SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

KTM COLLEGE OF ADVANCED STUDIES, KARUVARAKUNDU

KTM COLLEGE OF ADVANCED STUDIES, PUNNAKKAD, KARUVARAKUNDU, MALAPPURAM
676523
www.ktmcollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

KTM College of Advanced Studies, formerly Darunnajath Arabic College Karuvarakundu is one of the pre-eminent institutions run by Karuvarakundu Darunnajath Islamic Centre (Estd.1976), the educational agency which has made substantial contributions towards re-writing the educational and social profile of the east Malabar region.

Established in 1986, the college remained as a private, unaided institution till it was affiliated to the university of Calicut and became a grant-in-aid college in 1995. The college which was accorded minority status by the ministry of Minority affairs, Government of India in 2012 holds the unique privilege of being the first ever oriental college to be recognized under 2(f)&12(b) Act of the UGC in the state of Kerala. The College was converted from the oriental title category to a regular Arts and Science college and renamed as KTM College of Advanced Studies after its founder, the late KT Manumusliyar, in 2018.

Located in a serene and sylvan ambience in Karuvarakundu Grama Panchayat which lies nestled between the majestic *Koomban* hills on one side and the verdant Silent Valley on the other, the College is ideally suited for academic and co-academic activities. Being the only higher education institution in this remote, rural village, whose population consists mainly of plantation labourers, small farmers and tribals, the college has to assume the bigger responsibility of catering to the higher education needs of the most marginalized sections of the society. The college offers two UG programs, one PG and a doctoral program.

Vision

To mould a generation imbued with human values and equipped with the necessary skills and competence to face the challenges of the changing world.

Mission

Anchoring in the noble ideals of diversity and pluralism, the College strives to make the reach of its academic activities available to all sections of the society, especially the marginalized and needy.

To innovate the teaching-learning methods in tandem with the developments in the digital and information technology.

To implant human, humane, patriotic and environmental values in students so as to make them socially committed and deeply responsible citizens.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Excellent academic results
- The student population of the college is a demographic representation of the region with lot of students from the marginalized communities and groups
- Extension of the facilities and resources of the college to the neighbouring communities through programs like Saturday Library, “koode” etc.
- Interest- free educational loans to the needy and deserving students through the best practice of the college, namely KTM College Interest Free Banking and Investment Scheme
- Special community outreach programs targeting the migrant laborers residing in the locality
- Programs for women’s economic and social empowerment
- Calm and serene natural setting ideally suited for academic and creative activities
- Various quality ensuring measures including a dynamic mentoring system
- Supportive management who shows a high degree of flexibility and adaptability.
- Highly dedicated and committed members of the faculty who are assiduous to make the most of the possibilities of ICT and digital technology in the teaching process
- Adaptive administrative wing ready to embrace changes
- A well-stocked library with lots of titles and facilities for the differently- abled
- ICT enabled class rooms and a sophisticated seminar hall.
- Digital library having access to N-LIST
- Computer laboratory with a computer ratio of 1: 9
- Language laboratories running on software support
- A strong Parent Teachers Association
- Central and state government scholarships for ninety percentage of the students
- Periodic academic and administrative auditing
- Residential camps and field visits
- Environment- friendly campus with plastic ban in force
- An alumni collective which remains committed to its alma mater
- ASAP center which imparts training in life skills to students
- Research center with three research guides and an intake capacity of 18 scholars
- NSS and Student Palliative and Bhumithra Sena Club implant humanitarian and environmental values in students.
- Opportunities for honing students’ artistic and cultural talents through platforms like Literary Society, Book Club etc.
- Yoga center and the Fitness club with advanced equipment
- Prizes and endowments for meritorious students
- Hostel facility for women students
- Training facilities for women entrepreneurs
- Minority and SC &ST cell

Institutional Weakness

- **The location of the campus**: The location of the campus is a boon as well as a bane. Being an ecologically fragile area, Karuvarakundu Grama Panchayath is vulnerable to the vagaries of nature. The incessant rains and frequent floods pose lots of challenges to the stake holders.
- **Fund crunch:** The College suffers fund crunch for a number of reasons. Being a non-accredited college there is no fund in flow from the central or state governments. The local community which is predominantly made up of plantation laborers and small farmers is not in a position to financially support the college .

Institutional Opportunity

- Resourceful faculty members and academically ambitious student community
- The vulnerability of the region to occasional floods and other natural disasters like landslide, cyclonic storms etc. gives students real life experience in disaster management and season them to handle such crises.
- The college management has acres of land in their possession and the infrastructural expansion can be easily made with the addition of new programs.
- Academically ambitious faculty members who are receptive to change and innovation.
- Launching of special coaching center for Arabic to English translation and vice versa.
- Since the demography of the region is made predominantly of tribals and scheduled caste, there are ample opportunities for the College to initiate various studies in matters related to their social, economic and educational marginalization.
- The Ghat region, where the College is located, is famous for its rich fauna and flora. There is ample scope for researches if programs in botany and wild sciences are sanctioned to the College.

Institutional Challenge

- Large scale student dropout: The unpropitious socio-economic background of a large number of students forces them to stop their education midway.
- Scarcity of economic recourses
- Remoteness and difficulty of access to the College
- Insufficient number of programs: Though the College was converted into a regular Arts and Science College, no new programs have been sanctioned by the government since 2012.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college runs two UG, one PG and a doctoral program. CUCBCS was introduced in the year 2009 and the college has three programs under this system with a mandatory elective for each. There is a well-structured mechanism in force in the college for the implementation of the curriculum and syllabi. The College Staff Council in consultation with the IQAC prepares an Academic Calendar in line with the university academic calendar which makes the curriculum delivery effective, systematic and time bound. Each department holds meetings at regular intervals to strategize and review academic activities. The college has also introduced *Teacher's work diary* which serves as the teachers' companion for preparation, delivery and review of the syllabus portions. Academic audit, syllabus completion report and substitution period register are the other strategies adopted by the college for ensuring the effective delivery of the curriculum. The participation of the teachers from the college in several bodies of Universities like Boards of Studies, Board of examination etc enables the college to have a say in the planning of the curriculum.

Apart from the regular programs designed by the university with value added content, the college ran 13 certificate courses over the last five years on its own. These courses were designed integrating cross- cutting issues relevant to professional ethics, gender, human and environmental values. The college also ran 18 Add-on certificate and diploma courses in Multi Lingual Translation and Journalism and Correspondence in Arabic.

In order to make the delivery of curriculum more interesting and interactive, academic seminars, projects, workshops and industrial visits are conducted by the college regularly. ASAP, of which the college was recognised as a centre in 2017, provides students training in life skills.

Teaching-learning and Evaluation

The college has devised several strategies to effectively implement innovative teaching and learning methods over the last five years. The college keeps good enrollment percentage and the economically and socially marginalised sections of the society are given adequate representation. Students are identified as either academically slow or advanced on the basis of an assessment level test and special programs are implemented to cater to the needs of both the categories.

For the continuous internal evaluation of the students' academic progress, the college follows the CBCSS pattern prescribed by the university of Calicut. The college has also set up an internal examination board by the name KTM College Internal Examination Board (KTIEB), ensuring transparency and robustness in the examination system.

In order to address and resolve the students' grievances related to the examinations, there exists a four-tier redressal system in the college-the tutor level, department level, institutional level and at the university level.

The college has incorporated various student- centric methods like experiential, participative and problem-solving methodologies to make learning a rich experience. 'Face to face', 'sargam', 'souk okaz', 'let's get together', role play and dramatization, peer teaching are a few of the programs being successfully implemented by the college as part of such methods.

There are eight permanent faculties in the college and out of them two are PhD holders. The mentee-mentor ratio of the college is 14:1. The average pass percentage of the students in the university examination during the last five years is 86.87%.

The college makes profuse use of ICT in order to make the curriculum and syllabus delivery easy and effective. Apart from the ICT enabled class rooms, the college runs many APPS, blogs and YouTube channels with rich and dense content and also the digital facilities like campus technology, INFLIBNET, teach mint, google and zoom platforms etc.

The college has set practices to evaluate Cos and POs like result analysis, placement analysis, feedback system, internships, progression analysis, internal examinations and seminar presentations.

Research, Innovations and Extension

Living up to its motto, 'to seek, to strive and to find', the college promotes divergent thinking, research aptitude and inquisitive spirit among its students. It has always been keen on ushering in creativity, innovation and research activities in the teaching-learning process. A conducive ambience has been set for new knowledge creation and research activities not only for the students but for the faculty members as well. KTM College Research Promotion Council (KTMRPC) was formed to promote research among students and teachers in such areas as language, linguistics, culture, and commerce. With the upgradation of the Department of Arabic as a research Centre the department can guide students in the areas of language and literature which have not been

explored yet. The research Centre has the capacity for the intake of 8 research scholars. Two of the faculty members from the department of Arabic have been awarded guideship and are guiding research scholars.

Teachers are given incentives to do programs in multi-disciplinary areas like Psychology, philosophy and political science.

The College runs a peer reviewed multi lingual and multi-cultural literary journal online by the name "KTLYST", a vibrant online platform for the expression and dissemination of the new ideas and thoughts of the college faculties in the literary and cultural realm.

To promote research aptitude among students, project work is given to them at the under graduate level itself. The Intellectual Property Cell (IPR Cell) is responsible for ensuring objectivity, impartiality and originality of the research work.

The college ED Club makes meaningful interventions to promote entrepreneurial ventures among students. Novel initiatives like KuTy Cakes, KuTy Honey and Pisce culture were taken by the students at the direction of the ED Club.

Under the aegis of NSS, BMC and College Palliative Centre, various community-oriented programs are organized by the college which go a long way in implanting a profound sense of social commitment and humanitarian values in students. "*koode*" (we are with you), 'feather touch', '*palathulli*' are some such extension programs.

Infrastructure and Learning Resources

Located in a picturesque village overshadowed by the majestic Western Ghats, the College is ideally suited for academic activities.

The College has 3 building blocks-administrative, academic and research cum library. All the class rooms in the college are ICT enabled.

A 100-seater seminar hall equipped with interactive board, ceiling- mounted projector and public address system is used for multiple academic purposes.

The College computer lab is set with 30 PCs and the computer student ratio of the college is 1:8. WIFI and LAN facilities are made available and uninterrupted internet supply ensured on the campus.

The college library which has a total area of 234.08 square meters has separate corners for reference and newspaper and magazine reading. Library also has a collection of rare books and a separate rack for manuscripts. There is an e -Resource Corner with free internet facility, CAS, Bibliographic services, information display and e- Magazine. Braille software is available for visually- challenged students.

The Digital Library section has a Digital Collection Repository of 1,67,307+ books and e-question papers. Apart from this, the library subscribes to INFLIBNET and has access to three to four million e books and 6000+ e journals through the N-LIST. To promote e- reading the library has also procured a couple of *Kindle* e-readers. New titles are purchased as e- versions on *kindle*. KOHA is the software used for library automation.

With a view to promoting the physical, mental and emotional well- being of the students, the College runs Yoga and fitness centres on the campus and provides facilities for various sports and athletic activities. The College is also equipped with facilities for indoor games as well.

Student Support and Progression

Both the management and the teaching faculty work earnestly to set a conducive eco system in the campus to help students bring the best out of them. The college takes utmost care and caution so as not to exclude any one in attaining their intended goal on account of financial difficulties. A considerable number of students avail the scholarships instituted by the Government as well as individuals.

The guidance cell of the College has helped hundreds of students to take competitive and recruitment tests conducted by various boards as well as public service commission. The students' representation is ensured in all the academic and administrative bodies and clubs constituted by the College. It is also seen that women are adequately represented in all the committees, clubs and cells. There is a robust grievance redressal mechanism in place in the College which sorts out grievances brought before it regarding ragging and harassment if any.

The college has organised diverse programs for skill acquisition and development. Scores of students have been trained at the ASAP centre in life skills. Upskilling programs in Arabic language teaching and training has been conducted at the college in partnership with Al Tanal Foundation, Jordan.

The students' union of the College was instrumental in organizing an umpteen number of programs over and across the last five years. KTM College Alumni Forum, which was registered under the society's registration act 1860/xxi has chapters across the UAE and the KSA. The Alumni forum has been an indispensable part of the institution ever since its inception. Besides providing valid suggestions for the growth and development of the institution, the Alumni renders invaluable service by way of financial aid as well. The Alumni organizes meetings every year in connection with the annual conference of the DNIC.

Governance, Leadership and Management

KTM College of Advanced Studies aims at molding a generation of youth imbued with human values and equipped with the necessary skills and competence to face the challenges of the modern world. To visualize this vision, the College undertakes variety of programs, helping students to draw the best out of themselves. The managing committee of the college comprises seventeen members drawn from different walks of life. The academic committee, IQAC and UGC Cell play a constructive role in framing policies of the college as well as translating them into actions.

The College sedulously adheres to the norms and guidelines of the UGC, the state Government and the University of Calicut while recruiting its staff.

The college, which follows a decentralised mode of governance and bottom to top approach, practices the policy of participative management so as to combine the collective capabilities of all the stakeholders in the decision-making process.

The management has been keen on setting a favourable working atmosphere in the college. In order to take care of the welfare needs of the members of the staff, the College staff club has been formed and a staff fund raised

with monthly subscription from each member of staff. There is a common welfare scheme covering the entire staff community of all the institutions run by the educational agency.

Both the internal and external auditing system in the college are transparent and objective. The internal auditing of the management funds is done by a three-member team constituted by the management. The external auditing, on the other hand, is done by a team appointed by the department of collegiate education.

There is a clear and transparent mechanism to look into the utilization of funds the College receives from several such sources as UGC, Philanthropists, PTA, Alumni etc.

The college uses various methods for rating the performance of both teaching and non-teaching staff. Self-appraisal, Peer appraisal, student feedback, appraisal by the alumni and parents etc are some of the appraisal methods employed for the performance audit.

Institutional Values and Best Practices

In order to ensure gender equity and for the promotion of the same, several programs have been organized over the last five years. Adequate representation to women was given in all the associations, clubs and statutory bodies. A Women Empowerment Cell was constituted in order to enable women students to get socially, politically and educationally empowered.

The College has set up composting units and biogas plants for degradable waste management. For the disposal of e-waste, the college has made a contract with Terabytes, Karuvarakundu.

The college takes several initiatives to foster the spirit of tolerance, harmony and amity among the stakeholders towards all sorts diversities

The College has also taken special care to be disabled- friendly. A disabled- friendly toilet has been built on the campus and ramps have been made. Braille versions of classics and audio books have been procured by the library for visually challenged students.

As part of its community outreach program, the College has launched a program to give additional academic help to the orphan students.

The College set a new precedent by extending the book lending facilities of the library to the local public and the inhabitants of the tribal colonies lying within 5 km radial distance of the campus.

