laboratory. Aquatic Biodiversity Museum includes more than 300 aquatic species. Aquarium and Hatchery unit keep different species of ornamental fishes and plants for breeding and rearing experiments where students are given hands-on training in breeding fishes.

The Zoology Lab provides sufficient facilities for doing practical work in Animal Anatomy, Physiology, Environmental Biology, Cell Biology and Genetics. The department maintains a museum with living fossil, 130 identified, preserved and displayed animal specimens in chordates and non-chordates and marine and fresh-water forms. The whale skeleton collected from Ponnani coastal belt is well exhibited in front of the campus.

The Botany Lab provides facilities for doing practical work in Plant Taxonomy, Anatomy, Physiology and Ecology. The department maintains a museum with around 162 well-identified, preserved and displayed plant specimens. Department preserves Butterfly Garden and Herbal garden with some rare

specimens.

The Chemistry department has an Experimental Lab and a Physical Chemistry Lab.

The Computer Science Department maintains Computer Lab with 50 systems and a total of 13KVA UPS connections.

The student-computer ratio of the institution is 8:1. There are 195 computers, installed in different centres.

A Language Lab functions under the English Department, which can be utilized by fifty students at a time.

 A well-furnished multimedia studio is established for developing e-content.

Four departments have mini-conference cum seminar halls. HM Hall, MSK Hall, EK Auditorium and Conference Hall afford platforms for conducting seminars and workshops.

The library is situated in a separate block, with a total area of 5000sq. ft. The Network Resource Centre in the library also provides ICT facility. Furthermore, all departments maintain separate libraries and reference corners for students.

The institution sets the platform for the students to avail for them facilities like MOOC, SWAYAM, e-PG Pathasala and NPTEL to enhance their learning levels.

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

4.1.2

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

Response:

The institution wields a lot of its wherewithal to energize the students to indulge in sports and extra-curricular activities. Students are trained in sports and various games under the guidance of qualified and specialized coaches. The institution has the following sports facilities which are used by the students and staff: -

Golden Jubilee Sports Complex

A multipurpose playing area is marked for playing sevens footballs, tug of war and also for fitness

activities and minor games. An exclusive weightlifting platform, equipment and essential gears are available in the physical education department. A sophisticated fitness centre is functioning effectively in the institution. The centre is well equipped with Bench press Bench, Home gym multi exerciser, twister, dumbbells, barbells, squat stand, gym ball, treadmill, cross trainer, yoga mat and abdomen exerciser.

College Ground

A Football field with 400 meters non -standard track. This is also used for practising cricket, baseball and softball.

Yoga Centre

The yoga centre functions in order to induce tranquillity and calmness in faculty members and students and also to improve the students' resistance and ability to bear traumatic situations.

Sl No.	Infrastructure	Area
1	400 meters non-standard track with multipurpose playing area	170M X 130M
2	Kabaddi Court	23 M X 20 M
3	Badminton Court (marked in the college auditorium)	15M X 12M
4	Cricket Nets with two practice pitches	35M x 15M
5	Volleyball court	25M X 20M
6	Taekwondo Court	12M x 10M
7	Soft tennis and ball badminton court.	30M x 18M
8	Fitness centre	20 M X 10M
9	Yoga practicing Arena	23M x 22M
10	Tug of war court.	20 M x 3M
11	Ice bathing facility	5M x3M

The institution has a wide area for fostering cultural activities and for conducting cultural programmes, and utilizes the open space without harming nature.

Auditoriums

EK and MSK halls are being used as the main venues for the arts and other cultural programmes.

***CANOLI* Open Stage**

Canoli open stage, in front of MSK hall, is being utilized as one of the stages during the arts festival of the institution.

Uroob Square

The beautiful open area in front of the institution is utilized for cultural programmes like street plays and other promotional programmes.

Debate Corner *(Cheeni Marachod)*

The space near the central courtyard of the institution, the space under the shade of trees, named as 'Debate corner', is being extensively engaged for debates and meetings.

Saigal Square

Open arena in front of the sports enclave is used to conduct musical concerts.

Union Corner

The open space available behind the Computer Science Department is also being used by the students for conducting meetings and discussions related to students' union activities and other cultural discourses.

Nila **Open Air Theatre**

Open-air theatre is extensively used for cultural performances and theatre workshops.

Deep Focus Audio Visual Theatre

It is a modish venue for the screening of films and documentaries.

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

4.1.3

Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. *(Data for the latest completed academic year)*

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 42

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	[View Document](#)
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.4

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

Response: 47.71

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

2019-20	2018-19	2017-18	2016-17	2015-16
47.741	29.51	25.98	34.11	81.66

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	[View Document](#)
Upload audited utilization statements	[View Document](#)
Upload any additional information	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

Library is automated using Integrated Library Management System (ILMS)

Response:

Library, the knowledge resource centre of the institution, formerly with 2950 sq. ft plinth area, was further expanded in 2018 with 2050 sq. ft. Now it occupies a total area of 5000 sq. ft and spreads over two floors. It stocks over 37610 books. The library has a spacious interior with a reading area to accommodate 150 students at a time.

Initially automated with Book Magic, a windows-based library automation software by MeshiLogic, it was changed to KOHA, the first open-source library automation software. Library standards and

protocols such as MARC 21, UNIMARC, z39.50, SRU/SW, SIP2, SIP/NCIP are used in the development. It is a true enterprise-class ILS with comprehensive functionality including basic and advanced options. Koha's OPAC, circulation, management, and self-checkout interfaces are all based on standards-compliant World Wide Web technologies – XHTML, CSS and JavaScript – making Koha a platform- with independent solutions.

The software facilitates users to reserve, renew and recommend books in online mode. In house/remote access to the electronic database is provided to users creating a login ID and password. Registered users can access e-journals, e-books and other electronic resources using N-LIST. Institutional resources like previous year question papers, newspaper clippings, e-books and dissertation thesis are made available to the users through D space integrated with KOHA.

E-Resources	
E-Books	1,64,307+
E-Journals	6150
Open Resources	30,00,000+
Videos	60
Question Papers	100+
Reports	25
Theses, Dissertations	25
CD/DVD	535

Students are provided with the facilities of NDL (National Digital Library) through which they can access books in a digitalized format. The complete data in connection with the library is integrated with the institutional website through KOHA. KOHA homepage has given links to e-resources, MOOCS, audiobooks and institutional repository. Information regarding the latest additions is displayed on the homepage. Online Public Access Catalogue (OPAC) facility enables users to search online and to locate books and other materials available in the library.

The library is automated with bar-coding technology, which revolutionizes library operations such as issuing, renewing and returning within a few seconds thus reducing the long queues in the circulation area. It is beneficial in the stock verification process. The whole collection of books is bar-coded. Students and faculty members are provided with a bar-coded library identity card for registering IN/OUT and lending documents.

Assistive technologies for differently-abled users, ORCA screen reader facility, digital talking books, headphones, and lenses are available in the library.

INFONET (Network Resource Centre) provides 20 computers with a high-speed internet connection and reprographic facilitates in a separate section. The library is equipped with a plug-in facility for laptops. Surveillance cameras are installed for security.

Plagiarism checking service 'Urkund' is provided in the library, which proves beneficial for the research scholars and PG students to check plagiarism in their project reports and dissertation.

SDI-Selective Dissemination of information, i.e., provide information on a request basis is introduced to facilitate students' search for learning materials.

Orientation programmes for faculty members and students are conducted frequently to familiarize them with the automated facilities available in the library.

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

4.2.2

The institution has subscription for the following e-resources

1. **e-journals**
2. **e-ShodhSindhu**
3. **Shodhganga Membership**
4. **e-books**
5. **Databases**
6. **Remote access to e-resources**

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	[View Document](#)

4.2.3

Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 1.79

4.2.3.1 **Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
2.61	.961	1.765	1.526	2.065

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	[View Document](#)
Audited statements of accounts	[View Document](#)
Any additional information	[View Document](#)

4.2.4

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 13.99

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

Response: 215

File Description	Document
Details of library usage by teachers and students	[View Document](#)
Any additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities including Wi-Fi

Response:

The institution has witnessed an astonishing upgradation of the ICT infrastructure since the last accreditation. All the classrooms are equipped with LCD projectors and internet facility. There is a broadband internet connection of 50 Mbps speed, covering the campus premises. Apart from the Wi-Fi facility available in the whole campus, a departmental Wi-Fi facility is available in Physics and Computer Science Departments. 41 LCD projectors, 2 interactive boards and other ICT related equipment have been installed in the institution. The improvement in the ICT facility has helped to transform the teaching-learning process from a conventional approach to an ICT- oriented approach.

Sophisticated, instructional computer labs with the computers connected to the campus network, language lab and ICT-enabled seminar halls are functioning to facilitate further enrichment of the learning experience. A multimedia studio facility for e-content development has been operational in the campus.

A Network Resource Centre functions as part of the library to ensure easy access to the internet and e-

resources.

The list of computer labs with LAN and internet facility for the use of the students is given below: -

Name of the Lab	No of systems
Computer Science Lab	50
Language Lab	50
Library and Network Resource Centre	20
Computer Lab for Physics	14
Research Lab for Geology	5
GIS Lab	6
PG Lab for AQFM	5
Computer Lab for Economics	6

The institution owns a customised learning management system (moodle.mesponannicollege.ac.in) which provides a platform for effective online teaching and learning. Access to e-journals and e-books are provided by the N-LIST. A plagiarism checking facility is available in the library. Peripheral devices like printers, photocopiers and scanners help the students, teachers and office staff in managing the e-resources.

Institution functions as the Local Chapter of NPTEL and SWAYAM. NPTEL video lectures of different subjects are available in the Computer Science Lab for students for reference purposes.

ERP software Total Campus Solution, designed by MeshiLogic, was introduced in 2016, which facilitates automated student management, attendance, timetable, internal marks, staff profiling and performance evaluation. Parent portal, student portal, SMS alert and other relevant services are also part of the software. Financial management software from D'Katia technologies is installed.

In order to ensure effectiveness, total quality assurance software, 'campus. technology', has been introduced in 2018. It provides easy to use screens for data entry by all stakeholders. ICT modules for quality assurance is ensured by different modules like Feedback, LMS, Exam Automation, Psychometric Test, Online MCQ and Grievance Management. It is also equipped with facilities like Admission, Student Data Management, Faculty Data Management, Attendance, Leave, HR Records and Alumni. The library is automated with Koha, web-based ILS.

The institution has signed AMC (annual maintenance contract) with Alliance Infocom Solution, which ensures proper installation, maintenance, periodic checking and the proper disposal of computers, UPS and other electronic items. There is a public address system to communicate with the students. Information Centre which provides students with reprographic facilities functions in the campus.

