



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

WMO ARTS AND SCIENCE COLLEGE

WMO ARTS AND SCIENCE COLLEGE, MUTTIL P.O, KALPETTA, WAYANAD.

673122

www.wmocollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

WMO Arts and Science College is situated at Muttill, Wayanad, one of the most enchanting locations in Kerala. It is a minority institution under the management of Wayanad Muslim Orphanage (WMO), which provides shelter and support to more than 900 children. Established in 1995, the college initially started with three undergraduate programs. Since its inception, Sri. MA Muhammed Jamal, the General Secretary of WMO, has been serving as the Manager of the college. The region of Wayanad relies heavily on agriculture for livelihood, with 23% of the population belonging to Scheduled Castes and Scheduled Tribes, while 80% of the remaining population comprises other backward and minority communities. The urbanization rate of Wayanad is approximately 4%, significantly lower than the state average of 16%. In such a scenario, the management of WMO College took the initiative to establish a higher education institution to provide quality education to the people of Wayanad.

The major highlights of the institution are listed below.

1. The college situates on 15 acres Campus.
2. The college is currently offering 11 Undergraduate and 8 Postgraduate programmes.
3. 90% of the students belong to backward/ minority communities, and 62% are women.
4. The college has enough infrastructure facilities to cater the needs all the students.
5. The college gives importance to Arts and Sports and sufficient facilities for its promotion.
6. The college received the STRIDE project of the UGC, which is awarded to only 18 colleges all over India.
7. The college conducts a variety of programs to enhance academic excellence, skill development, and social commitment, with over 100 such programs arranged every year.
8. The college shares its infrastructure facilities, such as the auditorium, ground, computer lab, etc., with the general public and remains a major facilitator of the region.
9. National Service Scheme (NSS) and National Cadet Corps have two units each in the college, actively participating in various extension activities.
10. The statutory bodies of the institution are functioning well and serve their purpose.
11. There is a charity wing in the college, named Ruth.
12. Collage has MoUs/ Linkages and collaborations with other institutions.
13. Departments are offering 28 certificate courses, allowing students to expand the horizons of their knowledge.
14. There are three incubation centres.
15. Placement and Career Guidance cell.

Vision

The vision of the college is to establish an academic and peaceful atmosphere that fosters intellectual inquiry and facilitates holistic personality development. This vision reflects the college's commitment to providing an enriching educational environment that goes beyond traditional academic learning.

1. **Academic Excellence:** The college seeks to promote academic excellence by offering a wide range of high-quality educational programs. Faculty members are dedicated to providing rigorous and innovative teaching methodologies, encouraging students to explore their interests and develop critical thinking skills.
2. **Peaceful Environment:** Creating a peaceful environment is essential for effective learning and growth. The college emphasizes maintaining a harmonious atmosphere that nurtures a sense of belonging, respect, and cooperation among students, faculty, and staff. A peaceful environment encourages open communication and supports positive interactions, allowing students to thrive academically and socially.
3. **Intellectual Inquiry:** The college encourages a culture of intellectual curiosity, where students are inspired to question, analyze, and explore knowledge beyond the confines of the curriculum. Through research opportunities, seminars, and workshops, students are motivated to engage in independent thinking and contribute to the advancement of knowledge.
4. **Personality Development:** Recognizing the importance of holistic development, the college aims to nurture not only academic growth but also the overall personality of its students. Various extracurricular activities, leadership opportunities, and cultural events are organized to help students build confidence, communication skills, and character.
5. **Holistic Perspective:** The college takes a holistic approach to education, recognizing that learning extends beyond textbooks. It places equal importance on nurturing emotional intelligence, ethical values, and social responsibility. Students are encouraged to develop empathy, compassion, and an understanding of diverse perspectives, making them well-rounded individuals.
6. **Lifelong Learning:** The college believes in instilling a love for learning that extends beyond the college years. By fostering a passion for knowledge and continuous self-improvement, students are prepared to embrace lifelong learning and adapt to a rapidly changing world.

Overall, the college's vision of establishing an academic and peaceful atmosphere conducive to intellectual inquiry and personality development reflects its dedication to shaping well-rounded individuals equipped not only with knowledge but also with the skills and values necessary to lead fulfilling and purposeful lives.

Mission

OUR MISSION

Strive for academic excellence, creativity and social commitment

to the citizens, especially the backward minorities,

Orphans and destitute, upholding the ethical and moral values.

1. **Academic Excellence:** At the core of the college's vision is the pursuit of academic excellence, which is further reinforced by the best practice of "VIDYALANGAR - STRIVING FOR SCHOLASTIC EXCELLENCE." The college adopts innovative teaching methodologies, provides personalized

academic support, and offers research opportunities to enhance the learning experience of students. It encourages healthy academic competition, recognizes outstanding scholastic achievements, and provides a conducive environment for intellectual growth.

2. **Social Commitment:** The college places great importance on its social commitment, especially towards the backward minorities, orphans, and destitute, which is reflected in the best practice of "SOCIAL CONSCIENCE TOWARDS SOCIAL WELL-BEING." The institution actively engages in various community-based initiatives and outreach programs to address the needs of these vulnerable sections of society. It aims to empower them by providing access to education, vocational training, and social support, contributing to their well-being and upliftment. This best practice fosters a sense of social responsibility and empathy among its students.
3. **Creativity and Innovation:** The college believes in nurturing creativity and innovation among its students. It fosters an environment that encourages students to think critically, explore new ideas, and develop innovative solutions to real-world challenges. Through various platforms, such as research programs and creative workshops, students are motivated to explore their talents and push the boundaries of knowledge.
4. **Upholding Ethical and Moral Values:** The college places great importance on upholding ethical and moral values. It believes that a strong foundation in values such as integrity, empathy, and compassion is essential in shaping responsible and ethical leaders. Students are encouraged to practice ethical behaviour, both within the college and in their interactions with the wider community.