In consonance with the Union Government's initiative of **Beti Bachao, Beti Padhao** the College introduced a new project to impart intensive coaching to the academically weak girl students who belong to the Scheduled Castes.

The enduring commitment of the college to the upliftment of the marginalised and needy and to the core values of the constitution is evident from the two best practices of the college- **KIFBIS (KTM Interest Free Banking and Investment Scheme**) and **"Madhuram Malayalam" (sweet Malayalam).**

Through the Interest free financial Banking and investment scheme (KIFBIS) educational loans could be granted to several students enabling them to continue their education.

The main objective of “Madhuram Malayalam” (sweet Malayalam) was to impart a working knowledge of Malayalam to the migrant labourers in the region, and thereby bridge the cultural divide between the two communities.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KTM COLLEGE OF ADVANCED STUDIES, KARUVARAKUNDU
Address	KTM College of Advanced Studies, Punnakkad, Karuvarakundu, Malappuram
City	PUNNAKKAD
State	Kerala
Pin	676523
Website	www.ktmcollege.org

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Abdul Majeed Kk	04931-280096	9446632570	04931-280262	ktmcollegekvk@gmail.com
IQAC / CIQA coordinator	Muhammed Aslam Nk	04931-280196	8590900034	04931-280197	aslamptrklm@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 Minority Certificate.pdf
If Yes, Specify minority status	
Religious	Muslim
Linguistic	
Any Other	

Establishment Details	
Date of establishment of the college	26-07-1995

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	19-12-2007	View Document
12B of UGC	19-12-2007	View Document

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

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

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

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	KTM College of Advanced Studies, Punnakkad, Karuvarakundu, Malappuram	Rural	5.14	1629.89

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BA,Department Of Arabic	36	Plus Two	English	60	53
UG	BCom,Department Of Commerce	36	Plus Two	English	60	45
PG	MA,Department Of Arabic	24	UG	English	20	14
Doctoral (Ph.D)	PhD or DPhil,Department Of Arabic	60	PG	English	6	3

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				2				15
Recruited	0	0	0	0	2	0	0	2	12	3	0	15
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				7
Recruited	7	0	0	7
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				1
Recruited	0	1	0	1
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.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	0	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	5	1	0	0	0	0	6

Temporary Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	8	0	0	8

Part Time Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	0	0	2

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	75	0	0	0	75
	Female	155	0	0	0	155
	Others	0	0	0	0	0
PG	Male	17	0	0	0	17
	Female	13	0	0	0	13
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Diploma	Male	21	0	0	0	21
	Female	25	0	0	0	25
	Others	0	0	0	0	0
Certificate / Awareness	Male	28	0	0	0	28
	Female	48	0	0	0	48
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	2	0	2	3
	Female	6	2	4	6
	Others	0	0	0	0
ST	Male	0	0	1	1
	Female	0	0	0	1
	Others	0	0	0	0
OBC	Male	8	6	10	13
	Female	20	16	13	10
	Others	0	0	0	0
General	Male	15	7	14	20
	Female	36	44	25	24
	Others	0	0	0	0
Others	Male	8	12	9	11
	Female	17	15	10	11
	Others	0	0	0	0
Total		112	102	88	100

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
83	80	80	80	69

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
4	3	3	3	3

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
260	230	218	215	173

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
84	84	75	75	72

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
73	67	58	55	38

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
18	18	17	17	14

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
18	19	18	19	14

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 13

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
56.21	23.30	22.87	21.29	36.78

4.3

Number of Computers

Response: 30

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4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The curriculum and syllabi of the programs offered by the college are designed by the University of Calicut. The college has developed a structured system for the effective delivery of the curriculum and syllabi.

- **The College Council:** It is the supreme body of the College which has a decisive say in academic and co-academic matters. The Council draws up an elaborate plan of the academic activities to be implemented each year.
- **Academic monitoring Cell and IQAC** are constituted by the college council. They meet regularly and make meaningful deliberations on planning and monitoring of the curriculum implementation. The effectiveness of the delivery system is reviewed from time to time by the AMC. The AMC also monitors the effective delivery of the curriculum designed as per CUCBCS.
- **College Planning Board:** The board meets at the beginning of each academic year to take stock of the existing infrastructural facilities and to discuss the most effective curriculum delivery practices.
- **Academic Calendar:** The college academic calendar and the department-level academic calendar are prepared in consonance with the university academic calendar.
- **Department meetings:** The action plan prepared by the IQAC is effectively implemented by the departments of the College after exhaustive discussions and deliberations at the departmental level. The department-level meetings are held at regular intervals to strategize and review academic activities.
- As per Calicut University **Choice Based Credit and Semester system** an elective course for each program is made mandatory. In choosing elective courses, the College gives primacy to the relevance of the course and its suitability to students' needs. Similarly, students are given options to select open courses from a list of choices.
- **Teachers' work diary:** To make planning and delivery nuanced and systematic, ***Teachers' Work Diary*** is provided by the IQAC for teachers. The diary is the teachers' companion for preparation, delivery, and review of the syllabus portions. The diary contains meticulous details about the repertoire of academic and allied activities taking place daily and in each semester.
- **KTM College Internal Examination Board (KTIEB)** monitors the internal examinations. One centralized internal examination and one department level examinations are held each semester by the board.
- **Syllabus completion report:** The Principal ensures that each department submits the syllabus completion report at the end of each semester.
- **Academic audit:** The Academic Monitoring Cell and IQAC subject the effectiveness of the curriculum delivery to an annual academic audit.
- **Substitution period Register**: Each department maintains a record to enter the number of substitute hours engaged by the faculty members.
- **Electronically aided methods:** The College takes recourse to such electronically aided methods as

e-content development and audio-video recording of classes for the smooth delivery of the curriculum.

- **Value-added courses:** The college conducts a couple of value-added courses

- **Bridge courses**
- **Induction Program (MELD)** for the newly admitted students.
- **Add on courses by the departments**
- **Certificate courses**
- ***The College Library*** has a good collection of books on diverse branches of knowledge which helps students to broaden their curricular knowledge of the subjects.

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 Academic calendar serves as the right road map for the implementation of the academic and curricular activities planned at the institutional level. Both the academic calendar and the master timetable of the college are prepared in line with the university academic calendar. This is done by the College Council in consultation with the Principal, KT M College Internal Examination Board (*KTIEB),* and the IQAC. Departments prepare an action plan for the academic year, based on the calendar. Heads of the departments, Tutors, and faculty members ensure that the teaching plan for the academic calendar is designed and implemented in consonance with the academic calendar.

For the CIE the college follows the CBCSS pattern prescribed by the University of Calicut. The academic calendar carries details regarding CIE- the pattern of examination, and the criteria of evaluation.

Project and Seminar

As part of CIE, the students are given project works which are evaluated by the project supervisors and then by the external examiners appointed for the purpose by the University. Before they are evaluated by the external examiners, the projects are subjected to internal scrutiny and examination by the ***KTIEB***.

Seminars are another effective measurement tool used for continuous internal evaluation. Seminars are conducted internally (Class wise) as well as formally.

Apart from the formal internal examinations, less formal tools such as **quizzes**, **unnotified tests**, **written assignments** are also used for Continuous Internal Evaluation.

Students' attendance is also taken as one of the criteria of the internal evaluation system. The percentage of student's attendance is displayed on the College notice board at the beginning of each succeeding

month.

Of the total 100 marks, 80 % is for external exams and the remaining 20 % for internals. The distribution of internal marks among the various components is as follows:

- Test paper 30% (6 Marks)
- Assignment 20% (4 Marks)
- Seminar 20% (4Marks)
- Class room performance 30% (6Marks)

KTM College Internal Examination Board

KTM College Internal Examination Board *(KTIEB),* constituted for the purpose, comprises the Principal, the IQAC coordinator, heads of the departments and a staff council representative. The ***KTIEB*** ensures transparency and objectivity both in the conduct of examinations and in the evaluation of papers. The Board monitors all such procedures related to the exam as notifying the date of the exam, collecting and reviewing question papers, preparing exam timetable and publishing results.

The department heads submit the action plan, monthly and annual reports, the ATRs and syllabus completion reports to the **IQAC.** The IQAC also conducts the academic audit at the end of each semester based on the feedback from the students, teachers and parents.

The Academic Monitoring Cell monitors, evaluates and reviews the effectiveness of the trajectories adopted for the implementation of the CUCBCS.

If delivery of the curriculum, under any circumstances, goes behind the schedule, the departments concerned arrange special classes and make use of online platforms such as Zoom and Google Meet to catch up with the schedule.

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: B. Any 3 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: 75

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

Response: 3

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: 31

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
8	6	5	5	7

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: 51.45

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
122	99	103	104	124

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 curriculum designed and developed by the University contains courses that foster and promote the said values in the students.

The 82 courses taught in the College pertain to cross-cutting issues of gender, environment, sustainability, human rights, culture and values and professional ethics.

- 44 courses are related to professional ethics
- 27 courses have their focus on human values and culture
- 10 courses are related to environment and sustainability
- One course is related to gender issues

In addition to this, the college conducts several programs to mould students into better human beings imbued with universal values.

Professional Ethics

The college organized talks, debates and awareness programs on professional ethics. These programs covered a whole range of areas pertaining to diverse aspects of professional ethics.

Human values

- Students' palliative Centre sends students to the Karuvarakundu Palliative Centre to join the volunteer team who conducts house visits to manage terminally ill people once every week. College palliative volunteers cooperated with the '**biriyani challenge**' program organized by the Palliative Centre to raise funds for the kidney transplantation of patients.
- Campaigns such as '**No to Drugs' and 'Donate Blood Donate Life'** were organized by the NSS unit of the college. The college has **a blood bank** with number of volunteer members. The students' union organizes rallies and awareness programs on world AIDS day, World Cancer Day and World Polio Day every year.
- **'Let's Lunch Together': NSS** volunteers host two lunch parties at the nearby BUDS School every semester under this banner.

Gender

The college women's cell makes significant initiatives for gender sensitization, women empowerment and to end discrimination based on gender:

- **Rendezvous** was a program organized by the women's cell to facilitate interaction for the women students with empowered women who include elected female members of the Grama Panchayaths, women entrepreneurs and activists.

- **Cake and confectionary fest** was organized at the college to encourage start-ups and entrepreneurship among women to make them financially empowered
- **Debates, table talks and seminars** on various aspects concerning gender issues.

Environment and sustainability

- Bhoomithrasena Club (BMC) organized several programs to foster environmental values among students. Herbal garden, vegetable garden, college afforestation drive were initiatives taken by the BMC.
- Talks and seminars are regularly held at the college to mark environmentally important days like Earth day, International Tiger Day, Ozone Day and World Environment Day.
- ***Kattarivu (knowledge about the forest):*** The BMC sends student volunteers to attend camps organized by the forestry clubs to know more about the fauna and flora of the forest.
- **'ma nishada'** was a campaign organized by the students' union against the human onslaught on the ecologically fragile Western Ghat region.
- **Towards a zero-waste life** was a key campaign led by the BMC in partnership with the NSS to make the society aware of the inevitability of reducing waste to zero level.
- The college ensures the participation of students in the **Swachh Bharath** mission.

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: 3.55

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
3	3	3	3	2

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: 26.92

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

Response: 70

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: A. All 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: 73.08

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

2019-20	2018-19	2017-18	2016-17	2015-16
112	102	88	100	76

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

2019-20	2018-19	2017-18	2016-17	2015-16
140	140	126	126	120

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: 66.06

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
61	51	49	56	41

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 college devises and implements several programs to meet the needs of the students who hail from diverse academic backgrounds and are of varied learning capabilities. The college identifies the students through a set of well-designed procedures.

- **'MELD'** is the induction program held for the freshers to get them absorbed in to the academic environment of the college.
- The college conducts bridge courses of one-week duration at the beginning of each academic year.
- The freshers are assigned to the mentors keeping a 14:1 ratio.
- Assessment Level Tests

Based on their performance in the above-mentioned programs and by analyzing their scores in the assessment level tests as well as their marks/grades in the qualifying examination, students are grouped into slow, average and advanced learners. Those whose score above 70% are identified as advanced and those who fall below 40% as slow learners. All those with scores between 69 and 41 are identified as average learners.

Programs for the advanced learners:

- **CATER:** The departments of Arabic and Commerce have designed special programs to cater to the academic needs of the advanced learners. Under the CATER program, advanced level students are prescribed extra books for extensive reading and are given higher-level assignments and projects. These assignments are based on the advanced level books prescribed to them.
- **KTM Quality Time (KTQT):** A program for advanced learners to facilitate interaction with men of eminence picked from diverse fields of activities including academia, business, commerce, politics, art, and culture.
- **Under the Green Wood Tree:** An indigenous initiative of the IQAC to encourage intellectual dialogues on pertinent and contemporaneous issues. The dialogues are held in the open space on the campus, usually under a tree.
- **Strategies for Advanced Learners Empowerment (SALE):** Proper guidance and coaching to students from among the academically advanced who take competitive and recruitment tests conducted by PSC, BSRB, and SSC.
- Incentives for meritorious students in the form of endowments, prizes and awards.

Programs for slow learners

- **Yes, we can:** Motivation program for slow

learners to instill confidence in them.

- **CATCH UP**

: A program of 18-30-hour duration specially designed by the departments of Arabic and Commerce to help the slow learners catch up with the average learners. The departments prepare special modules for the program. Texts are paraphrased and simplified so that the learners can comprehend them with ease. The possibilities of e-media and social media are also used to the maximum to help the learners.

- **Remedial coaching:** If Catch Up is a systematic program with well-laid out modules and plans, remedial coaching is held by teachers for the academically weak by making use of the vacant hours.
- **Edu Aids: U**nder-achievers are provided with text summaries to make their grasp of the lessons easier.

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: 14.44

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:

Experiential learning

- **Face to Face:** It is a program devised by the department of Arabic to provide opportunities for students to interact with the native speakers of Arabic. The College either invites guests from the Arab speaking world or rope in scholars and writers visiting Kerala.
- **Assigning practical tasks in translation:** As part of turning students' linguistic knowledge into practical and productive use, they are given tasks in bi- lingual /multi-lingual translation**s.**
- **Craft expo:** The Craft expos organized by the college every year provided students with opportunities to showcase their talents in crafting artifacts and curious items.
- ***SARGAM*(Creative writing):**Creative writing workshops under the rubric "*sargam"* were organized twice annually at the College.
- **Souk Okaz (Okaz Market):** ***Souk Okaz***is an improvisation of the famed weekly fairs of the sixth century *Makkah*. The Degree and PG students of the Arabic department improvised such a fair with

all the paraphernalia of a sixth century Arabian fair**.**

- **Institutional farming:** The students grew varieties of vegetable crops on a one acre plot of land on the campus.
- **Pisciculture:** Fish farming was a novel initiative undertaken by the college. The income derived from the fish sale was donated to a family of which all the four members were suffering from protracted renal diseases and were advised kidney transplantation by medical experts.
- **Thattukada (Culinary delight shop):** Students of Commerce Program put up a make shift kiosk on the campus to sell the culinary items made out of the vegetable and pisciculture produces grown on the campus.