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

4.3.2

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

Response: 15.01

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

4.3.3

Bandwidth of internet connection in the Institution

Response: A. ?50 MBPS

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 0

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)**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View Document

4.4.2

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

Response:

The institution has adequate and satisfactory procedures for the proper upkeep and optimal employment of the infrastructure. Management has a subcommittee for infrastructure maintenance and this committee regularly holds discussion with Planning Board consisting of the Principal, HODs of all departments, IQAC Co-ordinator and office superintendent, regarding the maintenance and utilization of amenities. The infrastructural facilities are timely upgraded and appropriately maintained under the guidance of this committee. PTA and Alumni extend sufficient support for the development of infrastructural facilities. The institution ensures transparency, efficiency and accountability with regard to the maintenance and utilization of its facilities.

The campus supervisor, assisted by support staff, is in charge of campus maintenance. Campus and classroom cleanliness and maintenance are ensured by the support staff. Painting, roof maintenance, plumbing maintenance and repairs done, including sewer systems as per requirement.

All science departments have the sufficient number of attenders for the smooth running of laboratories. The lab attendees maintain the labs and occasionally check the lab equipment and facilities. The equipment is bought with a warranty and the company is responsible for the damage during the warranty period. After the warranty period, the repair and maintenance of advanced equipment are undertaken by qualified professionals on the basis of Annual Maintenance Contract. Service of Microscopes in various departments is done by external technicians once a year. The wastage from laboratories is minimized keeping green protocol and reuse solvents. Museums have been updated and maintained by the respective department faculty members with the help of their students. UPS is provided for power- sensitive equipment and computers. Air-conditioner is provided for sensitive installations. Solar panels have been installed to support computer labs. Stock and maintenance register and logbooks for major equipment are kept in all labs and are verified by the heads of the departments. DST-FIST funded laboratories are well maintained by the management.

The Library Advisory Committee plays an active role in the smooth and efficient functioning of the library. The maintenance and upgrading of infrastructure are monitored by this committee. At the beginning of every academic year, the faculty members in all the departments are instructed to give the list of necessary reference books to be included in the library. The purchase committee discusses the list and approves the purchase. Library materials are preserved with special care by the library staff. Library software is serviced by software technicians concerned. Out-dated newspapers have been auctioned once in five years. Stock verification is carried out every year.

There is significant growth in the ICT infrastructure facilities of the institution in recent years. Taking this into consideration, there is a systematic procedure for the maintenance of the IT infrastructure of the campus. Computers are properly serviced and reused for the proper functioning of academic and non-academic purposes and to minimize E-waste. The maintenance of computer hardware and software of the institute is carried out by third-party experts through Annual Maintenance Contracts. The IT support cell is entrusted with the proper maintenance of ICT and related facilities. In case of repairs, maintenance, extensive renovations and new installations, the service of professionals is outsourced. Anti-Virus/ Anti-

Malware software is installed to protect computers from malicious viruses. The IT support cell looks after the facilities like LAN, internet connectivity, Wi-Fi, surveillance camera and the operations of the campus management software (TCS). The updating of the institutional website comes under the purview of the Website Upkeep committee.

The Department of Physical Education supervises the maintenance of sports equipment, fitness centre and sports fields. The equipment in Gymnasium is regularly serviced.

The classrooms, the laboratories, the library, the mosque, the common spaces, hatchery, garden, herbal garden, auditoriums, open stage, conference halls, girls' room, boys' room, hostels, canteen and such other physical amenities are properly maintained by various committees. The IQAC constantly oversees all areas that provide inevitable support to smooth functioning. Power supply, water supply, generators and backup provisions are well maintained.

There are separate hostels for boys and girls. A sufficient number of staff like matron, deputy warden, cook, sweepers and security guards are available in hostels.

Water purifiers, sanitary napkin vending machines and incinerators are serviced periodically.

The optimum utilisation of the facilities of the institution for the benefit of institutional stakeholders and the public is ensured. Lab facilities are maximum utilized by providing additional lab hours for student projects and research activities. The lab is also used for giving training and for conducting workshops for students and teachers of nearby schools. External research scholars make use of advanced research labs. Well-preserved museums are open to the students of external institutions. Institutional library facilities too are utilized by the interested public for academic purposes.

The optimum utilisation of the language lab is ensured by providing additional hours for students which enable them to fine-tune their talents in debating, public speaking, comparing and other areas of soft skills and personality development. Students of nearby schools avail the language lab facilities for the enrichment of their language and communication skills. The examination hall and the classrooms are utilized for the conduct of exams for students under the School of Distance Education, University of Calicut. College ground is rented out for community festivals and public programmes during holidays.

Sports facilities are extended to skilled students from nearby schools at regular intervals. The playground is available for hosting university championships and for the conduct of various sports activities of the neighbouring schools on request. The school students are given training in yoga and martial arts. Auditorium, Seminar and Conference Hall are extensively used for the conduct of academic and cultural programmes on request.

The institutional repository on Ponnani legacy, 'Pathemari' bestows the interested research scholars on Ponnani culture with required materials.

Vacant land is leased for vetiver farming which brings considerable income for the institution.

Daycare facility of the institution is utilized by the working women in the surroundings of the institution.

Institutional premises are rented out for the shooting of movies on request.

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

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Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 76.09

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2019-20	2018-19	2017-18	2016-17	2015-16
1124	871	1019	1125	941

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	[View Document](#)
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	[View Document](#)

5.1.2

Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 5.72

5.1.2.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2019-20	2018-19	2017-18	2016-17	2015-16
24	191	74	38	56

File Description	Document
Upload any additional information	[View Document](#)
Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)	[View Document](#)

5.1.3

Capacity building and skills enhancement initiatives taken by the institution include the following

> 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
Details of capability building and skills enhancement initiatives (Data Template)	[View Document](#)
Any additional information	[View Document](#)
Link to Institutional website	[View Document](#)

5.1.4

Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 29.04

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

2019-20	2018-19	2017-18	2016-17	2015-16
461	436	387	372	298

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

5.1.5

The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Details of student placement during the last five years (Data Template)	View Document

5.2.2

Average percentage of students progressing to higher education during the last five years

Response: 152.25

5.2.2.1 **Number of outgoing student progression to higher education during last five years**

Response: 743

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education (Data Template)	View Document

5.2.3

Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 71.21

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

2019-20	2018-19	2017-18	2016-17	2015-16
31	35	9	4	5

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

2019-20	2018-19	2017-18	2016-17	2015-16
35	40	10	10	10

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File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	View Document
e-copies of award letters and certificates	View Document

5.3.2

Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

The students' union (students' council) functions as the most influential stakeholder in both the academic and non–academic activities related to the institution. The institution conducts elections yearly as per the guidelines of the University of Calicut to form students' union. The students' union consists of the office

bearers -Chairperson, Vice-Chairperson, General Secretary, Joint Secretary, Magazine Editor, University Union Councillors, Fine Arts Secretary, Sports Captain, UG, PG representatives and association secretaries. The posts of Vice-Chairperson and Joint Secretary are reserved for the girls. Staff Advisor gives guidelines for all the activities undertaken by the union.

The students' union constantly interacts with the students and puts forth the concerns of the student community to the authorities through the staff advisor. Students' union takes responsibility for organizing Sports Day, Arts Day, College Day and celebration of other festivals. The union takes the initiative for ensuring the participation of students in various arts, cultural and sports competitions at intercollegiate and university level and give unreserved support to avail for them expert training. The students' union is given adequate freedom and support from the institutional authorities to conduct various creative and enriching programs for students provided that it does not hamper academic ambience. Association secretaries with the backing of the students' union coordinate programmes at the department level.

The institution gives ample representation to students in various decision-making bodies including IQAC and Planning Forum. Each class has two peer tutors to keep the tutor updated on students' matters. All the cells and forums ensure the representation of students. Library Advisory Committee, Women Development Cell, Electoral Literacy Club, Internal Complaint Committee, Anti-Drugs Cell, Green Campus Clean Campus Cell, ASAP, Fine Arts Club, Nature Club, Biodiversity Club, Pain and Palliative Care Club, Ethics Committee, Bhoomithrasena Club, Red Ribbon Club and Discipline Committee have student coordinators too who work under the faculty coordinators for the effectual implementation of curricular and co-curricular activities of the institution. NSS has volunteer secretaries and NCC has one Senior Under officer and two Junior Under officers.

The statutory bodies like Anti-Ragging Cell, Anti-Harassment Cell, Grievance Redressal Cell also have the student representatives to voice their matters so that it can be dealt effectively. The canteen and both hostels have student committees. Students' magazine committee functioning under magazine editor is supported by staff editor and advisory team. All the cells and clubs ensure a satisfactory representation of girls.

Students enthusiastically involve in the community outreach and philanthropic activities of the institution like taking surveys, giving emotional, financial and physical support to the needy and destitute people in the old age homes, collecting food and distributing it among the deprived, awareness campaigns against alcohol and drugs, drives for gender equality, extending academic assistance and training for the unprivileged students and elders in the coastal outskirts, blood donation camps, etc. Disaster management activities of the institution are spearheaded by the student representatives and their volunteer groups function under the direction of the faculty advisor.

Campus Radio 'Thira' successfully functions with the outstanding involvement of students.

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

5.3.3

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

Response: 41

5.3.3.1 **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
46	50	41	36	32

File Description	Document
Upload any additional information	[View Document](#)
Report of the event	[View Document](#)
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	[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:

MES Ponnani College Alumni Association is the registered alumni association of the institution, which strives to enrich a lasting bond between old students and their alma mater. The Alumni Association of the institution functions as a two-tier system- at the institutional level and the departmental level. Every outgoing student is enrolled in this association. Besides the institutional alumni association, all the departments have their own alumni chapters. All alumni association and chapters enthusiastically involve in the developmental activities of the institution. The institutional alumni association is having its overseas chapters in Abu Dhabi (MESPO), Dubai (MESPA) and Oman (OMESPA). NCC has a separate alumni chapter.

The annual alumni meet 'Ponnala' is conducted in August every year. Cultural programmes and family get together are also conducted as part of the event. Departmental alumni meetings are organized regularly by all the departments.

Financial Contribution

- MES Ponnani College Abudhabi alumni chapter, MESPO gives Rs.75000/- every year as part of Prof. A.V Moideen Kutty Memorial Scholarship. It is distributed among fifteen students.
- MESPO instituted Ashraf Endowment Award (Rs. 10000/-) for an academically proficient student hailing from a deprived background.
- Tapodhan Scholarship (Rs 36000/-) instituted by a Geology alumnus is distributed annually.
- Geology Alumni Association (GEMS) gives an endowment scholarship named after Dr. K.Gopalakrishna, former head of the Department of Geology, to two meritorious students, one each from B.Sc. Geology (Rs. 3000/-) and M.Sc. Applied Geology (Rs. 5000/).
- Prof. M. Prabhakaran Nambiar Endowment Scholarships (Rs. 3000/- for the topper of the UG Class, instituted by GEMS).
- Sasi Memorial Endowment Award (Rs 10000/-) instituted by the Commerce Alumni for the Commerce topper every year.
- GEMS members contributed an amount of Rs. 2,49,500/- towards the purchase of computers for the newly acquired Remote Sensing and GIS Lab.
- Chemistry Alumni Association provides Rs. 5000/- as scholarship for the selected students from degree classes.

Non -Financial Contribution

- Alumni members leave their imprints in their capacity as resource persons, mentors, sponsors and advisors.
- 'Meet the Alumnus' – Annual lecture series by prominent Alumni.
- 'KNOW-HOW Series' by the Economics department alumni to share their knowledge and experience.
- The alumni association built a house under the project titled 'Snehaveedu' for a student from a poor background.
- The alumni association built a reading room in the library
- GEMS undertook the renovation of the department multi-media hall and contributed to the furnishing of the newly built-up lab.
- Commerce Alumni contributed a projector and screen board for the department seminar hall.
- Contribution of books to the departmental library by departmental alumni associations.
- Alumni contributed books for the general library.
- Physics Alumni sponsored a smart classroom for the department which included a package of the projector, interactive board and furnishing of the room.
- Alumni usually partakes in the charity drives of the institution and contributed Rs. 1,20,000/- for the medical treatment of the student.
- An alumnus donated rare deep-sea specimens of finfishes and shellfishes to the Aquaculture department museum.

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

5.4.2

Alumni contribution during the last five years (INR in lakhs)

Response: A. ? 5 Lakhs

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

The establishment of an educational society was the need of the hour for the economic and educational empowerment of all socially marginalized groups who had so far been deprived of their right to access to education. Started functioning in 1964, The MES has engraved a saga of success in the educational pamphlet of Kerala. MES Ponnani College was established in 1968 as part of fulfilling this mission of enlightening the masses.

Vision

To immortalize the legendary Ponnani wisdom and tradition, whilst assimilating the ever-altering spirit and ingenuity of the academic firmament.

Mission

To ensure the scholastic, social and cultural emancipation and empowerment of people of the environs especially of the fisherfolk whose rights and privileges have been suppressed and trampled upon for centuries owing to historical, political and social reasons.

The institution's core values are:

- **Social Equity**
- **Ethical Justice**
- **Civic Responsibility**
- **Accountability and Transparency**
- **Intellectual Integrity**
- **Inclusive Empowerment**

In the governance policy, the institution strictly adheres to the objectives cherished in the vision, mission and core values and its all-inclusive and democratic spirit are discernible in all levels of administration. The institution is governed by the Management Committee as per the policies set down by the Muslim Educational Society. The Local Management Committee consists of persons from different sections of the society, especially drawn from academia, industry and social service who with their wealth of experience, insights and perceptions can partake in the collective responsibility of striving for the academic distinction and social obligation of the institution.

The Principal is the head of the institution. The statutory body of staff council, consisting of all department heads, is the important decision-making body within the institution. The Principal is advised and supported by the Management Committee and various committees including internal academic and

finance committees.

Perspective and quality improvement strategic plans are devised and executed through the IQAC, Planning Board and other sub-committees. The IQAC outlines the valued standard parameter for the enrichment of the all-encompassing academic atmosphere of the institution.

Department Council directed by the head and including all faculty members of the department formulate and realize the action plan according to the standpoint and perspective of IQAC with regard to the academic governance of the department. Department policies are initiated and implemented abiding by the stated vision and mission of the institution.

PTA members are selected sticking to the all-embracing and unbiased spirit of the institution and it functions as an advisory body in academic, non-academic and disciplinary matters.

NSS, NCC, Counselling Cell, Women Cell and various other clubs including the Academic Monitoring Cell, Research Promotion Council, UGC Cell, Examination Cell, Library Advisory Council and the statutory bodies like Internal Complaint Committee, Grievance Redressal Cell, Anti-Ragging Cell, Minority Cell, SC/ST Cell and OBC Cell ensure the smooth functioning of the institution. There is student representation in statutory and administrative bodies. Every cell operates with effective autonomy upholding the objectives enshrined in the guiding policies of the institution.

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

6.1.2

The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

The institution practices the policy of decentralization and participative management thus ensuring the participation of all stakeholders. The institution has an effective mechanism for entrusting authority to the grass-root level and providing operative autonomy to all functionaries. The governing body, constituted by the MES, guides the institution following the rules and regulations of UGC, Collegiate Education, Government of Kerala and the University of Calicut.

The management committee, in consultation with all stakeholders, frames guidelines and strategies for the progress of the institution. Feedback data from all stakeholders is taken into account for policy and decision making. The Principal is authorized to take decisions on the managerial and academic affairs of the institution. He is assisted by the staff council and IQAC in decision making. Staff council's decisions are executed at the department level through the respective heads, who act with the assistance of the Department Council.

The tutors handle the matters related to students in their respective classes. The tutor is well supported by the peer tutors. Decisions and suggestions of the Department Council are presented by respective heads in the staff council meetings. After careful deliberations, recommendations of the staff council are presented to the governing body for implementation. Implementation of approved recommendations is entrusted to the Principal, who carries it out through the corresponding wings of the administrative section.

The institution encourages participative management by confirming the involvement of the faculty members and students in various activities and clubs. All co-curricular and extension activities are planned and implemented by the duly appointed coordinators of different clubs, committees and forums. Elected students' union functions for the welfare of the students.

Participatory decision-making is practised within the student community too. Meetings of students' union and class representatives are held before taking important decisions to accommodate dissenting views and to reach consensus.

The construction of a health and fitness centre and a sports arena can be cited as the case study for participative management.

The institution had a fitness centre earlier, but it was not that much spacious and lacked proper equipment. Students through their representatives gave a request to the principal to address the pressing need for a modern and well-equipped fitness club for male and female staff and students and a multi-purpose sports arena that can be used for sports demonstrations, yoga practices and cultural programs. The Principal placed the request in the staff council for discussion. It was forwarded for further study to the planning board. Their recommendations were approved by the staff council and were forwarded to the governing body for further decision and implementation. The governing body approved it and suggestions and support were sought from all stakeholders. Then a committee was formed including representatives of all stakeholders to finalize the plan and to discuss the ways to collect the amount needed for it. Fund was raised by the collective effort of the management, teaching and non-teaching staff, students, PTA and alumni. Staff club contributed one lakh towards the purpose. The plan was materialized efficaciously.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic / Perspective plan is effectively deployed

Response:

Based on the positive recommendations of the NAAC peer team in 2012, the institution initiated a discussion with all the stakeholders regarding the present limitations of the institution and the changes to be adapted in accordance with the current academic scenario. Incorporating all suggestions, the IQAC formulated a long-term strategic plan, 'Goal 10' identifying ten thrust areas, viz., infrastructure development, student support, digital campus, research and consultancy, skill acquisition, eco-consciousness and sustainability, community outreach, gender sensitivity, quality enhancement of faculty and upgradation of departments.

One of the examples of successfully implemented goals as per the perspective plan is eco-consciousness and sustainability. The institution chalked out a series of activities to make all the stakeholders aware of their environmental responsibility. A common platform of all stakeholders, 'Green Defenders' was founded to lead green campus Initiatives. The slogan 'Go Green' was adopted to coordinate the activities. A pledge to protect nature is taken by the stakeholders and it is displayed in a strategic position. Nature Club, Bhoomithrasena, Green Campus Clean Campus Cell and Biodiversity Club organised programs like awareness campaigns, seminars, street plays, workshops, rallies, competitions, observation of Environment Day, Earth Day and Ozone Day to promote environmentally friendly activities and to redefine environmental culture. Energy Audit was done to analyse the consumption of energy.

With financial assistance from Kerala State Biodiversity Board 'Shanthi Sthal' was established utilizing 30 cents of campus for protecting the rare, endangered and threatened species of locally available plants. The project was initiated based on MoU with KSBB.

Herbal Garden was set up with the cultivation of traditional medicinal plants like asafoetida, camphor trees and chaste trees. Students and teachers make use of these traditional plants.

The Butterfly Garden was established with plants having brightly coloured attractive flowers to attract butterflies for their conservation. Certain most specific plants like Crotalaria, Caesalpinia, Murraya and Citrus were planted for this purpose.

Alumni Green Corner was established as a part of the Green Campus Clean Campus programme of the Govt of Kerala.

An orchard was established to create vital green spaces in the campus.

Staff and students in association with 'Ente Maram' program of the Haritha Kerala Mission plant the saplings procured from Kerala Social Forestry Department.

To promote experiential learning, the institution utilizes one and a half acres of its land for vetiver farming as a natural choice for soil conservation and replenishment of groundwater.

Department of English signed an MoU with The Western Ghats Hornbill Foundation to promote community conservation programme to protect nature.

Every department conducts one extension activity under the common theme of 'Tribute to Nature' for raising the ecological awareness of the community. The institution initiated the 'Say No to Plastic' campaign in the locality. The institution discourages and controls the use of plastic and gives plastic waste to a recycling unit.

The rainwater harvesting system was implemented in the institution to minimize environmental impact and to ensure that the human right to water is fulfilled.

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

6.2.2

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

Response:

MES Ponnani College is a Government Aided institution affiliated with the University of Calicut. It is a minority institution run by the Muslim Educational Society.

The institution is governed and vital policies and decisions are taken by the duly constituted management committee of MES in accordance with the vision, mission, core values and objectives of the institution.

The Principal manages the administrative and academic matters of the institution in compliance with UGC regulations and directives of the Directorate of Collegiate Education, Government of Kerala and the Act and Statutes of the University of Calicut. The Principal coordinates and supervises the teaching-learning process and executes the administrative policies in consultation with and subject to the endorsement of the Staff Council. The principal serves as the intermediary between the management and the teaching and the non-teaching staff.

The Staff Council, the apex body of decision making, is constituted as per the Statute of the University. It comprises the Principal, HODs, the Librarian, the senior superintendent and two elected representatives of the teaching staff. The Staff Council meets periodically and whenever any urgent issue raises.

The IQAC functions with the aim to monitor and assess the quality standards set by the University and NAAC. It prepares the perspective plans and academic plan of the institution and effectively implements them. The Principal works as the chairman of the IQAC and he/she is supported by the IQAC Coordinator. The IQAC comprises members from faculty, industry, society and academia outside the campus. Representatives of alumni, parents and students are also members of IQAC.

In addition to it, Academic Monitoring Committee, Admission Committee, UGC Cell, Research Promotion Council, Library Advisory Committee, University Examination Cell, DST-FIST Implementation Cell, Parent Teacher Association, Planning Board and Statutory Cells like, Women Cell, Anti Ragging Committee, Internal Complaint Committee, SC/ ST Cell, Minority Cell and OBC Cell play a noteworthy role in the management and administration of the institution.

Staff Council and Administrative Wing monitor the regular functioning of the institution. At the department level, heads of each department take responsibility regarding curricular and extra-curricular activities of the students. Department council meetings are convened regularly to discuss, review and decide matters related to the departments, including the progress of the academic calendar, internal assessment and attendance. Class tutors are assigned charges of each class and they are assisted by peer tutors. The administrative wing is headed by Superintendent, followed by Head of Accounts, Upper Division Clerks and Lower Division Clerks.

Kerala Service Rules are applicable for leave, travelling allowance, pension and related matters. UGC regulations in force as alerted by the Government of Kerala, are applicable for pay scales, promotions, and career advancement.