Participative learning:

- **Role play and dramatization**: in order to add variety to the student's class room experiences and also to deliver the content of the lessons effectively, teachers made profuse use of role plays and dramatization.
- **Wall magazine:** Students of Arabic prepared wall magazines every four months and displayed them at vantage points on the walls.
- **Manuscript magazine:** Manuscript magazines prepared by each class provided opportunity for each student of the class to showcase his/her literary prowess. Preparation of Class magazines gave students basic training in such technicalities as editing, layout designing and so on.
- **Peer teaching:** Peer teaching method were employed by all the departments as part of participative learning.
- **Literary and Art Society:** Literary society meetings which are held monthly at the College served as workshops to practice elocution and other cultural art forms.
- **Students' Book club:** Book talks and discussions which were held periodically under the aegis of the College library unfolded opportunities before students to share different views and perspectives on books.

Problem Solving Methodologies

- **Document translation:** The NRIs from this part of the district seek the help of the faculties of Arabic for translation of many of the documents issued to them in Arabic. The faculties and the senior students take care of these tasks.
- **Promoting internship:** As an extension of the academic programs the students pursue, the College has arranged many internship programs with reputed firms.

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:

The College has been prompt in integrating information and communication technology into the teaching and learning process. With the incorporation of ICT into teaching, curriculum and syllabi could be delivered to the students with incredible ease.

The major ICT enabled tools used by teachers of the College for effective teaching-learning process are:

- **ICT enabled class rooms**: All the ten class rooms of the college are ICT enabled. While four class rooms have overhead projectors, large television sets have been installed in the remaining seven classes.

- **KTxicon(Dictionary App).** This app, developed by the students of the college, is a glossary of the difficult words in the Arabic texts prescribed for the various programs offered by the college. Students update the App in accordance with the change of syllabus or texts.

- **KTM YouTube channel** is a repository of resources uploaded by the faculties of the college as well as the students. The channel also streams major academic events being held at the college live.
- **Blogs**: the college keeps a blog for uploading video classes and academic talks.
- **Digital question bank**: the digital question bank stores question papers of the university exams of the past many years in digital form.
- **INFLIBNET**: The college has subscribed to INFLIBNET which helps students as well as the staff access to millions of titles online.
- **N-LIST**: Students can have access to 6094 e-journals and 3139309 e-books through NLIST .
- **Multi media seminar hall** for holding educational seminars and recording e-classes .
- **Learning Management System(LMS):** used for multiplicity of purposes like office automation, managing online classes, collecting feedback, and for keeping parents informed of their wards' attendance , internal and external marks .
- **Koha:** the software installed for the library automation
- **KTM e-learning center**: Students can access the e-contents of some of the class room lectures from the center.
- **WIFI**: The Wi-Fi routers installed at all the main blocks provide internet coverage to the whole campus.
- **Zoom & Google meet**: When regular classes were suspended indefinitely owing to the outbreak of Covid 19 pandemic, teachers handled classes using zoom and Google meet platforms. Using these platforms a number of webinars, talks and interactions were held.
- **KTM Library App**: KTM Central library runs an app for making library transactions easier. Using this app, both the students and the the staff can avail lots of services online from the library.
- **Library blog**: the blog keeps the students updated of the new arrivals and the upcoming events like 'book talks' hosted by the library .It also carries curated reviews of newly published books, relevant articles on national and international events.

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: 15:1

2.3.3.1 Number of mentors

Response: 17

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: 95.73

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: 10.77

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
3	2	1	1	2

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: 9.33

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

Response: 168

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:

The internal examinations in the college are conducted and monitored by a body known as KTM College Internal Examination Board(KTIEB) . This board ensures the smooth and transparent conduct of the Continuous Internal Examinations.

Following the regulations of the University of Calicut, the College fixes weightage to each of the components to be considered in the Continuous Internal Evaluation namely attendance, assignments, internal exams, projects, and seminar. There is a two-tier internal examination system in place in the College- a **centralized examination** and **department level examination**

Though both the examinations are conducted in the same mode, department-level internal examinations are fully monitored by the departments concerned. The duration of the examinations is 2 hours and each exam carries 50 marks. The maximum mark for internal assessment is 20. The Marks scored by the

students in the test papers are converted into 8 marks. The remaining 4 marks are allotted to attendance, 4 marks for an assignment, and 4 marks for the seminar.

- **Seminars and projects**: Topics for seminars and assignments are chosen based on academic relevance and practical applicability.
- **Students' attendance** is also taken as a significant component of internal assessment. Tutors in charge of the classes keep a record of the daily attendance of the students and the progress of the attendance is displayed on college notice board at the end of each semester.
- **Short tests, quizzes:** upon completion of each chapter, teachers administer short classs tests and give assignments based upon them.
- **Online exams:** Most of the faculties conduct online tests in the form of MCQs using google forms.

To ensure transparency in the CIE, the college has adopted many strong measures

- The tentative dates of internal exams are given in the college calendar.
- Actual dates of internal examinations are announced by the *KTIEB* in consultation with student representatives which is then displayed on the notice board and college website fifteen days prior to the commencement of exams.
- Examination halls are under CCTV surveillance.
- The valued answer scripts are returned to students with relevant comments and suggestions so that students can identify their areas of strength and weakness.
- Uploading of internal marks is done through proper scrutiny by students, tutors, teachers, and the principal.
- Attendance report of the students is published monthly by the tutors.

Measures adopted by the college to ensure robustness:

- Seats for the centralized internal exams are arranged in such a way that students from the same class are not seated on the same bench.
- A two member squad to prevent malpractices in the test.
- **Open Houses:** The results of the internal assessment are published by the departments which in turn are forwarded to the principal. As a follow-up of examination and evaluation, open houses are held periodically for each class where parents can have an interface with teachers and can discuss the performance of their wards. After proper scrutiny, it is uploaded on the link provided by the University. The grievances redressal cell of the college addresses all the complaints related to the internal exams.

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:

The College has a vibrant and healthy mechanism to address the grievances raised by the students regarding examinations. The grievances regarding both the internal and external examinations are effectively addressed and subsequently resolved through this mechanism.

The IQAC and the AMC of the College regularly monitor the assessment system in order to ensure the transparency of the examination system-both internal and external. The IQAC also ensures that internal examinations take place in time and results are published promptly.

The students' grievances may arise concerning either internal examination or external. In order to address and resolve students' grievances related to the examinations, there exists a four-tier redressal system in the College.

- The students are free to approach the tutor if they have any genuine complaints regarding the conduct of examinations or the evaluation of the scripts. The tutors themselves resolve most of such grievances and if the complaint is found legitimate marks are corrected and entered in the register accordingly.
- In such cases where the grievances are left unresolved at the teacher level, it is referred to the head of the department. The issue is discussed at the department level meeting and the members of the department sort out the problem.
- If the grievances remain unresolved even at the department level, it is referred to the institutional level cell with the principal as chairman and a senior faculty member as its convenor.
- The students can complain with the university examination redressal grievance cell regarding external examinations conducted by the university. Students can approach the university in such cases as withholding of results, faulty valuation, mistakes in mark totalling, out of the syllabus question, and so on.

A link has also been provided on the college website to register complaints regarding the examination .

In cases where the complainants do not want to reveal their identity, drop boxes are placed at two points in the academic block for such students to drop their written complaints.

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:

Each program is designed by the university in such a way as it would generate certain specific results or outcomes. The idea behind each specific program is to produce specific outcomes in specific areas of the discipline. Upon completion of a particular program, a student is supposed to have achieved all the outcomes (POs and Cos). These help him/her to pursue higher studies in respective disciplines or enable them to take competitive examinations. The college has not a significant role in determining either of the items. The expected course outcomes are spelled out by the university along with the syllabi of each course. Both POs and Cos , which are framed envisaging the graduate attributes and students, are identified by the UGC. They include knowledge, skill and attitude.

The communication regarding POs , PSOs and COs is conveyed to students as well as teachers through the following mechanisms.

- The college website displays all the outcomes (Pos and Cos)

This makes it easy for students to opt for such programs as they would suit students' academic interests and tastes.

- In the induction program meant for the newly admitted students, an elaborate explanation is given about the various programs offered by the college and also about the various outcomes of each program.
- Faculties in their interaction with students discuss in detail the job potentials of their respective courses and expected outcomes of the programs in general and outcomes of each course in particular.
- Each department gives a brief description of the POs and Cos at the department level induction program after the admission of the students.
- Faculty members give a brief description about the course outcomes at the beginning of each semester.
- Review of the outcomes is done at the end of the semester by the faculty members concerned.

The college makes use of various modes of measurement to determine whether the envisaged outcomes are achieved. These include both **formative and summative evaluation.** The assessment tools for measuring course outcomes include class tests, quizzes, end semester exams, assignments, tutorials, etc. The program objective is assessed through employer feedback, alumni feedback, placement records, etc.

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 is a learner-centered teaching-learning methodology. Programs and courses under the OBE are planned in such a way as they will enable students to achieve certain specific objectives. Attainment of the Program and Course outcomes are evaluated by the college using various parameters.

Both POs and Cos are measured by looking into the results of the students, admission to higher studies, and job placements.

- **Result analysis:** The College follows a systematic method for analyzing the result of the students. The class tutors collect and analyze the result of the students at the end of each semester and that of the program. When the semester results are out, tutors collect the results of students and review them properly. Upon declaration of results in respect of final examination, the tutors compile the results of all the semesters, and elaborate result analysis is done.
- **Placements**: Placement of the students based on the academic degree and the grades awarded to them is another criteria to measure the Program Outcome. The jobs which many of the students land testify to the effectiveness of the programs offered by the College.

- Tutors also keep and update files regarding the higher education and career **progression** of the batches who pass out upon completion of the programs.

- **Internal exam:** This is another criterion for evaluating course outcomes. Two internal exams are conducted every year. Results of the internal examinations are published and displayed on the notice board. Those who fail to attain the expected level of learning and course outcomes are identified and are given remedial coaching.
- **Seminars:** The outputs presented by the students in seminars reflect the level of their attainment in terms of COs. Seminars serve as an effective tool in the CIE process. The faculty members can grade the students by looking into the content and the way of their presentation of the seminars.
- **Projects:** Field visits and projects are other tools used by the college for the evaluation of the attainment of POs and Cos.
- **Feedback system**: The feedbacks from Alumni, students, teachers, and employers come handy to measure the level of program outcomes achieved by the students. During the Alumni meetings and through other correspondences with them, data are collected regarding their placements. This serves as an effective indicator of the employability of each course and the program as a whole.
- **Internships**: The College has signed Memorandum of Understanding (MOUs) with various firms and establishments. The performance of the students reflects the effectiveness of the program which in turn is an indicator of the program outcomes. The term of internship when the firm has the students at their disposal provides ample opportunities for them to indirectly test and measure the program's effectiveness.

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: 86.87

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
61	60	56	37	38

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
73	67	58	55	39

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: 3.92

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document
Upload any additional information	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: 0

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	0	0	0	0

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
Any additional information	View Document

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

Response: 11.11

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

Response: 2

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: 0

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
0	0	0	0	0

3.1.3.2 **Number of departments offering academic programes**

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

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Any additional information	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 College has set an ecosystem conducive to innovation and the creation and transfer of knowledge both among the students and faculty members.

- **KTM College Research Promotion Council (KTMRPC):**.The Council promotes research studies in such areas as Languages, culture, literature, and Commerce, both among the students and faculty members . Living up to the spirit of the motto of the college,i.e, 'to seek, to strive and to find', the college strives to promote divergent thinking and inquisitive spirit among its students. Teachers are also given incentives to do programs in multidisciplinary areas like Psychology, Philosophy, and Political Science.
- **Research department:** The research department of Arabic promotes research in the landscape of Arabic language and literature which are yet to be explored.
- **KTxicon**: A dictionary App developed by the students of the college.

- **KTlogue:** The publication division of the College which took inception as *AKSHARAM BOOKS* was renamed as KTlogue in 2019. The KTlogue has been registered for ISBN and the registration process is underway.

- **KTlyst:** The College publishes an online quarterly journal with ISSN No2582-4163. This peer-reviewed journal is multilingual and multi-cultural.
- **IPR Cell:** The IPR Cell holds seminars and lectures to spread awareness among the students about Intellectual Property Rights. Such programs make researchers aware of the ethical standard to be maintained in research and caution them of the legal ramifications of such unsavory practices as plagiarism and intellectual parasitism.

- **The college ED Club** organizes several programs to promote entrepreneurial ventures among students.
- **KuTy Cakes:** The college unfolds opportunities before students to bring out the best in them. The idea behind KuTy Cakes is to encourage those students with confectionary and baking skills for small-scale entrepreneurial ventures. Cake fests are held every year and a part of the profit from the sale is donated to the palliative centre.
- **KuTy Honey**: Students collect fine quality wild honey from the tribal community of the contiguous areas for a reasonable price and find a market for it both inside and outside the campus. Honey is sold in attractively packaged jars in the brand name 'KuTy Honey'. The profit gained from the sale is donated to the two orphanages under DNIC. The college is also seriously contemplating the feasibility of starting apiculture on the campus itself.
- **KTM Crafts**: The College gives incentives to those students who are gifted in paper crafts and several other handicrafts. Craft exhibitions are held annually at the College where the students put their manually crafted items on display and sell them for attractive and affordable prices.
- **Pisciculture** was another innovative idea successfully translated into action by the ED club to encourage entrepreneurship.
- **KTM News Channel:** Important information regarding the college is conveyed to the students on the college news channel. Brief talks on days of national and international importance , relevant audio segments of the Prime Minister's *manki bath* are also aired on KTM News Channel.

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: 16

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
3	4	3	3	3

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document
Any additional information	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: 1.5

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

Response: 3

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

Response: 2

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document
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: 0.36

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
3	2	0	0	1

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

3.3.3 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: 0.65

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
4	5	1	1	0

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:

The College identifies pressing social issues in the locality and engages students to address them effectively.

- **Koode:**In consonance with the Union Government's initiative of ***Beti Bachao, Beti Padhao*** the College set up a new project to spot school-going girls who lag in studies. Facilities were arranged in the College to impart intensive coaching to such students on holidays. Modules were prepared and coaching was given to them by selected student volunteers from the College.

- **Language acquisition program for migrant laborers**: The idea behind the program was to make the interaction of the guest laborers with the natives easier which would eventually add to their job prospects.
- **Shashakthikaran:** Educational and Social Enrichment Program for the orphan and destitute students.

- **Awareness program for plantation laborers**: The College organized a host of programs to create awareness among the plantation laborers about the necessity of continuing their wards' education and the prospects it may fetch for them in the future.
- **KTCORP (KTM College Community Outreach Program):** It is a compulsory social service program of 30 hour duration the undergraduate students are mandated to attend during the course of their program. A faculty member is appointed as KTCORP officer for each batch of UG students.
- **Book lending facilities**: The College set a new precedence by extending the book lending facilities of the library to the local public and the inhabitants of the tribal colonies lying within 5 km radial distance of the campus
- **Students Palliative Centre**: The SPC sends two students each week to join the volunteer group, who visits people suffering from terminal and protracted illness, providing palliative care and solace.
- **DNIC Charity**: DNIC, under whose management the college is, was founded by a small group of humanitarian activists and scholars with the main purpose of providing a home for the homeless and care for the less- cared ones, especially the orphans and destitute.
- **Orphanages**: The managing committee of the college runs separate orphanage cum destitute homes for girls and boys.
- **Minority Coaching Centre:** The MCC run by the DNIC prepares candidates from minority communities for competitive examinations and various recruitment tests.
- **Health Survey**: The college conducted a health survey to obtain data regarding the number of cancer patients in the Panchayath
- **'Donate blood, donate life':** Blood donation camp by the NSS.
- **Feather Touch:** A slew of programs undertaken by the NSS to help the mentally challenged students at BUDS school, Karuvarakundu.
- **Pala thulli (many a mickle):** Fund collection program by NSS volunteers for renal patients.
- **'koodorukkam':** The NSS unit constructed a house for a financially challenged family.
- **Psych-up:** Program targeting class ten students to relieve them of the exam related stress and instill confidence in them to take the exam confidently.
- **Post-flood relief, rescue, and rehabilitation programs.** The students' union, NSS, BMC and other clubs sprang themselves into action in the relief and rescue activities during the flood.
- **Pre-Marital Counseling:** Conducted counseling sessions for those joining wedlock to help them develop relationship skills and set realistic expectations from marital relationship.

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
e-copy of the award letters	View Document
Any additional information	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: 23

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
7	4	5	4	3

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: 64.94

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
173	130	171	122	115

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: 1

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
0	0	0	0	1

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: 24

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
5	11	2	4	2

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

NAAC

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 college has sufficient physical space and infrastructural facilities which are commensurate with the number of programs and the student strength.

- **The Administrative Block** houses the Principal's chamber and College office. The seminar hall and two classrooms are also housed in the same block.
- **The Academic Block,** which is two-storeyed, has sufficient space and adequate number of rooms. Classes for the two UG programs are run in the building. All the class rooms in the block are ICT enabled.
- **The academic block also houses:**

Departments of Commerce and languages

Computer and Language labs

Common room

Manager's Room

IQAC office

Yoga Fitness Centre

Library cum Research Block: Both the library and research centre are functioning in the new block which was constructed recently. The library has a total area of 234.08 square meters. There are separate corners for reference and another area is set apart for newspapers and periodicals.

PG classrooms, ASAP, BMC, NSS offices, Counselling centre and Day Care Centre for Young Children are also functioning in the same block.

- **College seminar hall:** A 100-seater seminar hall equipped with an interactive board and ceiling-mounted projector is used for multiple academic purposes.
- The administrative office is equipped with a **public address system** through which important information is conveyed to the students and staff by the principal.
- **Women's Hostel:** The women's hostel, with fairly large study halls and recreation rooms, is big enough to accommodate 30 students.
- **KTM Canteen:** The College runs a canteen on the campus. Refreshments and meals are provided at a subsidized rate to the students of the College as well as those of the School functioning on the adjacent campus
- **The computer lab** is set with 30 PCs. The computer student ratio of the college is 9:1. In toto,

there 30 computers in the college. High speed WIFI facilities are made available on the campus ensuring uninterrupted accessibility of internet for academic and administrative purposes.

- **Language lab:** The College has set up language laboratories for both Arabic and English with innovative products such as digital multimedia control, headsets and microphones. Students are exposed to the native tongue which helps them absorb and internalize the syntactic structure of the languages along with correct pronunciation, intonation, and the native rhythm of the language.
- **Translation Centre:** The College has arranged a room to help NRIs of the area with document translation from Arabic to English and vice versa.

To make optimum utilization of the infrastructural amenities of the College, classrooms are open even after the regular teaching hours for such purposes as coaching for competitive examinations, skill acquisition programs, career guidance, etc. Permission is also granted to use college class rooms for NGOs and other voluntary organisations for academic and social purposes upon request.

KTM e-learning center: students can access the e-contents of the relevant topics discussed in the classrooms as well as the lectures given by the experts on various topics from the centre.

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 college makes the most of its resources for the overall growth and development of the students. Apart from the infrastructural facilities for the academic activities, there are adequate facilities in the college for cultural, arts, sports, and game activities.

- **The College Mini Stadium:** It was constructed with the financial aid of UGC under eleventh plan. There are three rows of seats in the gallery on both sides of the court which can seat more than two hundred spectators. It has a total area of 480 (30x16) sq. meters. Games like tennis, shuttle badminton and volley ball are played here.
- **Football Ground:** The Football ground which is 82 meters long and 50 meters wide lie at the back of the college.
- **Cricket Field:** The College cricket ground which lies near the entrance has\ dimensions of 60 m x 40m. This field which is primarily meant for 20-20 cricket matches, is also used for football fives, kabaddi and tug of war.
- **Yoga and Fitness Centre:** The top storey of the academic block, which is well ventilated and expansive, is used as a Yoga centre. Training in *pranayama* and different *asanas* are given to students as well as teachers. In connection with the International Yoga Day on 21 June, a week-long yoga camp is organized by the center every year. The Fitness Centre with many types of equipment is also set on the same floor.

- **Taekwondo training** centre: The College provides training for interested students in martial arts like taekwondo. The training centre is set on top of the academic block.
- **Indoor games:** There are facilities for indoor games like table tennis, domino game, Chess and carrom board in the College. They are set in the rooms adjacent to the Yoga and Fitness Centre on top of the academic block.
- **Facilities for cultural activities**: The College has sufficient facilities to conduct cultural activities on the campus. While mega cultural events like the College arts festival, students' union inauguration are held at the KT Usthad Convention Centre, minor events like inter club and inter-house cultural competitions are held at the mini-stadium of the College.
- **KT Usthad Convention centre :** The College has a fairly large auditorium with 750 seater capacity. This building was erected as a memorial for its founder, Sri KT Manumusliyar. The art and cultural programs of the College are held here. The building has two mini- halls annexed to it.
- **A P J square :** The yard infront of the administrative block , named after the late Dr APJ Abdul Kalam, the former president of the Republic, is the venue for literary discussions , debates and cultural get-together.
- **Samskarika kalari**: The College has arranged a special hall on the second floor of the academic block to train students in cultural artforms.

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: 30.77

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 4

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: 77.82

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
51.10	17.22	17.24	13.39	31.63

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:

The college library which is functioning in the research block has a total area of 536.56 square metres. It has a collection of over 10535 titles on its shelves. The library ramps up its stock by procuring newly published books annually. Old and overused books are replaced by new editions.

There are separate areas for reference and archives, and spacious newspaper reading corners in the library.

Barcoding technology is used for library automation and with its introduction, issuing, renewal, and return of books are done with incredible speed. **KOHA** software is used by the library for automation. In the wake of the introduction of the barcoding system, both the staff and students are provided with barcoded library identity cards. The users can search books online using the **Online Public Access Catalogue (OPAC)**

There are ten computers in the library with internet connection.

The library has also procured **plagiarism checking soft wares** to check the originality of the doctoral theses and dissertations prepared by the research scholars and PG students.

The library also keeps a digital repository of 500 books and e-question papers. Apart from this, the library is a subscriber to **INFLIBNET** and has access to three to four million e-books and 6000+ e-journals through the **N-LIST**. Using N-LIST, registered users can access e-journals and e-books. The software allows the library users to access previous year question papers in e-format from anywhere.

To promote e-reading, the library has also procured a couple of **Kindle e-readers**. New titles are purchased as e-versions on kindle. The library also has a collection of rare books and a separate rack for manuscripts.

A **Blog** titled KTBLOG (https://ktmcollegelibrary.blogspot.com/) has been started by the library to provide information about new books and journals. There is an e-Resource Corner with free internet facility, CAS, Bibliographic Services, information display, and e- Magazine. KTER–the College Book Club has successfully been launched for promoting reading habits among students.

Facilities for the differently-abled:

With the integration of digital technology into the library management, the library could make most of the facilities available to the differently- abled students as well. Some of the facilities arranged for the differently- abled students at the library are:

- ORCA screen reader facility and digital talking books
- Braille soft ware
- Audio books

Other digital facilities in the library

- Reprographic centre
- Scanner machines
- Selective Dissemination of Information
- D space

e-resources in the library	
e-books	**40,00,000**
e-journals	**6000+**
Question papers	**100+**

The library conducts orientation programs for the fresher batches to make them familiar with the bar-coding system. Teachers are also given orientation programs whenever new systems are introduced 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: 0.7

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
0.21	0	0	2.85	0.43

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 last completed academic year

Response: 15.83

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

Response: 44

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 College updates its IT facilities frequently with new technology and softwares.

The computer lab which was set up with 10 PCs was expanded by adding many more pieces over the last ten years. As part of automating the College office and library, many more computers were bought along with printers and scanners. The library is equipped with ten Computers and the research centre has eight PCs in it. All the heads of the departments are also provided with computers.

At present the College has three internet connections. All the ten classrooms of the College are ICT enabled. While four classrooms have projectors, large LED sets have been installed in the remaining class rooms.

The College is invested with 3 WIFI modems capable of providing net-work coverage to the whole campus.

The '**Campus Technology'** software has been introduced recently in the college to ensure effectiveness and quality. Through the different modules offered by the software such as feedback, exam automation, and grievance management, quality is assured to the maximum. Since it is equipped with such facilities as admission, student and staff data management, attendance, leave and so on, the same software is used for office automation as well. The LMS enables parents to track their wards' attendance in the class and their performance both in the external and internal examinations. The College office makes use of this system to pass important messages to the parents regarding the major academic and other events of the college through SMS. Online classes have also been managed on LMS during the pandemic.

Digital Facilities in the library: Keeping up with the rapid changes in the Information and communication technology, the library revolutionises its operational procedures such as cataloguing and circulation. The automation of the library had a kick off with Book Magic, provided by Meshi Logic which in turn was replaced by KOHA. With the help of N-LIST provided by the INFLIBNET, registered users can access innumerable titles and plenty more e-journals and dissertations. Library also provides facilities for xeroxing, printing and scanning in its reprographics corner. It has a plagiarism checking software as well.

The college has developed e-content of various lessons and it is uploaded on YouTube. Links to the lectures delivered by experts on topics related to the course content are also made available to the students.

An Annual Maintenance Contract with OBRA SOFT COMPLETE WEB SOLUTIONS for the maintenance and updation of the college website has been signed.

The college has a public address system for the principal to make important announcements and pass other messages across to the students.

Google Meet and Zoom platforms are used by teachers to handle online classes and to conduct online meeting during vacations.

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: 9:1

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: 5.3

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
0.28	1.93	2.32	1.40	0.36

File Description	Document
Upload any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View Document
Audited statements of accounts	View Document

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

Response:

The College has a well-established system for maintaining and utilizing the infrastructure and other assets.

The College Planning and Development Committee *(CPDC)* monitors the maintenance of the physical assets of the College along with overseeing the overall developmental activities of the College. The Committee comprises the Principal, IQAC Coordinator, Heads of all departments and Head Accountant. The alumni and the PTA have always been an active part of the developmental activities of the college.

Computer labs: The computer and the language labs are taken good care of by the computer faculty appointed by the management on a contract basis. This faculty who gives training in IT to students is also responsible for taking care of the systems and their accessories. The running of the two language labs is monitored by two faculties, one each from the department of English and that of Arabic. Antivirus software has been installed on all systems and they are updated at specific intervals. Computers are regularly serviced and reused so that e-waste can be reduced. An Annual Maintenance Contract has been signed between the college and the OBRA SOFTTECH SOLUTIONS to make periodic updation of the college website.

College Library: There is an effective system of maintenance in place for the College library as well. Stock register, accession register, return-issue register, periodical register, gate register are the important registers maintained in the library. Overused titles are weeded out and replaced by fresh ones. The library also uses harmless chemicals to keep away termites and to check the wear and tear of pages. The Library Advisory Committee supervises the maintenance and infrastructural upgradation of the library. In the beginning of each academic year the heads of the department submit a list of the new books to be purchased to the library based on the recommendations of the student representatives and faculty members to the principal. The committee responsible for the purchase of books discusses and accords approval for the purchase. Library software is updated by the service personnels periodically. The old newspapers and periodicals are auctioned at the highest bid every year.

Sports facilities: The available sports facilities of the College are well maintained by a team of teachers. The maintenance works of game courts for tennis, volleyball, shuttle and badminton are periodically done by the College. Sports and games materials are purchased periodically to replace the old ones.

The cricket field and the football stadium under the college are open to the public on holidays. The college

grants permission for the neighbouring schools and parallel colleges to conduct their annual sports meets and football matches in the playground. Similarly, classes in yoga and taekwondo practices are extended to students of the school under the same management.

Building and Classroom maintenance: The administrative wing and management of the College take meticulous care in maintaining the College classrooms properly. Major works are outsourced with the consent of the management committee and supervision of the work is done by a committee that comprises members from the administrative wing, management, and PTA.

The College management takes special care in the upkeep and proper maintenance of all assets of the College. The management has employed plumbers and electricians for all the institutions under it. Carpentry works such as making and repairing desks, benches, tables are done at the college work shed. Such works are generally done during summer vacation under the joint supervision of a faculty and management representative. The College has also appointed a sweeper on a contract basis for keeping the campus clean and tidy.

The college permits testing agencies and other voluntary organisations to conduct examinations and academic programs in the campus.

Security: In order to ensure the safety and security of the assets of the College, the management has posted security personnel on the campus. **Surveillance cameras** have also been installed in all buildings.

Day care facility of the college is utilised by the employees of the college as well those of Najath English Medium School.

Other facilities in the college such as water purifiers, generators and incinerators are serviced regularly. In cases where they are found unfit for use, such appliances are replaced by new ones.

KT Usthad Convention Centre, the college auditorium and the college seminar hall are also made the most of for conducting seminars, curricular and co-curricular programs. Permission is granted to use the auditorium for educational institutions and clubs from outside to conduct their programs.