The institution works as per the set of policies and procedures laid down for staff selection and recruitment. The recruitment and promotional policies approved by the institution, structure of the interview board, are absolutely in agreement with the UGC guidelines and affiliating university and are subject to the prior concurrence from the State Government.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)
Link to Organogram of the Institution webpage	[View Document](#)

6.2.3

Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
ERP (Enterprise Resource Planning) Document	[View Document](#)
Details of implementation of e-governance in areas of operation, Administration etc	[View Document](#)
Any additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

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

Outright backing and direction have been rendered by the institution and the management to faculty members for fulfilling their personal and academic requirement and to ensure contented and fruitful working atmosphere.

All welfare measures introduced by the government like pension, gratuity, provident fund, group accident insurance, ESI, maternity and paternity leaves, medical reimbursement, encashment of surrender leave, medical leave and half pay leave, loan facilities, festival advance for employees, FDP for eligible candidates as per the UGC guidelines and state goverment norms, loans from the provident fund, sanctioning of leave for Faculty Improvement Programme etc. are made available to all the permanent teaching and non-teaching staff, consistent with the existing government rules. The staff club provides travel grants for paper presentations in national and international conferences. Financial assistance is given to take membership in professional bodies.

Faculty members are honoured for their notable achievements like award of Doctoral and Post -Doctoral Degrees, other awards and recognitions in various fields and participation in international conferences and seminars. MES Management also honours faculty members for their notable achievements in the all MES colleges Teachers' meet.

The benefits commonly enjoyed by regular and ad-hoc staff of the institution are-

- Daycare facility for the children of the staff
- The cooperative store which provides stationery items at a subsidized rate
- The canteen where food is provided at a subsidized rate
- Staff recreation room
- Gymnasium
- Staff Club, keen on the well-being of the staff, maintains a welfare fund in order to meet the requirements of the members
- Staff tour
- Family get together of staff and retired staff
- Token of appreciation for retiring staff
- Financial assistance for the medical treatment of the staff and their family
- Financial assistance for the needy staff for the educational advancement of their children, marriage of their daughters, construction of house etc
- Uniform for security guards and gardeners
- Salary advance for the newly appointed staff till they get the salary
- Festival advance for the staff
- Noon meal facility at the hostel on demand
- Doctors' Consultation facility
- Small savings scheme: Teaching staff as well as Non-Teaching Staff benefit from the small

saving schemes started by staff members themselves which help them to deposit money safely and take loans at very reasonable rates. The refund terms are staff friendly and less rigid. It is run by office bearers from the teaching and non-teaching staff separately

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

6.3.2

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

Response: 122.46

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**

2019-20	2018-19	2017-18	2016-17	2015-16
52	36	36	42	44

File Description	Document
Upload any additional information	[View Document](#)
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	[View Document](#)

6.3.3

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

Response: 5

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

2019-20	2018-19	2017-18	2016-17	2015-16
5	5	5	5	5

File Description	Document
Upload any additional information	[View Document](#)
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	[View Document](#)
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	[View Document](#)

6.3.4

Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 64.69

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

2019-20	2018-19	2017-18	2016-17	2015-16
22	23	21	19	10

File Description	Document
Upload any additional information	[View Document](#)
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	[View Document](#)
IQAC report summary	[View Document](#)
Details of teachers attending professional development programmes during the last five years	[View Document](#)

6.3.5

Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

To ensure efficacy enhancement and competency power of the teaching and the non-teaching staff in the

right direction, the institution has envisaged an effective mechanism to evaluate their performance timely. For this purpose, a 360-degree Performance Appraisal System is in place where feedback is taken about every faculty in the form of self-feedback, peer feedback, students' feedback and management feedback. Based on the data gathered, the report is generated using online software. The competency score and the complacency score are calculated for faculty members and the report is forwarded to the management by the IQAC for further steps.

Student evaluation on teachers: Online evaluation of teachers is done periodically by using the software implemented by the IQAC. After analysing the assessment report given by the students, the Principal provides suggestions for improvement to the faculty members confidentially. Class monitor's diary is kept to record syllabus covered and classes conducted.

Self-Appraisal by teachers: The Teacher's Work Diary is kept to note service details, daily academic, research and extension activities. Every teacher is required to submit the self-appraisal form/ Academic Performance Indicator which records the annual performance of teachers which include curricular, co-curricular, extra-curricular activities and research and academic contributions. The self-appraisal form, which is the basic requirement for their career advancement as per UGC guidelines is then reviewed by the Principal and the IQAC. MES Central and Local Management conduct performance review meetings and Academic and Administrative Audit regularly which help the teachers to find out their strength and weakness and to work accordingly.

Self-Appraisal by non-teaching staff: The IQAC collects self-appraisal form from non-teaching staff to evaluate their performance, major indicators being efficiency and time bound completion of tasks assigned to them. A performance rating record for the cleaning staff is kept and is evaluated by the head of the department concerned. It is countersigned by the superintendent and the principal. The appraisal records of staff are discussed with the authorities for optimum performance.

Monthly and Annual Reports: Head of the department prepares the reports which comprise all the departmental activities including invited lectures, seminars as well as the significant achievements of the students and the faculty members. This is often reviewed by the Principal. The semester wise result analysis of students is conducted and it is also included in the department annual report.

Academic Monitoring Cell: It monitors the teaching- learning system of the institution including the completion of the syllabus and gives apt recommendations and suggestions for the faculty members.

Review by the IQAC Core Committee: It reviews the profile of teachers through internal administrative audit and gives suggestions for the improvement of the performance.

Research Promotion Council: It evaluates the research activities of the faculty members and gives further guidance for them.

Feedback from External Stakeholders: Feedback from alumni and parents is taken periodically through meetings, both general and departmental, thus collecting feedback on syllabus, facilities, teaching- learning process etc.

The performance of each club/ cell is assessed periodically by the students and teachers.

File Description	Document
Upload any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal and external financial audits regularly

Response:

The institution has transparent and well-structured mechanisms to supervise effective and efficient use of obtainable monetary funds from various sources like the Management, PTA, Alumni and the State and the Central Governments.

Financial audits of grants and funds sanctioned by Government/ UGC

Financial audits of grants and funds sanctioned by the government are done at three levels. They are as follows:

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

Financial audits of grants and funds sanctioned by the management

The institution has a strong financial advisory board for management funds and all the accounts sanctioned is audited internally as well as externally. On behalf of the management, all daily transactions are verified by the treasurer and the secretary of the local management committee. The internal audit of management accounts is done by the treasurer, MES Central Committee, Calicut periodically. They verify all financial transactions and submit a detailed report based on the observations given by the internal auditor. The financial advisor of the institution modifies the statements of accounts. The management has appointed M. A. Moideen and Associates and Venu K. as the external auditors. At the end of every financial year, they prepare annual financial statements and audit reports.

Audit System

Both Internal and External Audits at consistent intervals guarantee transparency and accountability.

The institution follows the tender system/ quotation system when fund to be spent on equipment or infrastructure goes beyond a particular limit. Advertisements are placed in the newspapers inviting tender/ quotation. Purchase of equipment, furniture and other materials are done consistently from recognized suppliers. Payment of large amounts of money is made through account payee cheques only. The institution has got a separate committee for the monitoring and utilization of UGC funds.

There are three types of accounts: Receipts and Payments Accounts, Income and Expenditure Accounts and Balance Sheets. Each transaction is supported and supplemented by vouchers.

Grants and funds from Government/UGC		Management funds	
Internal Audit	External Audit	Internal Audit	External Audit
Head accountant verifies daily account and it is counterchecked by principal.	Chartered Accountant. Deputy Director of Collegiate Education. Director of Collegiate Education. Accountant General Kerala.	The Secretary, College Management Committee verifies the daily transactions. Auditing from MES Central Committee.	M. A. Moideen Associates. UNAIS& Co

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

6.4.2

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

Response: 220.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
50.30	23.40	29.30	47.00	70.2

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

6.4.3

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

Response:

The institutional mechanism for mobilisation of funds ensures transparency and accountability by conducting annual financial audits. The institution has clear, well distinct and methodical policies to guarantee the perfect utilization of obtainable resources. All the strategies regarding resource allocation and its optimal utilization and decisions concerning the same are taken by the planning board. Since the institution belongs to the aided category, the major source of funding for running the institution comes from the state government and the management. All possible efforts are done to generate funds for infrastructure development and research from various state and central governmental agencies. Attempts are made to generate funds from different non-governmental organizations and philanthropists too. A corporate grant is used for infrastructure development and academic activities.

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

- A financial advisory body is in place to monitor the utilization of management and other funds
- The government funds are taken care of by the Planning Board
- UGC Cell and DST-FIST Cell
- Library Advisory Committee
- PTA

Audit

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

Major sources of income are:-

- Grant in aid from Government
- Fund from DST-FIST for research infrastructure
- UGC is a major source of funding for developmental activities, renovations, academic resources such as books and journals, infrastructures such as laboratory equipment, computers and sports facilities. As per UGC notifications, Planning Board designs projects, proposes budgets and submits to the UGC. For research purposes, teachers receive Major and Minor Research Project Grants and Travel Grants from UGC. UGC Seminar Grant is promptly availed to organise academic programmes such as workshops and seminars
- Fund from Higher Education Department of Kerala to run academic programmes such as ASAP (Additional Skill Acquisition Programme), WWS (Walk with Scholar) SSP (Student Support Programme) and FLAIR programme for faculty members
- Research funding from Kerala State Council for Science, Technology and Environment for lab projects and academic programmes
- Research funding from DoECC
- Research funding from India Foundation for the Arts (Non-Government)
- Research funding from the Science and Engineering Research Board (SERB)
- Central/State Government/University funding for NSS, NCC, Women Cell, Bhoomithrasena and ED Club
- Scholarships for students are availed from both state and central government
- Endowments and scholarships for students by Alumni, PTA and Management
- Hostel fees from students, teaching staff and working women from external institutions.
- Funds from non-governmental bodies like PTA, Alumni and Philanthropists
- Rent from external bodies for conducting examinations like that of School of Distance Education.
- Rent from giving auditorium and sports ground for various seminars and other programs.
- Income from vetiver farming.
- Management contributes by way of scholarships the payment of term fees to needy students, financing for the construction of buildings and maintenance and infrastructural development of the institution

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell, constituted as per the direction of NAAC, is acting as the torchbearer for the overall development of the institution. It is taking the dual role of being the link

among various stakeholders and at the same time the lighthouse to guide the institution through the path of development. It is possible only because of following the timely updates of assessment and accreditation by the NAAC through its website. Then the whole matter is brought for discussion with the management, teachers, non-teaching staff, students, PTA and alumni as and when required. The action plan is being made based on the discussions and the financial part is taken care of by the management. The academic committee of the management and the staff council help the IQAC in formulating and achieving academic goals from time to time. The IQAC holds periodic meetings with these stakeholders.

Teachers are the mainstay of the institution as they are actively involved in planning as well as execution of academic and developmental endeavours. The timely execution of curricular and co-curricular activities is carried out by the active support and involvement of the teachers. Clubs, Cells and Forums created for the same are managed by the teachers. The IQAC is instrumental in providing the necessary facilities for the smooth conduct of the teaching-learning process and the management gives committed and extended support for it. It is involved in the Performance-Based Assessment of the faculty members and takes necessary steps to get the things done by the university in this regard.