Garden maintenance: The vegetable garden, herbal garden, flower garden and the horticulture orchard are well kempt and are properly taken care of by the administrative assistants of the college. Watering, manuring and weeding are done regularly. Drip irrigation is the technology used for the irrigation of the gardens.

The land on the premises of the college is used for vegetable cultivation and the yields are sold to the staff, students and the residents around the college at subsidized rate.

Stock Register: Each department maintains a stock register and it is updated periodically.

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

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 91.58

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
116	195	243	269	159

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: 63.51

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
151	138	146	127	127

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: 93.2

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
260	220	218	155	170

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: B. 3 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: 28.01

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
9	11	20	22	14

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View 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: 150.68

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

Response: 110

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

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

Response: 35.08

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
12	32	10	7	3

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	57	29	19	22

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
Any additional information	View Document

5.3 Student Participation and Activities

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

Response: 2

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	1	0	1	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
Any additional information	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:

KTM College ensures the participation of its students in various decision-making bodies of the institution.

Students' Union: Chairperson, Vice chairperson, General Secretary, Joint secretary, University Union Chairman, Student editor, Fine arts secretary, General Captain, Association secretaries and UG, PG representatives together constitute the College union. The union functions on the advice of a faculty member.

The College follows the parliamentary mode of election to elect the office bearers of the students' union and the election is conducted every year following the guidelines provided by the university.

The union plays a pivotal role in ensuring the participation of students in the arts, sports and cultural events at the college, intercollegiate and university level. Fine Arts and Sports days are organised under various rubrics (e.g., name of programme- vignettes…) by the union every year. Secretaries of each association are

responsible for co-ordinating activities at the departmental level.

The college sees that students are given adequate representation in the Library Advisory Committee, women's cell, anti-drug cell, pain and palliative centre, ASAP, Ethics Committee, Bhoomithra Sena, Discipline Committee and the Red Ribbon Club. Student representation is also ensured in statutory committees like Anti Ragging Cell and Students' Grievance Cell. Both the chair person and the general secretary of the students' union are members of Library Advisory Committee. NSS has a volunteer secretary. The student editor is responsible for the publication of College magazine.

Students Quality Assurance Circle (SQAC): In order to act as a strong bridge between the students and the College, the IQAC has formed a student wing with two student representatives from each class. The coordinator of IQAC convenes meetings of student representatives regularly and ensures their involvement in the policy matters. The student wing plays a constructive role in collecting feedback from the classes on various programs launched at the College.

The union takes a lead role in organising several community-oriented programs both inside and outside the campus. It lends unstinting support to Karuvarakundu Grama Panchayath to carry out many of its welfare programs. The union ensured the involvement of many students from the college in the post flood clean-up operation and in the relief and rescue activities. Illiteracy eradication program at the SC and ST colony, Olipuzha River Desilting Program (***punarjani***), preparation of a history book about Karuvarakaundu were some of the major programs of the Grama Panchayath for the implementation of which the union worked might and main. Students of the college also get actively involved in the pain and palliative services, *betibachaoa…*program, blood donation programs, fundraising for patients with terminal illness, environment protection campaigns etc.

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: 7.6

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
10	8	6	5	9

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:

KTM College Alumni Forum (KTMCAF) has been registered under Societies Registration Act XXI/1860. The forum plays a fulcrum role in establishing and sustaining a bond between the alumni and alma mater. The alumni have made significant contributions to the college in all phases of its development both financially and through other supportive services.

A considerable number of the college alumni has found placements in prestigious institutions across the state. It is customary for the College to feature its illustrious alumni in the induction programs held at the beginning of each year. This practice has gone a long way in inspiring and motivating the students of the college. The alumni also serve as resource persons in various programs organised by the college. The college conducts a program under the title **'how I made it?'** featuring a prominent alumnus who has made it to the top of their career.

The alumni have donated a substantial amount of money for the renovation of the College hostel, construction of the gate, convention centre etc. Apart from these contributions, they have lent solid support to the College in its various distress relief and palliative activities. The number of people who have received financial help for the treatment of chronic and terminal illnesses from the college alumni forum are many. The alumni forum co-ordinates such humanitarian activities through social media platforms like Face Book and WhatsApp.

Financial contribution of the Alumni

Construction of orphanage canteen kitchen Rs 2,00000/- lakhs

Construction of the gate at the parent institute Rs 15,0000/- lakhs

Toilet construction Rs 75,000/-

Medical treatment of the alumni Rs 1, 1000/-

The alumni organize their annual meet commonly in the month of January. A detailed annual report of the

activities undertaken by the alumni in the preceding year is presented in the meet. The meet, which is attended by the principal, representatives of the management, teaching and non-teaching staff also discusses the developmental activities to be carried out in forthcoming years.

The women's wing of the College alumni forum has launched diverse programs with a view to empowering the women alumni of the college. The College women's hostel is run under the supervision of the women's alumni wing. A sizable number of women students passed out from the College have enrolled for higher studies at various universities and many of them have found placements either in the government or private sector.

The service rendered by the alumni collective of the area at the time of the deluge which occurred in the two consecutive years (2018 and 2019) is commendable. Their timely intervention in the relief and rescue operations helped alleviate the distress of a number of families. They were keen in extending support to the different wings of the government machinery in the rescue operation.

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:

Established in 1995 as an oriental college and later converted to a regular Arts and Science college, KTM College of Advanced Studies has made significant contributions towards the educational and social uplift of the marginalized and needy.

Founder

The college was founded by Sri KT Manumusliar, the well-known scholar, social reformer and educationist. He set out on this noble mission from the realization that only educational empowerment of the community will take it to progress and advancement, and equip it with the required skills and knowledge to face the challenges of changing times.

VISION

To mould a generation imbued with human values and equipped with the necessary skills and competence to face the challenges of the changing world.

MISSION

Anchoring in the noble ideals of diversity and pluralism, the College strives to make the reach of its academic activities available to all sections of the society, especially the marginalized and needy.

To innovate the teaching-learning methods in tandem with the developments in the digital and information technology.

To implant human, humane, patriotic and environmental values in students so as to make them socially committed and deeply responsible citizens.

CORE VALUES

- Patriotism
- Social justice
- Equity through inclusion
- Service to the society
- Care for the socially and economically down trodden
- Inculcation of a sense of self- respect
- Integration of Teaching and Research
- Enhancement of leadership quality
- Environmental consciousness

KTM College management committee

The college is one of the premier institutions governed by the DNIC committee, a charitable society registered under the Society's Registration Act. The College follows a clear and planned trajectory to visualize the objectives laid out in the vision and mission statement and core values.

System of governance

The management

The managing committee comprises seventeen members drawn from different walks of life capable of contributing meaningfully towards the development of the college.

Structure of the managing committee

The President

Vice presidents

General Secretary

Joint secretaries

Treasurer

Members.

The academic committee, IQAC and UGC cell play a constructive role in framing policies of the College as well as translating them into actions. The IQAC sets parameters of quality in line with the guidelines of the UGC and strategizes plan for quality enhancement of the institution in all spheres.

The College council is a vital body which comprises the Principal, Heads of the departments, librarian and head accountant. The council discusses important issues and programs and takes all crucial decisions concerning the academic and co-academic matters related to the institution. The principal is advised and supported by the managing committee, the academic committee and various other committees.

The management interacts with the student council, staff association, PTA, College alumni and advisory committees. PTA is formed by selecting members from among the parents keeping the principle of inclusiveness. The college takes advise from the PTA in both the academic and co-academic matters whenever necessary. Both the statutory and various other bodies of the college play a vital role in the smooth running of the college.

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 college follows a decentralized mode of governance and practices the policy of participative management so as to combine the collective capabilities of all the stakeholders in the decision-making process. Any decision pertaining to vital matters concerning the College is taken by the Principal in consultation with the department heads and student representatives. Decision thus taken by the Principal is implemented through other wings in the hierarchy, guaranteeing the operational autonomy to all the functionaries. Right from the time of its inception, the College has been following this **bottom to top approach.** As a result, the participation of both the teachers and students is ensured in the club, forum and field activities. Students and teachers are put in charge of various forums such as NSS, Nature club, BMS, ASAP**,** KTIEB, Career guidance cell etc. The Staff advisor in respect of students' union and a few clubs coordinate the activities. Suggestions made by the students are collected and the valid ones are discussed at the College council. Similarly, feedback is taken from all stakeholders for policy and decision making.

The principle of participative management is followed in all activities undertaken by the college.

Construction of a house for a widow who was displaced in the worst flood which hit Karuvarakundu Grama Panchayath in the year 2018 is an illustrious example of how the participative management system is functioning effectively in the College.

- NSS volunteers who worked might and main for the rehabilitation of the flood victims brought this idea before the Principal. The Principal directed one of the senior faculties to hold a meeting with the team of students who had come up with this idea.

The faculty member after having a meeting with the students made enquiries about the financial and familial whereabouts of the woman concerned. Upon a thorough enquiry from the neighbourhood and the village authorities the faculty member was convinced that the woman recommended by the students was rendered homeless due to the flood. The College council which discussed the matter thoroughly, took a resolution to implement the proposal mooted by the students and forwarded the resolution to the managing committee.

The management convened a joint meeting of the members of teaching and non-teaching staff, PTA, representatives of the student's union and the office bearers of the alumni to decide upon the future course of action in this regard and the modalities of mobilizing funds for the proposed house.

An amount of Rs. 6 lakhs were raised with donation from students, teachers, local inhabitants, management, PTA and the alumni. The completion of the construction was done within a year and the new house was handed over to the widow.

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:

The College management, College council and the IQAC draw up elaborate perspective plans for the college and strive to implement them enlisting the of all stakeholders. For the realization of the goals set as per the major perspective plan, coherent strategies are devised by the IQAC. Assessment and review of the progress achieved in the implementation of the plan are made periodically and prompt steps are taken to sort out glitches, if any.

In order to strategize future plans for transforming the College in line with the guidelines of the UGC, the College council held several rounds of sitting. These meetings were attended by the representatives of the management, the teaching and non-teaching staff, the PTA, the students' union representatives and the alumni. In the light of their deliberations, the Council which met on 03-06-2013, drew up a long-term comprehensive plan by the name ***vision 2020.***

The thrust areas of **vision 2020** were:

- Obtaining NAAC Accreditation
- Conversion of the college
- Upgradation of the departments as research centers
- Ramp-up of academic infrastructure and introduction of new gen programs
- A student community who upholds the principle of gender equity, remain committed to society and respect the national tradition.
- Class room and library digitization
- Office automation
- Building infrastructure
- Ramp up of sports and recreational amenities
- Arrangement of facilities for skill acquisition and development
- Quality improvement of faculties
- Green Campus
- Energy and water conservation

Fulfilled vision during 2015-20

- The College, which had been functioning as an oriental college was converted to a regular Arts and Science College in the year 2018.
- Promotion of research and the publication of a research journal were on top of the college's strategic plan. College launched the first volume of its research journal, ***KTlyst*** in November 2018.
- The department of Arabic was upgraded as a research center in 2019. Nine research scholars are

pursuing their doctoral studies under two guides in the research center.

- As part of the rain water harvesting program an enormous tank was built with the dimensions 12.90*6.60 (85.14 sqmtr) in the campus. The tank has a capacity to store 1,70,000 ltr of water.
- Plastic ban was enforced in the campus in a phased manner. KTM College was declared as a plastic free- campus on 2018.
- As part of increasing the green swath of the campus a horticulture orchard was set in the campus with varieties of fruit yielding plants. The college also maintains a herbal garden. The college *Bhoomithrasena* is in charge of maintaining both.
- Fulfilling the objective of alternative energy tapping, solar panels were set up in the campus in 2019.
- As envisaged in **vision 2020,** many faculties have already registered for their PhD programs and a few of them have already been awarded doctoral degree.
- With the recognition of college as an ASAP center in 2017. Students are able to acquire and develop new skills.
- The college could also fulfil the objective of digitization of the library and class rooms and the automation of the administrative office.

File Description	Document
Upload any additional information	View Document
strategic Plan and deployment documents on the website	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 and service rules, procedures, etc.

Response:

KTM college of Advanced Studies is a minority institution run by DNIC, Karuvarakundu, a charitable trust registered under Societies Registration Act. The college is affiliated to the university of Calicut and aided by the Government of Kerala.

Being a premier institution under DNIC, it has put one of the secretaries of the trust in charge of the college affairs. However, major decisions and policies pertaining to the college are made by a seventeen member managing committee. All decisions taken by the committee are geared at visualizing the noble aims embodied in the vision and mission statement. This is made possible by the support and proactive involvement of all stakeholders.

The managing committee of the College meets periodically to review the functioning of the College and if any improvement or change is deemed necessary, the committee gives direction to the principal.

The administrative and academic affairs of the college are managed by the principal. Being a Calicut University affiliate, the College follows the statutes of the University. It complies with the directives of the Director of Collegiate Education, Government of Kerala and the regulations and guidelines issued by the

UGC.

The administrative policies of the College are implemented by the Principal in consultation with the members of the staff council which consists of the principal, HODs, the librarian, the HA and the staff representatives. Being the apex body, the staff council takes all crucial decisions regarding the internal administration of the College.

The IQAC plays a significant role both in the academic and non-academic activities and initiates appropriate steps to enhance the overall quality of the institution in accordance with the quality parameters set by the NAAC. The principal who is the chairman of the IQAC is assisted by the IQAC coordinator. Apart from the representatives of the alumni, P TA and students, persons from industry, society, academia are also taken as members of the IQAC.

All other Cells, Committees and Statutory bodies synergize to make the functioning of the College smoother.

The College follows a decentralized mode of governance combining the collective capabilities of all the stakeholders. Departments are responsible and accountable for the academic performance of the students. Department level meetings are convened regularly and pertinent academic issues are discussed and decisions taken.

The administrative wing plays its own part in the smooth running of the College. The wing is headed by the Head Accountant, assisted by two clerks, one typist and two office assistants.

The service rules applicable to the employees of the College in respect of their appointment, leave, pension etc. are stipulated by the Government of Kerala in the KSR. The recruitment procedures in respect of the teaching staff are transparent and in accordance with the guidelines given by the UGC and the affiliating University. The appointment is subject to the prior concurrence of the Government of Kerala.

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 college has devised many welfare schemes for the teaching and non-teaching members of the staff.

The management has been keen on setting a favorable working atmosphere in the college so that faculty members can fulfil their academic and personal requirement comfortably. In conformity with the Kerala Service Rules, welfare measures like pension, gratuity, PF, maternal and paternal leave, casual leave, half pay leave, festival advance, FDP for teaching staff, PF Temporary Advance, Non Refundable Advance and so on are made available to the permanent members of the teaching and non-teaching staff.

Other welfare measures taken by the college for the members of the staff:

- Financial support for the members of the non-teaching staff and guest faculties in order to meet the medical expenses.
- Financial support for the children of economically disadvantaged members of the guest faculties and non-teaching staff.
- Salary advance for the guest faculties till their remuneration is sanctioned by the government.
- Day care facility for the children of the staff
- Financial aid for guest faculties as well as members of the non-teaching staff on special occasions such as house construction, wedding and so on.
- Interest free loans at the initiative of the institution to members of the staff working in various institutions under the same management.
- Free wifi facilities for both teaching and non-teaching staff members of the institution.
- Staff welfare fund: all members of the college staff donate a day’s salary to the welfare fund of the staff working in various institutions under the management.
- Annual picnics and staff tours
- Canteen facility for staff
- Staff games
- Special programs are held to honor and felicitate the staff members who make special achievements in any field. Members of the staff who were elected to the university senate and syndicate were honored by the college council. Special function was held when a member of the NTS was elected as President of the grama panchayath.
- Recreation room is provided for the staff members.

- Staff club: In order to strengthen camaraderie among the staff, a staff club has been formed in the institution with all the staff as its members. The staff club coordinates different programs undertaken by the College. The office bearers of staff club are elected democratically in the annual meeting of the club. In order to meet the expenses of various programs and welfare schemes, certain amount is collected from each member of the staff every month.

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: 25.16

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
6	5	6	5	0

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: 5.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
8	7	5	4	2

File Description	Document
Upload any additional information	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: 1.18

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
0	0	0	1	0

File Description	Document
Upload any additional information	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:

The college has put a strong appraisal mechanism in place for rating the performance of both teaching and non-teaching staff. The principal aim of the appraisal system is to enhance competency of the staff by informing them of their performance standing.

Feedback collection is one of the potent methods used for the performance appraisal of the staff. Feedback is taken about the faculties from themselves (self-appraisal), from their peers, from students and from the management. The data thus collected are analyzed and competency score is calculated for each of the faculties.

The principal and the management conduct a performance audit of all the departments and the office separately. The management audit team interacts with the heads of the department and members of the teaching and the non-teaching staff and assess their strength and weakness.

Similarly, the audit committee of the College and IQAC together audit the performance of all departments and the office based on the seven criteria as spelt out in the guidelines. The report prepared by the committee is given to the Principal and the heads of the department, so that measures for further improvement can be initiated by them.

Another method employed by the institution for assessing the performance of the staff (both TS and NTS) is the distribution of questionnaires among students and taking their feedback on the performance of the staff. This is found very effective since the students can rate each aspect of the staff concerned fairly objectively without revealing their identity. Based on the data thus collected teachers are given a report about their performance.

Besides the above-mentioned performance assessment mechanism, the Academic Performance Indicator (API), introduced by the UGC, in the year 2010 is used for the promotion of teachers. API maintains the standards of higher education through a self-appraisal prepared by the teacher. Based on this, Academic Performance Indicators are proposed in the promotion of teachers. The number of teachers who was promoted from Assistant Professors to the grade of Associate Professors is two in the year 2016.

The performance appraisal of the teaching and non-teaching staff is conducted regularly by the institution. The staff members are given a handbook at the beginning of each academic year. The hand books of teachers are designed in such a way as they can record all details pertaining to teaching such as semester plan, lesson plans, tests, assignments, remedial classes, leaves, examination related jobs etc. The hand book is checked by the heads periodically. The hand book contains a self-appraisal sheet which the teachers can fill at the end of each semester.

The alumni and the PTA also provide feedback about the infrastructural facilities of the college and the teaching learning process in general.

The research activities of the faculties are taken stock of by the research promotion council periodically.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

In order to ensure the effective and efficient utilization of monetary funds from the Management, alumni, PTA, the Government and other governmental agencies, there is an impeccable auditing system in force in the college.

The auditing of grants and funds sanctioned by the government as well as the UGC takes place at many

levels:

(a) Chartered Accountant: The detailed accounts for the grants and funds sanctioned by the Government and the UGC are submitted to the chartered accountant. The auditor's report along with the utilization certificates and other necessary documents in turn is submitted to the fund sanctioning authorities.

(b)The financial documents related to the public funds granted to the college are verified by the audit team appointed by the Deputy Director of Collegiate Education at frequent intervals. Two such external audits were done in the college so far.

The Accountant General of Kerala can also subject the public funds of the college to auditing. Though the college was notified of the AG's audit, it has not been carried out yet.

The College has developed a strong and proper system for the internal auditing of the funds sanctioned by the management, PTA and Alumni. Auditing of the management and PTA funds is done by a three-member team which consists of experts in the accounting fields. This team verifies all the financial transactions and prepare a report and submit it to the managing committee every year.

Transparency and accountability are ensured through the auditing done at regular intervals. In order to guarantee transparency further, the college follows the tender system when fund is to be used either for construction activities or the purchase of electric or electronic equipment. Tenders are advertised in the newspapers to offer opportunities to a number of builders or suppliers. Quotations are received from authorized /recognized distributers while equipment, furniture or other materials are bought. Similarly, construction work is given to the lowest bidders after ensuring their credibility and experience in the field. Payment is done through cheques and every transaction is supported by vouchers.

File Description	Document
Upload any additional information	View Document
Paste link for 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: 12.75

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
3.98	3.13	2.78	1.32	1.54

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 College expands its infra structural facilities proportionate with the increase in the number of students and the programs and devises strategies for putting its resources to optimal use. For the accomplishment of this, the institution has formulated a coherent resource mobilization policy. A College Planning and Development Cell (CPDC) helmed by a senior member of the faculty decides upon the modalities for resource mobilization and its optimal utilization. The College managing committee mobilizes resources from both the Governmental and non-governmental agencies for various developmental activities. Being an aided institution, fund for the salary in respect of the teaching and non-teaching staff comes from the State Government.

The Central Government funds such as UGC 11th and 12th Plan were granted to the College. The funds released by the UGC for setting up IQAC has been used for the purchase of office equipment and other accessories. The UGC has also granted funds for minor research projects and for conducting national seminars. Another Government agency which has granted funds to the College to conduct State level seminar is the Higher Education Council of Kerala. Besides this, the College has received funds from the State Government as well for programs like Additional Skills Acquisition Program, Bhoomithra sena, National Service Scheme etc. All these funds have been utilized and audited effectively.

Other sources of income

- Moulana Azad National Education Foundation
- State government scholarships for students
- Harijan welfare fund
- PTA
- Alumni
- The college received fund for building administrative block under MPs LAD scheme and local MLA’s asset development fund for setting up the computer lab.
- Endowments and prizes instituted by the alumni and well-wishers: Prominent persons from the social and sports fields donate generously to institute endowments and awards for meritorious students.
- Vegetable garden and Pisces culture
- Hostel fees from students
- Contributions from the management for the construction of building and other infra structural facilities.
- The college staff: The college staff also contribute substantially towards the infrastructure

development of the college. In the last couple of years, the members of both the teaching and non-teaching staff of the college donated two months of their gross salary for the developmental activities of the college.

Through the internal auditing system of the college, accounting and optimal utilization of the fund received from various sources by the college are ensured.

There are various committees and cells like the PTA, Library Advisory Committee, the Planning Board, UGC Cell etc. to monitor the financial management of the college .

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 IQAC has a vital role in framing policies and devising strategies for institutionalizing quality assurance. This is done by coalescing the activities of the management, principal, staff, PTA, Alumni and last but not least those of the students, who are the main stakeholders. The IQAC of the College, constituted as per the guidelines of NAAC, comprises the principal, members of the faculty, representatives of NTS, experts, representatives of the alumni and students apart from members from the local community. Apart from being a strong link among various stakeholders, the IQAC defines the trajectory of the college giving it proper direction and guidance.

The IQAC is responsible for:

- Improving the academic and administrative performance of the institution.
- Creating and sustaining quality culture in the institution.
- Quality academic and research programs.
- Setting parameters for various activities of the institution.
- Conduct of FDP.
- Creation of learner centric environment.
- Facilitation of collection and analysis of feedback
- Documentation of various activities.
- Development and maintenance of infrastructural database.
- Ensuring the proper functioning of the grievance redressal system
- Promoting research activities among the faculties
- Ensuring the proper functioning of the clubs, NSS etc.

A few programs launched by the IQAC for enhancing quality include:-

1. **Quality Time (QT):** It is a program launched by the IQAC of the College to facilitate interaction with men of eminence picked from diverse fields of activities including academia, business, commerce, politics, art, culture etc.
2. **Under the Green Wood Tree:** It is an indigenous initiative launched by the IQAC of the College in order to encourage intellectual dialogues on pertinent and contemporaneous issues. The dialogues are held in the open space on the campus
3. **Creativity workshop:** The IQAC ropes in gifted writers and facilitate opportunities for students to interact with them. Frequent sessions on creative writing in the form of workshop are held on the campus. Notable literary figures who led such creative workshop include Sri GC Karakkal, Malayalam novelist, Sri C. Hamza, noted writer and columnist etc.

With a view to promoting professional development of the faculties, the IQAC conducted many seminars, conferences, and workshops for the members of the teaching staff. The Cell also took initiatives to ensure teachers' participation in national and international seminars and workshops. In order to bring in and sustain the quality culture in the college The IQAC acts a catalyst agent.

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:

The college has taken constructive steps to bring in improvements in all the field of its activities over the last five years.

The conversion of the college into a regular Arts and Science college in 2018 is a structural change brought about by the management to make the reach of the institution to a wider public. Similarly, the upgradation of the department of Arabic as a research department (2020) is another landmark in the history of the college.

The college has taken diligent care in improving the resource potential of its faculties by encouraging them to do PhD programs. Two teachers have already been awarded their PhDs and many faculties have registered for PhD. The two PhD holders in the department of Arabic are research guides in the newly sanctioned research Centre. There are a couple of faculties who pursue private studies in interdisciplinary areas like psychology, philosophy, political science etc.

The college has ramped up its IT facilities tremendously over the years. Along with digitizing the class rooms, teachers have also been oriented to use ICT in the class rooms effectively. Faculties make use of google platform and social media platforms for holding classes, conduct short tests and to clear students' doubts. Introduction of campus technology with lots of new features and the library digitization also took place during 2016-21.

With the erection of a new building to house the library and the research center, the infrastructural facilities of the college have increased in proportion to the student strength and the programs.

IQAC is responsible for reviewing the institution's teaching learning process and analysing the learning outcome at periodic intervals. The Cell conducts result analysis of all batches from all the programs and provides an assessment report of the outcomes to the departments. Academic audit, parents' meeting, faculty seminars etc. are some of the initiatives taken by the IQAC for reviewing the teaching- learning process.

The IQAC uses a systematic and strong feedback system to analyze the effectiveness of the teaching-learning process. Taking many pragmatic aspects into account, feedback forms/ questionnaires are distributed manually among the students. They are collected back and scrutinized by the IQAC and handed back to the teachers concerned. This helps teachers to see themselves through the eyes of the students and diagnose both the areas of their strength and weakness. The effectiveness of teaching- learning process is assessed at the end of every year.

The nature club of the college held many campaigns and implemented programs to create awareness among the students and in society about the importance of environmental protection. Sanctioning of Bhoomithrasena Club (346/MPM/31/17) in 2017 by the Ministry of Climate Change and Environmental Affairs gave further fillip to the nature club for devising newer strategies and programs for protecting mother nature involving the neighboring communities.

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: B. 3 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

NAAC

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:

In a patriarchal, gender biased society women are prevented from operating on a level playing field with men. No society can claim to have achieved progress or advancement unless opportunities and resources are distributed among men, women and transgenders with equity and fairness. Being a higher education institution capable of doing several meaningful things to redress this imbalance, KTM college took several initiatives for the promotion of gender equity in the campus with the long-term objectives of closing the gender gap between men and women, supporting the latter's economic, social and political empowerment.

The college gave adequate representation to women in all associations, clubs and statutory bodies in proportion to their percentage in the student population. The Women Empowerment Cell, constituted with a senior female faculty as its chairperson, co-ordinates the activities related to gender equity and sensitisation.

Women Empowerment Cell (WEC) organised many programs to create awareness among women students about their rights and equal status in society.

- Open discussion
- Awareness programs on women's rights
- Table talks and debates
- Seminars on 'equality through equity'
- Campaigns like 'we are not weaker vessels', 'act, dont lets be acted upon' etc
- Awareness programs featuring police officers from the cyber cell.
- Women's entrepreneurship promotion programs**:** This was another program launched as part of the Cell's gender equity initiative. Women students were encouraged to enter into small business ventures like making and selling confectionery items like cakes and home-made chocolates. The idea behind this program was to help women students take baby steps in entrepreneurial ventures, thereby paving way for their economic empowerment.

Through a lot of such equity promotion programs, the college enables its women students to get empowered socially, educationally, politically and financially eventually.

Along with the gender equity programs, the college took several measures for gender sensitisation as well.

- Special programs to spread awareness about menstrual hygiene and preventive health care.
- Counselling programs for parents to convince them of the need of their wards continuing their education, for early marriage was identified as the main reason for large scale drop out of the women students.
- Hostel facilities for women students coming from far flung areas.
- Separate rest room and prayer halls have been provided for men and women students.
- The College made arrangements to facilitate women's participation in the sports and athletic

events.
- Separate recreational areas for male and female students.
- Incinerators were installed in the ladies' washrooms and college women's hostel.
- With the installation of CCTV cameras in all the blocks of the college, security of women students is ensured to the maximum. Indecent behaviour, if any, from their male counterparts are strictly dealt with. This emboldens women to stand up for their rights and dignity and to bring the abusers to books.

The well-being of the women students is further ensured through Anti-Sexual Harassment Cell, Anti-Ragging Cell and Discipline Committee.

File Description	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
Link for annual gender sensitization action plan	View Document

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

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

Response: B. 3 of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	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:

The college which has been in the forefront of environmental campaigns like '**towards a zero-waste life', 'earth is part of us',** has lived upto the environmental values it upholds. Ever since its inception, the college has been trying to remain an environment- friendly campus, reducing waste to the minimum and devising scientific ways for its proper disposal and recycling.

Before the installation of the bio-gas plants, the bio-degradable waste used to be disposed of in the *pipe compost unit* installed at several places in the campus. The manure thus produced was used as organic fertilizer in the college garden and the coconut grove in the campus. The plastic and the other non-bio-degradable waste were separated and sent to waste collection centres run by the Karuvarakundu Grama Panchayath. Since the declaration of the campus as a plastic free zone in 2018, the amount of plastic waste generated in the campus has been reduced considerably.

The automation of the college office and replacement of the surface mails by emails has considerably dwindled the amount of paper waste generated in the campus. The college encourages students as well as the staff to use bags made of cloth/jute instead of plastic or rexine bags. Students take ***E-Waste Pledge*** and Swachh ***Bharath Pledge*** and obtain certificates issued by the ministries concerned.