The IQAC gets connected with the students through the tutorial system. Formal and informal, structured and non-structured feedback collected from the students is discussed with all other stakeholders to bring the changes wherever and whenever necessary. Students' Union, while formulating its activities, invites suggestions from the IQAC so as to give attention to the needy areas. The IQAC makes sure that the redressal mechanism in the institution also has a say in the student related matters. Since a greater number of girls are there in the student community, IQAC in association with the Women Cell initiates programmes and activities for the betterment of the female students.

Research, extension and outreach are inevitable as far as a higher education institution is concerned. The IQAC and Research Promotion Council join hands to fill and bridge the gap, wherever necessary. Teachers are encouraged to pursue research and undertake projects. The Research Advisory Committee meetings in respect of the research scholars of the three research departments of the institution are utilised as an avenue for inculcating research aptitude in postgraduate students. The extension and outreach programmes of the institution are carried out mainly through the teaching departments and the cells like NSS and NCC. The camps of NSS are planned well in advance and the IQAC is a major partaker in that process.

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

6.5.2

The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

(For first cycle - Incremental improvements made for the preceding five years with regard to

quality

For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives   )

Response:

Two new UG courses have been started in the institution after the last accreditation. As an affiliated college, the academic flexibility is decided by the University. The college academic council introduced certificate courses which are run by the departments. The feedback collection and actions based on that has been made systematic. The IQAC carries out the feedback collection, analysis and gives feedback to the various stakeholders. It also ensures that actions have been taken to improve the overall quality of the institution.

The use of ICT in teaching has increased manifold and all the classrooms are now equipped to work with the technology and teachers are also empowered to switch over to the new technology. The introduction of a learning management system has helped to reach out to all students even if they miss any class hours. The building of a new academic block, multimedia studio, digital facilities provided in the library, the new research facilities established with the FIST support of the DST, the fitness centre made in the sports complex, the fine arts forums equipping students to excel in the extracurricular domains have all contributed to a quality surge as far as the institution is concerned.

A good number of faculty members have acquired Ph.D degree during this period. Out of 66 teachers, 22 are having Ph.D. now and another five have either submitted or defended their theses. Many others have registered and are actively undertaking research. Collaboration is visible in terms of publications, seminars, workshops and internships.

To improve the students counselling and guidance, the help of the PTA was sought and a centre has been built to provide students the necessary inputs daily.

The self-appraisal of teachers is promoted and monitored by the IQAC. The whole process is done through the IQAC and teachers obtaining promotions at the required stage and time.

With the active involvement of alumni, students are given scholarships, and a few departments have received infrastructure support as well.

Much of the recommendations of the peer team has been achieved by the institution viz. new hostels, renovated library, more teachers attaining higher degrees, augmentation of sports and laboratory facilities, enhancement in the ICT based teaching- learning, collaborations and its outcomes, capacity building initiatives especially for girl students – which is a best practice namely 'WELLNESS'.

Much development could have been made but for the limitations of being an aided institution. Institution lacks the financial support that would have come from the self-financing courses. Institutional strength of uplifting financially backward population turns out to be an institutional weakness. Viewed through the lens of the social commitment that weakness shines as a strength above all limitations.

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

6.5.3

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality intitiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: C. 2 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	[View Document](#)
Upload details of Quality assurance initiatives of the institution	[View Document](#)
Upload any additional information	[View Document](#)
Paste web link of Annual reports of Institution	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Sensing sexism as prime peril to the concept of equality, comprehending the need to guarantee the egalitarian treatment of women and sexual minorities in a patriarchal society, and realizing the role that can be played by the academic fraternity in enlightening the community and preparing it for the gender bias-free environment, Women Development Cell (WDC) of the institution '**Nirbhaya'** has initiated many gender-sensitive and equity programmes like invited talks, debates, awareness programmes, cultural activities and life skill training, inside and outside the institution thus taking a big leap towards its goal of the empowerment of women as well as sexually outnumbered. WDC collaborates with other departments, kudumbasree units and local administrative systems and confirms the involvement of boys too. Women constitute70% of students and faculty and appropriate representation of them is ensured in students union and other clubs.

The athletic culture among female students is especially encouraged and the institution has special teams for girls in tug of war, kalarippayattu, wushu, taekwondo, baseball, table tennis, kabaddi, shuttle badminton, softball and ball badminton. As a part of fitness drive, **separate multi-gym and a fitness centre for women** is attached to the Physical Education Department.

A round-the-clock surveillance system functions in the institution to assure a safe environment for the students, especially for girls. CCTV cameras have been installed in the campus premises and security guards are present in the campus 24hrs. The proximity to the police station proves advantageous for the security of the institution.

Apart from this, the functioning of the Anti-Ragging Cell, Grievance Redressal Cell, Anti-Sexual Harassment Cell and Discipline Committee in the institution promise the well-being of our students. To make women mentally and physically capable of fighting against the atrocities, self-defence training in collaboration with the Kerala Police is provided. Disaster management cell is giving special training to the girls, identifying the reality that women are more susceptible to unexpected calamities, so training should be given to them to fight death-defying situations.

The counselling centre **'Hope'** gives timely assistance to the students, especially to help them to recover from psychological trauma due to family issues or any kind of abusive episodes and to prepare them to stand poised in adverse circumstances. The service of professionally trained counsellors is sought for it. Apart from that, the tutorial system in the institution, functioning through class tutors, plays a pivotal role in equipping students with positive thoughts.

A **Pre-marital Counselling Centre** is established in collaboration with the Minority Welfare Department. Identifying early marriage as the major reason for dropout, special counselling sessions are arranged for parents.

Though students share common spaces otherwise and jointly take part in every activity, spacious, well-furnished and **separate recreational rooms** are available for male and female students. **Hostel facilities** are provided for male and female teachers and students. **Napkin Wending Machines** and **Incinerators** are fixed in washrooms in every block and ladies' hostel. Girls have separate prayer facilities in the campus.

The institution provides **daycare** facilities for children of staff and students during working hours.

File Description	Document
Link for annual gender sensitization action plan	[View Document](#)
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	[View Document](#)

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures

1. **Solar energy**
2. **Biogas plant**
3. **Wheeling to the Grid**
4. **Sensor-based energy conservation**
5. **Use of LED bulbs/ power efficient equipment**

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	[View Document](#)
Any other relevant information	[View Document](#)

7.1.3

Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Protection of the environment and the health of people being a great concern, the institution follows Green Protocol and adopts various methods to become a zero-waste campus. Correlating the works of NSS, Nature Club and Bhoomithrasena campaigns are conducted among staff and students on the importance of keeping natural resources uncontaminated through the reduction of waste generation, proper disposal and recycling of wastes. Instruction boards for maintaining a green and clean campus have been installed in the campus premises accordingly. The institution initiates timely green audits in order to revitalize existing green practices.

The institution has set up three biogas plants of 200Kgs each in ladies' hostel, men's hostel and canteen for the proper disposal of food waste. For the disposal of other biodegradable waste from labs, vermicomposting and pit composting facilities are followed and the manure is used for the campus garden.

Incinerators are installed for napkin disposal. The use of plastic including flex boards is strictly banned in campus and separate waste bins are kept in every nook and corner to collect biodegradable and non-biodegradable wastes including broken glassware, plastics, cans etc. To encourage the motto of reuse and recycle, used clothes are recycled into finished mats and bags by the ED club students. Paper being the major source of waste generation, its usage is minimized by promoting office automation and e-governance, using public addressing system and the online submission of assignments. Under the auspices of the Economics Department, students are trained to make paper bags and paper pen from waste papers.

A proper and well-connected drainage system is functioning in the campus for the management of liquid wastes. Wastewater from hostel kitchens, canteen and wash areas are redirected to the gardens.

Liquid wastes from laboratories are directed to deep concrete pits so that drinking water resources and deep-water resources are not polluted. Chemical solvents from laboratories are refined and reused maximum while the rest are diluted and discharged into a dumping tank filled with charcoal and metal. Acids and basic solutions are neutralised and discarded. As part of green chemistry practice, microanalysis is practised to reduce chemical usage.

Green computing and Green ICT are encouraged in the campus. In order to reduce the generation of E-waste and to lessen its impact on the environment, electronic goods are used at their optimal level. Only quality goods are purchased and the use of hazardous materials is reduced. Proper upgradation and maintenance are guaranteed by the suppliers themselves. Special care is taken to purchase less lethal and recyclable material and the institution has entered into an AMC with Alliance Infocom company for the proper disposal of E-waste. Apart from this, other kinds of electronic waste, such as battery cells and useless electronic devices, are sold to scrap dealers at regular intervals.

File Description	Document
Any other relevant information	[View Document](#)
Link for Geotagged photographs of the facilities	[View Document](#)
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)

7.1.4

Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	[View Document](#)
Any other relevant information	[View Document](#)

7.1.5

Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	[View Document](#)
Geotagged photos / videos of the facilities	[View Document](#)
Any other relevant documents	[View Document](#)

7.1.6

Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: B. 3 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document

7.1.7

The Institution has disabled-friendly, barrier free environment

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Divyangjan friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

The institution has got rich traditions of tolerance, plurality and assimilation and that is integrated into its vision, mission and core values. All-inclusiveness is guaranteed in the admission policy of the institution. Staff and students are appointed and admitted without any discrimination on the basis of caste and creed. Qualified staff and students from the disadvantaged communities of the locality are given adequate representation in the appointment and admission. The institution upholds its all-inclusive policy in constituting various statutory bodies like PTA and Alumni.

To nurture interfaith unity, social harmony and pluralism, the institution takes the initiatives like observing The World Interfaith Harmony Week including dialogue exchange.

A committee 'Samam' consisting of local self-government authorities, police, public and representatives of all stakeholders of the institution, is formed to impart the message of unity and parity in the society. A sense of togetherness is created in such gatherings through events like football matches, ghazal nights, open discussion forums, drama fests etc. Food festivals are organised adding local colour to it by arranging special festivals on fish (MeenVaniyam) and renowned Ponnani food with the help of housewives and fisher community in the locality.

Students' Club called 'Art Café' functions to familiarise cultural diversities of India to the student community through heritage walks, street plays, musical nights, ethnic dance performances, folklore fest, Mappila arts fest, tribal fest etc.

Apprehensive of the mounting reports of bigotry and identifying the initiatives an institution can take to demolish the walls of separatism at different levels, the institution decided to observe its golden jubilee year as the 'Year of Tolerance'. The institution instituted 'Jyotiba Phule Awards' for a student as well as an individual from Ponnani Legislative Assembly for promoting communal harmony.

A theatre group of students named 'Kadal' functions in the institution and dramas fostering secular and democratic values are played in nearby schools and cultural gatherings.

To celebrate the linguistic diversity, Arabic Language Day, Hindi Diwaz, Malayala Bhasha Dinam etc. are observed.