Important measures taken by the College for waste management:

- **Bio gas plants:** The first bio gas plant was installed on the campus of the parent institution. Later another plant came up on the College campus itself. The total capacity of both the plants is 307kg per day. The biogas fuel generated by the plant is used for cooking in the staff café of the college.
- **Separate bins:** To avoid the cumbersome task of manually separating waste into degradable and non-degradable items, separate bins were placed in two different colours at several points (red for degradable and blue for non-degradable) on the campus.
- **Liquid waste management**: Since the College has a vast campus, liquid waste management is rather easy for the College. The liquid water waste which is stored in the pits dug for the purpose seeps in to the earth and helps retaining water table levels in the area.
- **E-waste management:** Equipment like computer, tv sets, monitors, printers which have crossed expiry date and are beyond repair, are often discarded by the college. Since the college does not have facilities for management of such e-waste, it has made a contract with the Terabyte Technical Support Services, Karuvarakundu. As per the contract, the support team collects e- waste from the college every year.
- **Waste water recycling plant:** The College has also made arrangements for re- cycling the waste water generated in the prayer halls. The water used by the students and staff for ablution is recycled and used for watering the herbal and vegetable garden being kept and maintained by the NSS and BMC on the campus.

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

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any

awards received for such green campus initiatives:

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

Response: A. Any 4 or all of the above

File Description	Document
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
Link for 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 enduring commitment of the college to the ideals of tolerance and inclusiveness is manifested in its admission and appointment process. These values are integrated into the vision and mission and the set of institutional core values espoused by the college. The ideal of inclusiveness is upheld by the college in the formation of statutory bodies like PTA and alumni as well.

The college takes several initiatives to foster the spirit tolerance, harmony and amity among the stake holders towards all sorts of diversities.

Festival celebrations

Festivals like *Onam*, *Eid* and *X'mas* are celebrated on the campus with immense gusto. In connection with the Onam celebrations, competitions in floral designing as well as folk songs were held with much aplomb. *pulikkali* and pinata were the other items organised by the college to mark the celebrations. Eid celebrations were punctuated with mehandi design competition and Christmas with Xmas carol cake cutting. Festival celebrations are ideal occasions for students to experience the concept of unity in diversity.

Multi-cultural programs

In the literary society meets which are held every month, students are encouraged to present variety programs of the diverse social, cultural and linguistic communities across India. In such meets, students make speeches in many languages and entertain the audience with the select cultural items of various states. Through such programs the students unwittingly imbibe the spirit of Indian culture which is embedded in diversities and multi culturalism.

***Symphony*:** In order to bring students closer to other linguistic groups and cultures, the College arranges cultural get-togethers featuring people from other states of the country on the campus. Such programs, conducted under the banner symphony, where popular cultural items of other states are presented, provide rich cultural experiences to the students. Such occasions also unfold opportunities of mutual cultural exchanges and fusion.

Inter- faith dialogues: Inter-faith dialogues held at the College featuring personalities from different religions is another initiative taken by the College for fostering tolerance and harmony. The presentations made by the representatives of each religion help students to understand the commonalities underlying all religions. Such programs are usually held in the first week of February., between 1-7 February, in connection with the **World Interfaith Harmony Week.**

Harmony Day

On *Sadhbhavana Diwas*, i.e., on 20 August, the college conducts various programs to foster religious harmony and communal amity.

International day for tolerance

This day established by the United Nations for fostering mutual understanding among cultures and peoples is observed by the college on 16 November every year.

UN Arabic Language Day and International Mother Language Day

International Mother Language Day and UN Arabic Language Day are observed on 21 February and 18 December respectively. Language days are observed to promote and celebrate linguistic diversities.

The NSS unit of the college organises special programs and campaigns to spread the message of communal harmony and amity both among students and in the society.

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:

The college has not only integrated the noble constitutional values of equality and justice into its vision and mission but has also ensured that no stakeholder is prevented from enjoying the constitutionally guaranteed rights in the campus . In order to pre-empt the dangerous possibility of any section being denied of justice or opportunity, the college has formed various cells like Minority cells, OBC cell and SC and ST cell who work relentlessly for the fulfilment of them. Some of the activities carried out by the College to inculcate constitutional values in the employees and students are:

- **Awareness campaigns:** Various talks and seminars featuring constitutional experts, legal experts, human rights activists and law makers were held in the College. Students had good takeaways about the rights they are entitled to and the duties they are enjoined upon by the constitution from these programs.
- **Quiz program and essay competition on Constitution:** The College has conducted fascinating quiz programs on constitution. The quiz programs whet students' interest in the articles of the Constitution, fundamental rights and directive principles and also about various amendments effected at different times.

In connection with the Republic Day, essay competitions on Constitution were held in 2016 and 2018.

- **Commemoration of the architects of the constitution**: the main architects of the constitution are commemorated on their birthdays. Ambedkar memorial talk is organised on 14 April in the college.
- Displaying of the preamble of the constitution in the college
- Singing of national anthem everyday
- Observance of Independence and Republic days, Gandhi Jayanthi, flag day, national voters' day, Rastriya Ekta Divas(national unity day) etc..
- **Constitution Day:** Constitution Day, also known as National Law Day, is observed in the college on 26 November every year to commemorate the adoption of the Constitution of India.
- **Discussions and debates:** The College initiates discussion and lively debates when landmark

amendments to the Constitution are made.

- **Ensuring involvement of the students and staff in the democratic process:** The College union has been keen on ensuring students' involvement in the democratic process and to this end facilitation desks are opened in college to enrol students in the voters' list when voters' roll renewal process is on.

Students and members of the staff contest in the elections and the staff members take up polling and counting duties.

Apart from such special programs as mentioned above, the College unit of the NSS unit took many initiatives to inculcate the spirit of Constitutional values in students. The voluntary service rendered by the students at the palliative centres and to the poor and needy fellow citizens is in keeping with the spirit of the Constitutional values of responsible citizenship. Similarly, the activities of the NSS are geared at fostering the spirit of fraternity and unity among students. The tolerant and liberal atmosphere which prevails in the campus for students and staff to exchange and debate their ideas freely and fearlessly is in keeping with the principle of liberty of thought and expression enshrined in the preamble of the Constitution.

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: A. All of the above

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

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

Response:

While the observance of days of international importance give students awareness about the topics/themes which need international focus and foster among them a feeling of being part of the global society, the celebration of national days helps to strengthen the unity amongst them of a strong community. With these ends in view, the College observes days of national, international and environmental importance every year in a fitting manner**.**

Independence and Republic days: Independence and Republic Days are celebrated in a formal manner with flag hoisting and message broadcasting. Sweets are distributed and competitions and quizzes held in connection with the celebrations. Tributes are paid to freedom fighters and the architects of the Constitution.

Gandhi Jayanthi: The students renew their pledge on non-violence and peace on Gandhi Jayanthi day. The NSS volunteers clean the campus, surrounding roads and the street. From 2014 onwards cleaning activities are carried out in the campus under the banner, ***Swachh Bharath.***

Martyrs' day or *shaheed Diwas* is observed on 30 January with commemorative lectures on the father of the nation and other valiant freedom fighters who laid down their lives for the country.

Teacher's day: September 5 is observed as teacher's day in honour of Dr. S. Radha Krishnan. Students organize several programs to mark the occasion; they honour teachers and present gifts to them.

Children's Day: The tiny tots of the nearby Anganwadi are invited to the College campus. They are given presents and refreshments.

World Book Day: In association with the Local libraries functioning at Karuvarakundu, the College library observes the World Book Day with a host of programs.

Diverse programs to mark days of environmental importance like **World Environment Day**, **Ozone Day**, **Earth Day, World Tiger Day** etc**.** are organised under the auspices of the college Bhoomithra sena club.

International Arabic Day, International Mother Language Day, English Language Day, *Keralapiravi* (formation of the state of Kerala)etc are observed by the respective departments.

Programs in connection with World Aids Day (1 December), World Cancer Day(4February), World Human Rights Day (10 December), World Population Day (11 July) are organised by the NSS unit of the college.

The Women Empowerment Cell of the college organises talks and seminars on International Women's Day on 8 March of every year to make women students aware of their rights and the necessity of being empowered, so as to attain gender equality.

In connection with the International Yoga Day the college conducts a week-long yoga camp from 21 June

to 27June.

The college observes 25 September as Antyodaya Diwas to mark the birth anniversary of Pandit Deen Dayal Upadhyaya. The day is marked with the launching of new programs for the economically disadvantaged people in the neighbouring communities.

Other important days observed in the college are National Sports Day, National Minorities Rights Day, National Youth Day (in memory of Swami Vivekananda), Rashtriya Ekta Diwas (in Sardar Patel's memory) and National Integration and Communal Harmony Day.

File Description	Document
Link for Geotagged photographs of some of the events	View Document
Link for any other relevant information	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:

Title of the Practice I: "*Madhuram Malayalam" (sweet Malayalam)- literacy program for migrant labourers*

Introduction

Migrant labourers have come to play a decisive role in the economic activities of Kerala. The number of migrant labourers in Kerala is estimated to be more than of 30 lakhs. Though the presence of migrant labour force has become a permanent fixture in all the nooks and crannies of Kerala, they keep a distance from the native community for diverse reasons. The biggest barrier that stands between the migrant labourers and the natives is evidently the language. The college realised that some meaningful programs to impart a working knowledge of Malayalam to the migrant community would help to bridge the gap between the two communities to a great extent. It was towards this end that the program ***"Madhuram Malayalam"*** was launched by the college in 2017.

objectives

· To help migrant labourers gather functional and working knowledge of Malayalam language.

· To make the interaction between the natives and migrants smoother

- To better the professional prospects of the migrant labourers
- To help them integrate into the society
- To promote national integration, sustaining cultural diversities

The context

Kerala witnessed an influx of migrant labours from other states of India like Bihar, Uttar Pradesh, Bengal, Assam etc. over the past two decades. A large number of such migrant labourers have come to settle in this part of Malappuram district as well. It is not surprising that these 'guest labourers' -as they are fondly called in Kerala- feel a sense of alienation in a strange land. Language is by far the biggest barrier which adds to this alienation. The department of Malayalam, under the initiative of the college drew up an elaborate plan to impart a functional knowledge of Malayalam to these migrant labourers so that the latter can have a better working relationship with the native community. It was also felt that a working knowledge of Malayalam and a desirable degree of proficiency in it would eventually help them better their economic and social prospects.

The practice

Preparation of Syllabus: syllabus preparation was the foremost step the college had to focus upon primarily. A special syllabus was prepared by the department of Malayalam incorporating the communicative approach to language teaching and also by giving thrust to speaking and reading skills. Special care was taken to incorporate vocabulary items pertaining to their area of work. Malayalam scholars and subject experts from the vicinity were consulted before the syllabus was being prepared.

Duration: Items in the syllabus were selected in such a way that they could be covered in 20 hours.

Class timing: Taking the convenience of most of the labourers in to view, classes were usually arranged on Sundays between 7 pm to 9pm.

Class tutors: classes were handled by final year degree and PG students who volunteered for the work. They were given short term training by the faculty of Malayalam well in advance.

Turn-out in the classes: In spite of the many deterrent factors, several migrants turned up for the classes and those who attended the classes were the ones who felt the desperate need of Malayalam in their day-to-day interaction with the native community.

Communicative approach: since thrust was given largely to teaching speaking and reading, the department adopted a communicative approach.

Evidence of success

"Madhuram Malayalam" opened a new chapter in the history of College's community outreach program. This practice, on all count, was a trend-setter which inspired many clubs and voluntary organisations in the region to undertake similar programs targeting migrant labourers. In spite of many odds, the college could successfully run classes for five batches. The practice continued till the declaration of the nationwide lock down in the wake of Covid 19, in March 2020.

All the class participants could pick up rudimentary lessons in Malayalam.

Construction contractors from the neighbouring areas made requests to the college to hold classes for labourers working under them.

The classes provided opportunities for the tutors to make the migrants aware of the importance of school education to their wards. At the initiative of the college many children of the migrant families were admitted to the neighbouring school.

Problems Encountered and Resources Required

The College faced several problems with regard to planning, organisation and implementation of the program.

Heterogenous group: Since the migrant labourers were from multiple linguistic backgrounds and different age groups much time and efforts were required for the preparation of the syllabus. The tutors encountered several problems at the implementation stage as well. Explanation of things in one language (Hindi) alone was not always effective.

Lack of learning experience: Most of the migrants were illiterates having no previous formal learning experience. This posed problems for the tutors.

Absenteeism: The migrant labourers work on all days of the week and therefore classes could only be held in the evenings. Fatigue was a factor which deterred even the interested migrants from attending classes regularly. Irregular attendance and the presence of new entrants gave rise to several practical problems.

Title of the Practice II: KIFBIS (KTM Interest Free Banking and Investment scheme)

KIFBIS is a unique venture initiated by the department of Commerce in partnership with the IQAC of the College.

Objective of the practice:

· To provide students with hands on experience in the running of the interest free banking system**.**

· To make practical application of the core principles of interest- free banking system at the micro level.

· To provide interest- free financial loan for the economically backward students.

· To encourage saving habit among students

· To buck the dropout trend among students.

The Context

Since the College is located in an economically and socially backward region, majority of the students taking admission in the College are from low-income families. The College has been maintaining a fund to help the financially challenged students right from the time of its inception. The fund has been raised with the donations and endowments from well-wishers and philanthropists in and around Karuvarakundu. This was, however, found too insufficient to meet the demands from the growing number of needy and deserving ones. Under these circumstances, the College resolved to implement an interest- free banking system by the name **KTM Interest Free Banking and Investment scheme (KIFBIS)** in the year 2018.

The practice

As a first step of setting up KIFBIS, a sum of rupees 1, 10,000/- was raised accepting deposits of Rs.10000 from each willing member of the teaching and administrative staff. Simultaneously, a saving scheme for students was started and an amount of rupees 47,650/- was mobilized over period of one year, making it a total of Rs.1, 57,650/-.

From the fund thus raised, money was deposited in two ventures. While Rs. 20000/- was deposited in Fish farming, Rs. 30000/- was allocated for vegetable farming.

The profit made from these ventures amounted to Rs. 12350 (from fish farming Rs. 7000 and vegetable farming Rs. 5350) during the year 2017-18. Half of the amount thus fetched as profit was distributed among the depositors and the other half was kept with the KIFBIS.

During the year 2017-18, educational loans free of interest were granted to 16 students. The total amount released by way of loan to the eligible students came to Rs. 40000/- with each getting Rs. 2500/-. The loan amount was repayable in 15 easy instalments. In the case of final year students, the duration of repayment was fixed as 10 months. KIFBIS charged only a nominal amount of Rs. 50 (Fifty) as processing charge.