To facilitate diversity, religious and cultural festivals like Onam, Christmas, Eid, Diwali, Holi etc are celebrated.

Various clubs observe Zero Discrimination Day, International Day of Tolerance, World Day of Social Justice etc to propagate the message of harmony.

Ponnani has got a rich legacy of literary figures but that literary tradition is mostly confined to the affluent areas of Ponnani. To address the so far neglected subaltern facet of the Ponnani literature, the

institution compiled a book 'Thirappechukal'(Words given by Waves) exclusively on Fisherfolk dialects, songs, literature etc.

Sensing shielded discrimination towards the fisherfolk, the institution frequently holds interactive programs like 'Kadalarivukal' in the fishermen colony.

A Heritage Museum 'Pathemari', documenting and preserving the diverse social, political, cultural and literary tradition of Ponnani and suburbs, functions in the institution.

The institution addresses the plight of marginalized groups like Dalits, Tribals, Transgenders, Sexual Workers, Slum Dwellers etc and organizes interactive sessions of the students with them. Differently-abled students from nearby areas often visit the institution to become a part of cultural programs.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)
Link for any other relevant information	[View Document](#)

7.1.9

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

To fulfil the ideals of social, political and economic justice and equality of status and opportunity encompassed in the Constitution, the institution ensures that no kind of stratification and marginalization exist among its stakeholders and its all-inclusive policy is incorporated in the vision and mission of the institution. To guarantee this, Equal Opportunity Cell, Minority Cell, OBC Cell and SC/ST Cell are functioning in the institution. To cherish the values enshrined in the Constitution, the Preamble of the Constitution is displayed in the institution. National Anthem is sung every day and National Pledge, an oath of allegiance to the Republic of India, is carved on the wall of the institution. National Flag is hoisted in the campus on special occasions.

The institution established **Gandhi Chair** in the campus to promote the Gandhian ideals of egalitarianism, communal harmony and tolerance. Books, pictures and movies invoking the memories of freedom struggle, are made available there. Public including staff and students of nearby schools are allowed entry for reference purpose. The library has got a '**Dakshayani Velayudhan Corner'** to inspire the readings on the constitution, to create awareness about the uniqueness of the Constitution and to inculcate the constitutional values and objectives. The institution upholds a secular culture. All stakeholders are allowed the liberty of ideas, belief, faith and worship and all religious festivals are celebrated with equal importance. To promulgate the secular spirit to the society, the institution has

instituted **'Pillars of Secularism Award'** and presented the same to those who strive to maintain communal peace**.**

NSS, NCC and other clubs function in the campus to disseminate the codes of fraternity, sovereignty, unity and national integration. Various competitions, film festivals and cultural programmes are held to spread these values. Quami Ekta Week, Republic Day, National Voters Day, Martyrs' Day, Army Day, National Security Day, Anti Child Labour Day, National Unity Day, Flag Day, Independence Day and Gandhi Jayanthi are observed. Quotes encompassing constitutional ideas and pictures of national heroes and heroines are exhibited. The institution promotes the scientific temper and spirit of inquiry through the campaign against superstitions and College magazines, manuscripts and newsletters publish special issues for the same. College magazine exposing the hollowness of superstition got the Second-best magazine award by Palana trust.

Politics Department incorporates Constitutional studies in the syllabus and conducts sessions to discuss the features of the Constitution, its aims and the need to safeguard its teachings. The institution frequently organizes interactive sessions with legislative members including Assembly Speaker and IAS and IPS officers to give students a briefing regarding the working of democracy. Students are taken to visit local administrative units, assembly and parliament. With the help of the Kerala Assembly, mock parliament for students is conducted. Teachers contest in elections and bear posts. Teaching and Non-Teaching Staff of the institution are encouraged to take election-related duties including polling and counting duties. To give awareness on the functioning of democracy, Election Literacy Club and Parliamentary Club are working in the campus.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	[View Document](#)
Link for any other relevant information	[View Document](#)

7.1.10

The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. **The Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: B. 3 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	[View Document](#)
Code of ethics policy document	[View Document](#)
Any other relevant information	[View Document](#)

7.1.11

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

Response:

National and international days of importance aimed to invite the community to focus on specific causes, are observed in the institution with numerous programs to ensure togetherness in celebrations, to make the movements of the world a subject of the campus and to make students part of the universal citizenship.

Republic Day, Independence Day and Martyrs' Day are celebrated to infuse the spirit of patriotism, to pay tribute to the motherland and to evoke the memories of national heroes.

To uphold the cultural, religious and ethnic diversities of India, Onam, Christmas, Eid, Kerala Piravi, Holi are celebrated.

Commemoration programs are held to inculcate into the students the values taught by the exemplary lives. Gandhi Jayanti, Teachers' Day and Children's Day are celebrated in memory of Gandhiji, Dr. Radhakrishnan and Nehru correspondingly. National Youth Day, National Integration and Communal Harmony day, National Sadbhavana Divas and Rashtriya Ekta Divas are celebrated in memories of Swami Vivekananda, Indira Gandhi, Rajiv Gandhi and Sardar Vallabhai Patel respectively. National Mathematics Day and National Science Day are held to honour Ramanujan and C V Raman respectively. Writers like Shakespeare, Premchand, Madhavikutty, O.N.V Kurup, Vaikom Muhammed Basheer and P.N Panicker are commemorated. National Sports Day is celebrated to honour Dhyanchand.

Other important days are observed by different departments and clubs to bring home the message to be conveyed by them.

International Mother Language Day, International Literacy Day, International Translation Day, World Poetry Day, Arabic Language Day, Hindi Divas and Malayala Dinam are celebrated by language departments.

The Department of Economics observes International Day of Rural Women and International Day of Education.

The Department of Zoology observes International Day of Forests and World Wildlife Day.
The Department of Geology observes World Environment Day, World Soil Day, Ozone Day, Wetland Day and World Water Day. The Department of Aquaculture observes World Tsunami Awareness Day, World Oceans Day and World Maritime Day.

World Chess Day and International Yoga Day are celebrated under the initiative of the Department of Physical Education.

NSS observes World Population Day, World Blood Donor Day, International Youth Day, World Day of Remembrance for Road Traffic Victims, World Human Rights Day, Aids day, International volunteers' day and World Cancer Day.

International Day against Drug Abuse is observed by Anti-Drugs Cell.

Pain and Palliative Club and Cell for Differently-Abled take the initiative to observe International Day of Charity, Pain and Palliative Day, World Mental Health Day, World Down Syndrome Day and International Day of Persons with Disabilities.

International Day of Parliamentarism and National Minorities Rights Day are observed by Parliamentary Club.

International Day of the Girl Child, International Women's Day, International Day for the Elimination of Violence against Women and International Day of Women and Girls in Science are observed by Women Development Cell to inspire the girl students to catch up their dreams and to make them capable of resisting the injustice against women rooted in a patriarchal society.

File Description	Document
Link for any other relevant information	[View Document](#)
Link for Geotagged photographs of some of the events	[View Document](#)
Link for Annual report of the celebrations and commemorative events for the last five years	[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 Prtactice I

Title of the Practice

'WELLNESS'- Wellness Ensured by Life-Long Needed Strength and Support

Objectives of the Practice

- Empower girls and women to accomplish equality and equal opportunities in all walks of life
- Enlighten the community about gender equality and the prerequisite of equivalent exposure to resources in all realms.
- Ensure the economic and social development of marginalized women, especially fisherfolk women
- Enrich the higher educational opportunities for girls thus empowering them to lead vigorous and productive lives.
- Enable women to exert agency in public and private spheres
- Envisage a developing a framework including economic and social initiatives for the support of women
- Encourage and coordinate women supporting programs with local administrative units and other interested organizations.

The Context

Social, cultural and economic empowerment of women is a decisive factor in realizing gender equality. Empowerment encompasses the process of increasing a woman's sense of dignity, her decision-making capability, her access to opportunities and resources and her ability to effect change. The institution rightly assesses the advantages and disadvantages of the locality and comprehends the role it can play to enlighten the community about gender equality and to enrich the opportunities for the women in and around the institution. A gnawing issue, discernible in the locality, is the hindrances encountered by the girls to pursue their higher education dreams. Economic, social and cultural factors play a regressive role, thus impeding their academic journey. The institution, therefore, focuses on the all-comprehensive uplift of women in the locality, which will in turn make positive outcomes in the lives of the girls too. All institutional stakeholders partake in this drive and envision programs accordingly.

The Practice

Active contribution of women is a crucial factor in the higher education sector. Women empowerment in different facets should be complemented by educational empowerment too. Then again, the economic empowerment of women will result in the academic empowerment of their girls. So, the institution finds it necessary to work for the all-inclusive development of women. The institution's strive towards gender equality is two-pronged, gender sensitization and empowerment initiatives for the students of the institution as well as nearby schools and supportive endeavours to uplift the women in surrounds. The betterment of the lives of the women in the area, especially in the coastal belt, brings far-fetched outcome, especially in the form of the support extended to their girl children to pursue higher studies.

Swasraya

'Swasraya', skill development workshop for selected women, organised in association with Ponnani City Welfare Forum, focuses on training the unskilled women in Ponnani Municipality and aims to support these women to find a livelihood. Almost 350 women and 300 students were successfully trained

so far in fashion designing, food processing, handicraft making, jewellery making and beautician course. They were taught to make handicrafts and flowers with coconut shells and areca nut shells. The products made in the workshop were sold, thus opening up the possibilities of marketing and selling of products.

Kaithangu

The institution is situated in the coastal area. So, a developmental program, *Kaithangu*, is exclusively designed for women in the coastal area of Ponnani Municipality, to assist them to step into entrepreneurial ventures like food production and preservation, soap and balm making, fashion designing, tailoring and embroidery etc. About 250 women are the beneficiaries of the program so far.

Ponnani is blessed with fish resources and a large number of people including women are dependent on the fishing industry for their subsistence. The institution, using the expertise of the Department of Aquaculture and Fishery Microbiology, gives training for the fisherwomen for the effective utilization of trash fish.

Oppam

Lack of formal education and communication skills often prevent women from coming to the forefront. Identifying this issue, the institution takes initiative to educate them and gives training in communication skills, mainly with the help of Kudumbasree Units. Computer and digital media literacy workshops are also conducted.

Orientation in financial literacy and marketing skills are given to fisherwomen, thus promoting their participation in the workforce.

A **community health centre** functions in the campus focusing on the health of women in the coastal area.

The survey conducted in the coastal area revealed that many women are not properly aware of menstrual hygiene and are still using damp clothes which causes recurrent infections. To give them proper guidance regarding sexual and reproductive health, medical camps are conducted regularly with the help of the expert medical team. Sanitary napkins were distributed to women in the locality with the support of Alumni and Management.

Sagara **Community Outreach Centre** functions to facilitate the welfare initiatives for fisherfolk.

An awareness class on household energy conservation was given to homemakers nearby with the support of KSEB and Ponnani City Welfare Forum.