The success of fish farming prompted the department to re-invest in the same venture in the succeeding year as well (i.e., 2018-19). The amount earmarked for investment in this year was Rs 50000/-. The fish farming venture fetched a profit of Rs. 13200/-.

In the same year the scope of deposit scheme, which was limited to the staff members, was widened so as to cover the interested students from affluent families. There was overwhelming response from such students- though such students are very few in number in the College- to the deposit scheme. In the same year, number of students who joined the saving scheme rose to 108 and the total amount accrued from both the deposit and saving schemes was Rs. 80210.

The amount accrued by way of deposit, profit from ventures and the students saving scheme enhanced the loan granting capacity of KIFBIS considerably. During this year educational loan could be granted to 18 students which incurred a sum of Rs. 45000/-. In the same year the outgoing students who had joined the students saving scheme were returned their amount Rs. 30400.

The overwhelming response from the students, staff and the management gave incentive to the KIFBIS team to deposit in new ventures. If the investment had been made in the ventures initiated and launched by the Department of Commerce on their own in the first two years, in the third year (i.e., 2019-20) money was invested in another venture, partnering with a local entrepreneur and trader.

The team negotiated with the said entrepreneur who deals in areca nut trade and sought his willingness to

deposit in business as per the norms of interest free banking. KIFBIS deposited an amount of Rs. 75000/- in the venture. This brought a profit of Rs. 20000/- and out of which Rs. 10000/- was divided among the depositors.

The success of the ventures enabled the College to consider the educational loan applications from an increasing number of students favourably. This also enabled the College to effect a slight increase in the loan amount as well. The amount was hiked to Rs. 2700 from the earlier Rs. 2500.

During 2019-20, 37 students were granted educational loan which incurred a sum of Rs. 56,700/- in total. A total amount of. Rs. 93840 was returned to the final year students who were passing out after the completion of the program.

Evidence of success

Besides its tremendous academic impact, the social and economic spin offs of the finance scheme are far too many. Through this scheme, the Department could provide financial support to many needy and economically marginalised students.

· Over the last two years, 55 students could be granted educational loans through KIFBIS and 135 students could be brought under the saving scheme.

· All the three major ventures initiated by KIFBIS were successful and impressive profit could be made out of them. The depositors were distributed dividends.

· The students could accumulate hands-on experience in interest- free financial enterprises.

· Both the vegetable farming and fish farming provided practical lessons to students in community farming and marketing.

Problems Encountered and Resources Required

Defaulting in loan repayment by a few students was one of the common problems encountered by the team. Another problem which cropped up while running the system was the scenario of the ventures ending up in financial loss.

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

Name of the distinctive project-I: **"Shashaktikaran"** (Educational and Social Empowerment of orphans and destitute)

KTM College of Advanced Studies has always shown keen interest in reaching out to the community and strengthening its ties with the latter. The college has started launching several Community Outreach programs right from the time of its inception in 1995. The prime focus of the college, however, has always been on the upliftment of the orphans and destitute.

The parent institution, DNIC, was primarily set up by the leaders of the community to provide a safe haven for the orphans and destitute of the area. The two orphanages under DNIC accommodate 142 inmates, providing all means needed for their physical, intellectual and moral nourishment, thereby helping them to integrate into the mainstream of the society. As part of this, institutional support was ensured to such students for pursuing education up to the level of their aspiration. The inmates are free to choose any program which suit their aptitude and match their intellectual capacity.

"Shashaktikaran" was spearheaded by the College to help the orphans and destitute claw out of their educational and social backwardness and empower them in all ways possible, providing a helping hand to DNIC in the fulfilment of their mission. Since education is identified as the key step to social and economic empowerment, many of the programs charted out under **"Shashaktikaran"** are geared at educational growth of the children. Drawing up and implementing programs like this, the college could deconstruct the popular notion about orphanages as mere shelter homes and re-purpose them as agencies for social and educational empowerment.

Objectives:

To help children know about their own strengths, talents and potentialities

To provide emotional and academic support to the weak and vulnerable

To make them responsible individuals for the society and the country

To inculcate and nurture leadership qualities in them and empower them

To help them assume leadership roles in the future

To empower them professionally.

Measures taken under "Shashaktikaran"

Motivation programs: Orphan students are worse off on several counts. Setting the right attitude in them towards their studies was the most challenging task before the college. In order to properly motivate them, the college conducted motivation sessions under various rubrics like "educare", "know thyself" etc.

Coaching programs: Modelling on the practice tested in the college, the inmates of the orphanage were identified as either academically weak or advanced on the basis of an assessment level test administered to

them. Arrangements were made to give advance level coaching to those who were academically well off with a view to preparing them for JEE and medical entrance tests, civil service exams etc. Similarly, programs are planned to bring the slow learners to the academic mainstream.

Talent hunt: the college enlisted the service of the professional career gurus to conduct talent hunt exams for the inmates of the orphanage so that they could find their academic and professional orientation.

Psychological counselling:

The disadvantaged familial background of the orphan and destitute students naturally creates in many of them a feeling of want, deficiency and inferiority. Counselling sessions run by the experts helped the children immensely to shun their negative complexes.

Leadership programs: the college organized several leadership programs for the children.

Modelling programs: children were presented videos of several self-made men who made it to the top rungs of several organisations. Programs were also organized under the rubric "How I Made It?" featuring men of repute from diverse fields of activities. Such programs went a long way in helping children install some of such men as role models in their mind.

Many of these programs initiated by the college have had their positive impact upon children. The number of DNIC orphanage inmates who made to top notch positions in diverse sectors is many. Several of the faculty members of the college, including the principal himself, were inmates of the orphanage. Similarly, out of the six administrative staff members of the college, two are from the orphanage.

Distinctives II

SATURDAY LIBRARY

Program

'Saturday Library' is another distinctive program initiated by the College to extend the facilities of the College library to the public on all Saturdays. The main beneficiaries of the program are people hailing from scheduled castes, tribes and other backward communities. At present, the program is open to the residents of Division-20 and Division-5 of the Karuvarakundu and Thuvvur gramma Panchayath respectively. The College is seriously considering covering many more divisions of the two panchayaths in a phased manner. By throwing its doors wide open to the public, KTM College library is setting an exemplary precedence to the neighbouring colleges.

Membership in the library

Any resident of Division 20& Division 5 of the two panchayaths can enrol as members of the library by producing a certificate issued by the local body member/councillor of the Division/Ward to prove their place of residence. Library cards are issued to the enrolled members and books are lent for a period of two weeks.

Outcome

Saturday Library Program evoked good response from the residents. More than 50 persons took membership during the year 2019-20. The program has come as an unexpected boon for the lovers of letters who included the educated and the uneducated alike. Many from the older generation could retrieve the thread of reading habit they had dropped somewhere. The program has been hailed as exemplary by the local authorities and certificates and commendation letters have been issued to the college by the Grama, Block and the District Panchayaths.

Another upshot of the Saturday Library program was that it could bring the local community closer to the college, creating among them an impression that centres of higher education stand not for a small academic community alone, but for the whole society.

File Description	Document
Link for appropriate web in the Institutional website	View Document
Link for any other relevant information	View Document

5. CONCLUSION

Additional Information :

- Students of the college bagged first, second and third ranks in the university examinations till 2018.
- Dr Muhammed Aslam and Dr Rasheed Ahmed, both from the faculty of Arabic, were elected to the university senate.
- Dr Rasheed Ahmed was elected to the Calicut university syndicate in 2019 and still a serving member of the syndicate.
- Mr Shoukathali P, the administrative staff of the college served as the president of Karuvarakundu Grama Panchayath from 2019-20.
- Adv. M Umer, general secretary of the parent institution served as the member of the Kerala Legislative Assembly for fifteen years.
- Both the staff and students of the college participated in the local body election and admistration.
- Many students of the college run Youtube Channels
- Many of the members of the teaching staff have been on the Boards of Studies of various universities. Dr Rasheed Ahmed served as the chairman of the BOS, Islamic Finance from 2014 to 2017.
- Faculties of Arabic of the college edited text books and study materials for various programs of the university.
- Students of the college came in the third position in the intercollegiate adventure sport competition (IMPERIUM) in 2019.
- Mr Afswah AK, from the department of Malayalam contributed chapters to the book ‘First Bell’.
- Mr Aslam E. K, department of Arabic, serves as a member of International Federation of Arabic Language, Beirut and Indian coordinator of Al Thanal International, Jordan. Presented papers in the international Arabic seminars held at Doha, Qatar in 2018 and 2019. He has authored a book titled “An Outline history of Arabic Literature” which was included in the reference books on Arabic literature prescribed by the JNU, New Delhi.

Concluding Remarks :

Committed to fulfilling its vision and mission, KTM College of Advanced Studies has been making solid efforts to cater to the academic needs of the higher education aspirants of the region, especially the most marginalised and disadvantaged ,down through the decades.

Given the social and economic backwardness of the area , the achievement the college has made both in terms of quantity and quality over the years is not mean. The conversion of the college from an oriental title category to a regular arts and science college , upgradation of the department of Arabic as a research centre, addition of a few more programs are some of the mile stones the college has passed over the past couple of years.

While infrastructural developments like the construction of library cum research block, new seminar hall, ICT enabled class rooms, semi automated administrative office , yoga and fitness centre helped giving a face-lift to the college , the various community oriented programs and extension activities initiated by the college strengthened the ties between the college and the community. Such activities being carried out by the students of the college imbibing the spirit of the constitutional and the traditional Indian values not only make them responsible citizens but active participants in the nation building process as well. The large number of the college alumni working in diverse sectors across the state and those pursuing higher education in the renowned

universities across the country bear ample testimony to the high academic standard the college maintains. The college can move further ahead if it continues to embrace new methods and practices in teaching and learning and readapt itself to the changing times as it has been doing right from the time of its inception.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

<table>
<tr><td>Metric ID</td><td>Sub Questions and Answers before and after DVV Verification</td></tr>
<tr><td>1.2.3</td><td>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:
<table>
<tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr>
<tr><td>122</td><td>99</td><td>103</td><td>104</td><td>124</td></tr>
</table>
Answer After DVV Verification :
<table>
<tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr>
<tr><td>122</td><td>99</td><td>103</td><td>104</td><td>124</td></tr>
</table></td></tr>
<tr><td>1.3.3</td><td>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year

1.3.3.1. Number of students undertaking project work/field work / internships
Answer before DVV Verification : 70
Answer after DVV Verification: 70</td></tr>
<tr><td>2.1.1</td><td>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:
<table>
<tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr>
</table>
2.1.1.2. Number of sanctioned seats year wise during last five years
Answer before DVV Verification:
<table>
<tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr>
<tr><td>140</td><td>140</td><td>126</td><td>126</td><td>120</td></tr>
</table>
Answer After DVV Verification :
<table>
<tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr>
<tr><td>140</td><td>140</td><td>126</td><td>126</td><td>120</td></tr>
</table></td></tr>
<tr><td>2.3.3</td><td>Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

2.3.3.1. Number of mentors</td></tr>
</table>

Answer before DVV Verification : 18
Answer after DVV Verification: 17

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
0.50	0.20	0	0.63	0

Answer After DVV Verification :

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

Remark : Grants received not reflected in audited Income & Expenditure account.

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

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

Answer before DVV Verification : 2
Answer after DVV Verification: 2

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
4	2	0	0	0

Answer After DVV Verification :

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Edited as per metric 3.1.1.

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

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**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
14	6	5	5	4

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3	4	3	3	3

Remark : Considered workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship only.

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

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

Answer before DVV Verification : 3 3.3.1.2. **Number of teachers recognized as guides during the last five years**

Answer before DVV Verification : 2

Answer after DVV Verification: 2

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
5	2	0	0	1

Answer After DVV Verification :

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

3	2	0	0	1

Remark : Considered research journals notified on UGC CARE portal.

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
7	5	1	2	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
4	5	1	1	0

Remark : Considered only books and edited volumes with ISBN number only.

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

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.**

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Excluded certificate of merit / letter of commendation.

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
9	7	6	6	5

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
7	4	5	4	3

Remark : Considered only extension activities benefitting community outside the HEI.

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

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**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
241	204	198	201	143

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
173	130	171	122	115

Remark : Edited based on metric 3.4.3.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
5	5	0	3	3

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	1

Remark : Considered only documented collaboration for research, Faculty exchange, Student

exchange/ internship.

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)***

4.1.3.1. Number of classrooms and seminar halls with ICT facilities
Answer before DVV Verification : 13
Answer after DVV Verification: 4

Remark : Considered classrooms with LCD projectors.

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
32.3	18.71	20.55	17.16	35.76

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
51.10	17.22	17.24	13.39	31.63

Remark : Figures arrived from audited Receipts & Payment statement. Hostel expenses not considered.

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**

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

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)**

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)**

Answer before DVV Verification:

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

0.28	0.057	0.077	2.94	0.49

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0.21	0	0	2.85	0.43

Remark : excluded cost of news paper, weekly & magazines. Expenditure for purchase of books/e-books or subscription to e-journals considered.

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)**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
28.4	19.33	23.23	14.04	36.12

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0.28	1.93	2.32	1.40	0.36

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

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)**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
155	140	140	128	127

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
151	138	146	127	127

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
458	220	229	155	170

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
260	220	218	155	170

Remark : Considered students benefitted by programs after excluding repetition of one student attending more than one program in the same year.

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Considered sl.no. 1,3 & 4.

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
4	12	1	1	3

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	1	0	1	0

Remark : Considered awards/medals at university level only.

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
29	37	24	26	24

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
10	8	6	5	9

Remark : Only sports and cultural events considered. Activities conducted under same event is considered as 1.

6.2.3 **Implementation of e-governance in areas of operation**

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: A. All of the above

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
11	9	9	6	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
6	5	6	5	0

Remark : Only fulltime teachers considered. Repetition of same teacher receiving multiple financial assistance in the same academic year is counted as 1.

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**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
10	8	5	4	3

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
8	7	5	4	2

Remark : Considered programs other than IQAC and NAAC.

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
2	3	2	2	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	1	0

Remark : Considered only programs of 5 days or more duration.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
14.97	13.13	14.78	16.32	10.54

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3.98	3.13	2.78	1.32	1.54

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 : B. 3 of the above
Answer After DVV Verification: B. 3 of the above

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**

Answer before DVV Verification : A. 4 or All of the above
Answer After DVV Verification: B. 3 of the above
Remark : Considered sl.no. 1, 2 & 5.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of courses offered by the Institution across all programs during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
87	84	84	84	73

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
83	80	80	80	69

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
77	69	75	75	72

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
84	84	75	75	72

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
73	67	58	55	39

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
73	67	58	55	38

3.1 **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
18	19	18	19	14

Answer After DVV Verification:

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

4.2 **Total Expenditure 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
32.59	20.64	22.88	18.56	36.12

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
56.21	23.30	22.87	21.29	36.78