Career guidance and orientation are offered for girl students of Higher Secondary schools. Parents are given motivation classes to convince them of the necessity of bestowing their girls with higher education opportunities. Expert counselling is also given to parents regarding the repercussions of the early marriage of their girls.

Various government schemes to promote women entrepreneurship are introduced and explained to women with the assistance of Industrial officers so that many more women can become financially independent.

Girls with Goals

The institution surveyed in the economically backward coastal area to understand the nature of the higher education opportunities open to the girl students and the challenges faced by them. The survey explored the causes for the high dropout rate of girl students and traced the social, cultural and economic aspects of the problem. With a determination that no girl child should be deprived of higher education opportunities due to the lack of financial backing and to motivate the parents of girl children to send their daughters for higher education, the institution initiated a project named 'Girls with Goals'. Under this project, the institution has adopted 20 gifted girl students from various L.P schools in Ponnani and opened saving accounts for them for five years, thus ensuring financial security for their academic future. The institution does the timely assessment of these students' overall progress and gives adequate awareness to the students and parents as well.

Snehaadharam

The institution recognizes the accomplishments of women from marginalized and vulnerable sections and duly honours them as an inspiration for others. Two women are selected annually for the award.

Toward Equality

Students can become the harbingers of changes in society and various gender sensitization programs are conducted for boys and girls alike thus raising their awareness on gender equality. Campaigns on gender discrimination, rape and other forms of gender violence, cybercrimes etc are done by students in public places. Debates, discussions, film screenings, street plays, competitions, seminars etc. are held regularly to assure gender sensitivity. Interactions with women leaders and achievers are held regularly to inspire girls. Manuscript magazines are prepared by students exclusively on gender sensitivity.

Evidence of Success

On the successful completion of training under *Swasraya,* the participants became highly motivated to be self-sufficient and a considerable number of them started ventures especially dressmaking, food production and handicrafts making. Many of the women trained under *Kaithangu* program, started their own establishments in fashion designing and stitching and they receive bulk orders from neighbourhoods. With this microenterprise, they earn an additional income for their family needs. Women in a very disadvantaged position, like widows and divorcees, are finding income of their own now through pickle making, snacks making etc. Inspired by the entrepreneurship awareness camp of ED club, nine women members started online marketing of shawls through a website named AZALEA BOUTIQUE. 'Girls with Goals' programme has brightened the future academic possibilities of twenty students as their progress are monitored. Increasing and interested participation of women in the locality in the programs conducted by the institution shows the positive changes it could make. Local administrative units, *kudumbasree* units and philanthropic organisations are joining hands with the institution to work for the upliftment of the women in the area. Positive changes are visible in the attitudes of the students who have become active participants in gender sensitization programs.

Problems Encountered and Resources Required

The collective effort of the institutional stakeholders has indeed borne fruit as it is evident from the positive feedback so far gathered from the target community. Yet the institution encounters specific

problems in extending its activities for the benefit of more people. Major hurdles faced are the monetary and time constraints. The involvement of students is often restricted by the hectic academic schedule of semester systems. It breaks the continuity of the student initiatives. Lack of funds and other supporting resources also poses a threat to the completion of planned programs. The reluctance of the patriarchal society to acknowledge the sudden changes, sometimes, causes a delay in the expected outcomes. Social norms of early marriage reduce the likelihood of the completion of girls' education and limit the self-earning prospects of the girls. Time and more joint efforts, especially repeated awareness campaigns are needed to bring drastic changes in attitude.

Best Practice II

Title of the practice

WISDM- WAYS OF IMPARTING SKILLS FOR DISASTER MANAGEMENT

Objectives:

- Identify the areas in Ponnani susceptible to various kinds of disasters
- Assess institutional arrangements, interdepartmental linkages and available resources so as to comprehend their competencies to mitigate specific disasters that will facilitate effective coordination in times of need
- Evaluate the measures taken so far for disaster risk reduction, monitoring and rehabilitation
- Promote research studies to update 'Disaster Management Plan and Information Data Base'
- Frame capacity- building and preparedness measures required to be taken as and when required
- Train the students for a disaster management workforce
- Conduct awareness and support programmes

The Context

Ponnani is prone to natural disasters and has been adversely hit by calamities frequently. Tsunami, Cyclone Ockhi, constant sea surges and floods have wreaked havoc in the area. People in the coastal area live under constant fear and undergo an insecure feeling. The devastating flood that literally made the lives of Keralites miserable in the yesteryears has worsened the situation in Ponnani, which made a scientific and systematic study on resistance, revival and rehabilitation, crucial. The role of higher education institutions in disaster management spans all phases of the disaster cycle. Being the only higher education centre in the area, the institution comprehends the inevitability of active involvement in the recovery process and in building disaster-related knowledge and dissemination capacity in the region. It plays a vital role by mobilizing emergency voluntary support, coordinating the rescue and reconstruction operations, and by ensuring academic and research contributions to accomplish maximum risk reduction.

The Practice

Mapping the Neighbourhood

Institution prepared the base map of the area with all necessary layers viz. roads, drainage network of rivers, streams, water bodies, important government. institutions, offices, schools, hospitals, drinking water facilities, and fire and rescue spots.

The Planning Phase

Faculty participation in the Municipality meetings, convened by the special working group for Disaster Management, Biodiversity and Climate Change, helped in identifying the areas where the institution could reach out to the society and act accordingly.

Creating Database

The institution conducted surveys and systematic study covering Ponnani Municipality and made a database on the population density, socio-economic condition, biodiversity, transportation facilities, health facilities, educational institutions, governmental and non-governmental establishments, voluntary organisations, water and electricity facilities, media, other human resources, public and private buildings that can be used as relief camps etc. so that in case of emergency, rescue operations might become more effectual. The database included the contact details of the officials, coordinators, various service providers and local body members.

Rapid Response Wing

The institution created a pool of skilled volunteers to provide speedy rescue and relief services in the event of sudden natural disasters. The volunteers were equipped with the newest methods of rescue like giving first aids, debris clearances, administration of relief camps, communication and mob control.

Shore Up

Students extend helping hands to the affected friends and children in the nearby locality by providing learning materials and helping them to catch up on missed portions. Using the social media platform, students also engage in arranging and supplying necessary provisions for the needy.

All under One Roof

The institution arranges shelter, food and other basic amenities for the affected in its premises and all institutional stakeholders involve in all phases of disaster management.

From the Ashes

The victims of hazards should be given enough backing to emerge undefeated and the institution conducts medical camps, counselling sessions and awareness campaigns etc touching every stratum of the affected society.

Explore n Edify

The institution undertakes systematic studies to effectuate practical and all-inclusive machinery to prevent, mitigate and respond to any event of a disaster and consistently advance in all aspects of disaster risk reduction thus making a safer Ponnani possible. Departments distribute disaster management manual and informative booklets for instructive purpose. The booklets comprised of the analytical study on the climate changes and consequences, the probability of calamities, high damage and low damage risk zones, frequency of disasters etc. The booklets also narrate the precautionary and preparatory means and methods to be adopted in different areas considering the risk proportion.

Evidence of Success

The initiatives of the institution, to support the anguished community and to mitigate social, economic, and psychological effects of natural hazards, have yielded desired results. Educative training could help vulnerable communities to learn to survive catastrophes practically. A constructive method adopted by the institution could assist the sufferers to familiarise themselves with their environs and to deliver insights into disaster risk reduction and preparedness measures, emergency relief and long- term recovery productively. The institution made a database report on disaster management, that is used as a ready reference book in the wake of an emergency. Rapid Response Wing has undergone skilled training that their services are effectively used by the institution and other organisations in different parts of the state. The institutional authorities keep such a philanthropic stance in all activities that the institutional premises and resources are fully utilized by the local authorities in the face of disasters. Students are engaged in multi-pronged activities and this active, experiential and participatory learning process helped them to develop the concept of resilience. The research reports and booklets brought out by the institution help in risk reduction.

Problems Encountered and Resources Required

High-resolution satellite imageries have to be used in preparing the maps to include the minute details of the terrain. This will stand in good stead at the time of evacuation and rescue operations. Location-specific mobile apps could be made available to collect and disseminate information and in this, the incorporation of spatial datasets should be a prime priority. This has to be done with proper training given to the volunteer groups. The institution could have managed the workforce part, but the financial support has to come from various capable sources.

Natural disasters are by-products of climate change and this has to be properly understood and communicated to society. This step can be effectively incorporated in the disaster management process with the help of the University while formulating the curriculum of different courses.

File Description	Document
Link for any other relevant information	View Document
Link for Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

M E S Ponnani College holds the legacy of imparting quality education to the pursuers of knowledge,

catering especially to the needs of the relegated section of Malappuram and nearby districts for the last fifty-two years. The institution is situated in the coastal stretch of the southwest part of India, where a majority of the population is from the fishermen community. The primary objective of its establishment was to enhance this educationally and fiscally backward population. The institution has now started educating the second generation of students since its inception and a sea change is visible as far as the life of people and socio-economic profiles of Ponnani Taluk in general and Ponnani Municipality, in particular, are concerned.

This is the only higher education institution between Tirur and Guruvayoor in the coastal belt of Malappuram and Thrissur districts still, so the beneficiaries of the institution mainly comprise the fisherfolk community even today. The institution has brought positive changes in the lives of the marginal people, who were depending on the seasonal income from fisheries and allied industries, to find their children getting into all walks of life and thus empowering the whole community. Thus seen, the institution has played a pivotal role in redesigning and redefining the contours of progress in the vicinity, keeping in line with its vision of all-inclusiveness.

This is one of the rare institutes coming under the category of government-aided colleges, which caters to the financially backward population by providing aided courses alone, where the economic backwardness of the population does not allow the pupil to go for self-financing courses. Moreover, a good number of seats under the management quota are reserved for fishermen community students. The institution makes available for the students the maximum number of fishermen scholarship.

Another area, where the institution stands out as the lighthouse is the large number of girl students who are being educated through this HEI of learning. This would not have been possible but for the presence of the college at a suitable place, established at a historic point of time.

The institution has substantially accomplished its goal of uplifting the students from the unprivileged community in all possible ways and realizes that complete enrichment will be made possible only with the proportionate advancement of the community in financial, societal and academic spheres. Envisioning this, the institution has been utilizing all its resources for the same.

The institution has handed over 3.21 acres for Kerala State Road Transport Corporation, which has been a significant factor in changing the face of Ponnani. Seeing the plight of fisherfolk who lose their huts due to tsunami, sea-level rise, coastal flooding, storm surges and cyclone, the institution handed over five acres for their rehabilitation. The institution also passed on 86 cent land for the development of roads.

The institutional efforts for the enhancement of the coastal community are multifaceted. The research department of Aquaculture has been leading the activities on this front. This is the only centre of research under the University of Calicut for this discipline. The marine resources being the main source of income for this community, Aquaculture Department recurrently gives awareness and directions for the fisherfolk including the introduction of financial assistance provided by the government and banks for starting a small-scale business. Capacity Building workshops are conducted for the fisher youth. Collaborating with the Central Marine Fisheries Research Institute and Department of Fisheries, Kerala, the department has envisaged schemes to enlighten the fisherfolk on the conservation protected marine species and has created a working group for the same.

The department frequently does sea ranching programmes where fish that are commercially important and need replenishment are reared in a controlled laboratory environment and let into the natural water

bodies when they are of a certain size, in the expectation that local fishers can catch them once they develop. A large number of the fisherfolk women in Ponnani area, especially the divorcees and widows depend on the sea for their livelihood, so they are given training for the ornamental fish farming and effective utilization of trash fish as value-added products, like human food, fish meal/oil that is used to make pellets and other uses such as fertilizers.

The institution regularly holds interactive sessions namely *'Kadalarivukal'* with the fisherfolk community to know their status and to address their concerns. *'Kadaloram'* is another institutional initiative for the all-rounded upliftment of the fisherfolk community.NSS volunteers conduct the 'clean sea drive' programme *'Kadalolam'* to make the people aware of waste segregation and waste disposal, particularly of plastic. The institution has adopted Fisherman's Colony under the NSS project *'Gramya'* ensuring continuity of work vis-a-vis sustained action, evaluation and follow-up work.

The institution has adopted 20 talented girl students from the coastal side and opened saving accounts for them for five years, guaranteeing financial security for their academic future.

The institution has envisaged a developmental program for fisherfolk women to support them to start entrepreneurial ventures.

Aiming to bring the coastal women to the mainstream by breaking gender and class barriers, communication skills training, computer and digital media literacy, orientation in financial literacy and marketing skills are given to fisherfolk women.

Surveys are conducted among women to assess their health awareness and other living situations. To give them proper guidance regarding sexual and reproductive health, medical camps are conducted regularly. Healthy Diet and Nutrition Education Program among Women of Reproductive Age are regularly organized.

To inspire the women from vulnerable locality to accept the harsh challenges of life and come out independent and successful, the institution instituted an award to India's first licensed fisherwoman Rekha Karthikeyan.

The rich cultural heritages of Ponnani spanning centuries, the harmonious atmosphere sustained by the beautiful blend of religious coexistence are added advantages for this centre of learning.

File Description	Document
Link for any other relevant information	[View Document](#)
Link for appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

- Excellent result with A+ and A grade holders and university toppers every year
- University Information Centre within the campus premises
- Collaborated with Coursera platform to offer free courses by international universities and more than 5000 learners benefitted
- Research scholars from outside state
- PTA contributed mobile phones to a large number of students to tackle the digital divide during Covid times
- A decade-long monopoly in Kabaddi in Calicut University Championship
- Women Team for 10 sports items - Aiming women empowerment through sports
- Participation of faculty members and students in Local Body Election and Administration
- Two students have a ham radio license, immensely useful in times of natural disasters
- Dr.Rajoolshanis discovered new species of deep-sea shrimp, Parastylodactylussulcatus from Arabian-sea and reported three rare deep-sea shrimps and two lobsters from Indian waters
- Dr.Rajoolshanis was a member of Indian Ocean expedition for the assessment of deep-sea fishery resources in the Central Indian ocean
- Dr. Mujeeb Rahiman participated in India's Arctic research aimed to contribute to the development, consolidation and dissemination of the current understanding of climate change, its impacts and adaptations in the Norwegian Arctic
- Dr. Jayaram having International collaboration in research with IFE, institute for Energy Technology, Kjeller Norway in the field of solar energy materials and development
- International collaboration in Energy Generation harvesting and conversion technology with Centre of Excellence for Hydrogen and Renewable Energy, Belgrade, Serbia
- Dr. C Sreejith was awarded IGCP Grant by IUGS & UNESCO for attending European Geosciences Union General Assembly 2019 held at Vienna, Austria
- Goldschmidt Conference Need-based grants 2018 jointly by the Geochemical Society, USA and European Association of Geochemistry, France
- International Travel Grant by DST–SERB, Govt. of India to attend Goldschmidt Conference 2018 held at Boston, USA
- Dr Ameera V U won Kerala State Film Academy Fellowship
- Dr Sameera Haneef won S. M Jameela Beevi Award
- Faculty Members having memberships in Scientific/Learned Societies:
  - Early Career Professional Member of the Geological Society of America.
  - Member of the European Geosciences Union (2019 Onwards)
  - Correspondent of the Heritage Stone Sub-commission, IUGS-UNESCO.
  - Professional Member of the Geochemical Society, USA (2017 Onwards).

Concluding Remarks :

MES Ponnani College is envisioned as the grand repository of knowledge for the pursuers, of new horizons of quality and beneficial information, at all levels like students, teachers and different stakeholders, including the marginalized section of the locality, catering to the ever-shifting and challenging needs of the society, constantly upholding humanistic and egalitarian values and forever striving to contribute dynamically to the

nation-building.

The institution has taken quality initiatives for bringing up the greatest models in the higher educational sphere with an all-encompassing approach and it is staunchly looking for sustainable progress. In the post-accreditation period, the institution has made remarkable achievements in the multi-dimensional aspects. The noteworthy rise in the percentage of students pursuing higher studies and research in Central Universities and international centres of excellence bears testimony to the institution's success in creating an atmosphere conducive to learning and research. Two new undergraduate degree programmes were introduced. One postgraduate department was upgraded to the research department.

New academic blocks, seminar halls, hostels for boys and girls, DST-FIST grant for science departments, UGC funded projects and seminars, MoUs and collaborations with premier institutions, ICT enabled teaching ecosystem, green initiatives, entrepreneurship promotion, several extension and outreach programmes, library e-resources, a modern fitness centre, studio floor for e-content development, upgradation of language lab and increased faculty participation in prestigious national and international seminars and conferences, the involvement of faculty and students in the developmental activities of the local self-government and the role they enact during the times of disasters are all testimony to the overall transformation of the institution.

The institution is resourceful in collaborating and sharing information with nearby institutions and the academic, social and cultural profile of the vicinity has made astounding improvement ever since the establishment of the institution. With highly competent and inspired faculty, students with high potentials and supportive management, alumni and PTA the institution continues its march ahead towards greater distinction and excell

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.2	**Number of Add on /Certificate programs offered during the last five years** 1.2.2.1. **How many Add on /Certificate programs are offered within the last 5 years.** Answer before DVV Verification: 	2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
16	15	14	14	11 | Answer After DVV Verification : | 2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
11	10	9	10	8	
1.2.3	**Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years** 1.2.3.1. **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years** Answer before DVV Verification: 	2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
600	646	520	533	368 | Answer After DVV Verification : | 2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
419	465	334	401	271	
1.4.1	*Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders* *1) Students* *2)Teachers* *3)Employers* *4)Alumni* Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : Provided feedback from employer has not signed by organisation.

2.1.1	**Average Enrolment percentage (Average of last five years)**

2.1.1.1. Number of students admitted year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
535	525	516	507	452

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
538	544	510	500	449

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
549	543	529	523	468

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
544	543	528	523	467

2.6.3	**Average pass percentage of Students during last five years**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
339	345	312	321	319

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
339	345	312	321	319

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
430	427	385	385	362

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16

488	427	382	386	362

Remark : DVV has made the channges as per provided report of final year students who passed by HEI.

3.1.1

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
4.8	2.34	0.80	95.12	21.01

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0.3	2.34	0.80	95.12	21.01

Remark : DVV has made the changes as per provided e-copies of grant letters by HEI. Provided one grant letter has not reflect amount and second grant letter for the year 2020-21 has not considered. Provided mail copy has not considered.

3.1.3

Percentage of departments having Research projects funded by government and non government agencies during the last five years

3.1.3.1. **Number of departments having Research projects funded by government and non-government agencies during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3	2	1	3	5

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1	2	1	3	5

3.1.3.2. **Number of departments offering academic programes**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
9	9	9	9	9

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
9	9	9	9	9

Remark : DVV has made the changes as per provided e-copies of grant letters by HEI. Provided one grant letter has not reflect amount and second grant letter for the year 2020-21 has not considered. Provided mail copy has not considered.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
9	8	10	11	11

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
7	8	7	3	6

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

3.3.3.1. 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:

2019-20	2018-19	2017-18	2016-17	2015-16
13	13	38	30	21

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
11	11	32	28	10

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
43	46	36	45	45

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
42	43	32	39	43

3.5.2	**Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years** 3.5.2.1. **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years** Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
12	19	8	13	6

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
11	19	7	12	5

4.1.4	**Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)** 4.1.4.1. **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)** Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
47.741	44.09	73.349	46.581	88.452

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
47.741	29.51	25.98	34.11	81.66

5.1.4	**Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years** 5.1.4.1. **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years** Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16

| 1280 | 1340 | 1237 | 1083 | 1019 |

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
461	436	387	372	298

Remark : DVV has considered guidance of competitive examination.

5.3.1	**Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-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 university/state/national / international level (award for a team event should be counted as one) year-wise during the last five years.** Answer before DVV Verification: 	2019-20	2018-19	2017-18	2016-17	2015-16	 |---------|---------|---------|---------|---------|
16	25	29	13	20 | Answer After DVV Verification : | 2019-20	2018-19	2017-18	2016-17	2015-16 | |---------|---------|---------|---------|---------|
0	0	0	0	0	
5.3.3	**Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)** 5.3.3.1. **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years** Answer before DVV Verification: 	2019-20	2018-19	2017-18	2016-17	2015-16	 |---------|---------|---------|---------|---------|
50	59	46	45	41 | Answer After DVV Verification : | 2019-20	2018-19	2017-18	2016-17	2015-16 | |---------|---------|---------|---------|---------|
46	50	41	36	32	
6.3.2	**Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years** 6.3.2.1. **Number of teachers provided with financial support to attend**

conferences/workshops and towards membership fee of professional bodies year wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
52	36	36	42	47

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
52	36	36	42	44

6.3.4 — **Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**

6.3.4.1. Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
47	25	22	23	13

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
22	23	21	19	10

6.5.3 — **Quality assurance initiatives of the institution include:**

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality intitiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: C. 2 of the above
Remark : DVV has select C. 2 of the above as per provided NiRF and IQAC report by HEI.

7.1.6 — **Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:**

1. **Green audit**
2. **Energy audit**

	3. **Environment audit** 4. **Clean and green campus recognitions / awards** 5. **Beyond the campus environmental promotion activities** Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has select 3 of the above as per supporting of SL. No. 1, 4 and 5 by HEI.
7.1.10	**The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.** 1. **The Code of Conduct is displayed on the website** 2. **There is a committee to monitor adherence to the Code of Conduct** 3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff** 4. **Annual awareness programmes on Code of Conduct are organized** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has select B. 3 of the above as per code of conduct, minutes of meetings and annual report of code of conduct by HEI.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of full time teachers year-wise during the last five years** Answer before DVV Verification: 	2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
66	66	66	66	67 | Answer After DVV Verification: | 2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
55	12	54	51	64	
1.2	**Number of sanctioned posts year-wise during last five years** Answer before DVV Verification: 	2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
66	66	66	66	67 | Answer After DVV Verification: | 2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
65	65	65	65	66	

2.3	**Number of Computers** Answer before DVV Verification : 195 Answer after DVV Verification : 98