Overall, the college's vision, with the relevant best practices integrated into the appropriate sections, reflects its commitment to academic excellence, creativity, and social commitment. By blending these elements, the college aims to produce well-rounded individuals who not only excel academically but also possess a strong sense of social consciousness and actively contribute to the well-being of society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The WMO Arts and Science College has proved its prominence in the education landscape.

- The college has a safe and secure learning environment
- It situated on the side of NH766 providing easy access
- The institution runs under a management that envisions in providing quality education for all, offering opportunities to empower members of the underprivileged minority, orphans, and the destitute while respecting moral and ethical principles.
- Administration and governance are done with transparency and decentralization.
- It promotes a climate conducive to openness for dialogue and interdisciplinary growth
- The institution embraces diversity, tolerance and acceptance of different ideas and perspectives, promoting equal opportunities for all characterizing its inclusive nature.
- The institution has high enrollment ratio of students from reserved categories, and dominant representation of female students.
- The college offers a diverse range of academic programs in various disciplines such as science, commerce, language and humanities that cater to the varied interests and career aspirations of students.
- The institution has robust student support system (Edu-Support, Ruth, Free-ships and Scholarships)

- The college supports students to participate actively in various academic and extracurricular activities.
- Activities of NCC and NSS including various clubs and cells, further enrich the college experience and promote leadership skills, social responsibilities, and teamwork among students
- The college's achievements in arts as zonal champions and in sports reflect its commitment to nurturing talent beyond the academic sphere
- The college molds the traditional curriculum by organizing a myriad of activities and programs including workshops, seminars, invited talks, and industry and exposure visits.
- The college's vigor lies in its qualified and dedicated faculty whose mentorship goes beyond the classroom, inspiring students to reach their full potential.
- The College's adequate infrastructure, and the commitment to technological integration are evident in its facilities like ICT enabled interactive classrooms, Moodle based LMS (WMO E-Space), Campex, campus wide Wi-Fi, etc.
- The college is Equipped with state of art laboratories, Exclusive library building, Spacious play ground with cricket field and provision for 400m athletic track and Fitness centre.
- Separate hostel facilities for boys and girls attract students across the state.
- The institution has a strong alumni network that fosters the sense of continuity and provides guidance and support to students.

Institutional Weakness

The WMO Arts and Science College, while esteemed for its strengths, also faces several notable weaknesses that require attention and improvement to enhance its overall effectiveness and competitiveness in the education sector.

- The limited research focus and the absence of dedicated research departments within the college may hinder faculties and students from engaging in active research and innovation.
- Lack of programmes in rapidly evolving disciplines like AI, Machine learning, biotechnology, biochemistry, and environmental sciences limits students' opportunities.
- The curriculum designed by the University may not be fully aligned with current trends and demands.
- Due to the lack of sufficient autonomy in curriculum design and academic policies, the college may face challenges in adapting swiftly to changing educational requirements and trends.
- Limited financial aid options from government agencies constrains the infrastructural growth and limit the addition of new aided programmes and research laboratories.
- Being a non-residential campus, the facilities of the college are not used at its optimal.
- The limited number of aided postgraduate (PG) programs may restrict students' options for pursuing higher studies within the college.
- An effective publication wing is essential for disseminating faculty research findings and academic accomplishments.
- Insufficiency of job-oriented courses might limit the college's ability to equip students with specific skills and knowledge directly applicable to the job market.

Institutional Opportunity

- As Wayanad shares boundaries with Tamil Nadu and Karnataka, a greater number of other state

students can be attracted

- Programmes of regional importance (Tribal Sociology, Tourism, Western Ghats Studies, Environmental Studies etc.) can be introduced
- Strong and vibrant global alumni network can possibly contribute to the overall development of the college and society at large
- Being a premium higher educational institute in the backward district Wayanad, it has the possibilities to expand in all domains of higher education catering to the needs of economically and socially weaker society
- Widening the collaboration with industry partners can bridge the gap between academics and the real world, enhancing students' employability
- International and national collaborations can foster global exchange programmes, research collaborations, and diverse perspectives
- Online courses and hybrid learning models can attract a larger and more diverse student population beyond geographical boundaries

Institutional Challenge

- Drop out of students due to various socio-economic reasons
- Technical reasons prevent the upgradation of departments to research centers even having qualified research guides.
- Limited financial aid options constrain the infrastructural augmentation and research facilities.
- Bridging gaps between the learning levels of students enrolled to undergraduate programmes
- Lack of train/air transportation facilities limit high-profile companies' placement drive, reach of National and International scholars and giving exposures to students
- Rapid technological advancements in education want the college to adapt and integrate modern teaching methods and tools effectively.
- The delay in sanctioning permanent teaching posts by the government and the delayed faculty fixation in newly granted programmes affect the effectiveness of classroom management.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institution adheres to the curriculum designed by the affiliated University for its UG and PG Programmes. The college practices a structured transactional mechanism. The Credit and Choice Based Semester System offers interdisciplinary education, allowing for academic flexibility. Three PG Programmes, four UG Programmes, thirty nine Certificate Courses and SWAYAM NPTEL courses beyond the curricula focusing on the student's skill development and employability, were added during the post assessment period. Interdisciplinary Open Course from another discipline and elective courses are offered in all UG programmes.

The academic calendar, comprising important dates and the schedule of internal examinations in accordance with the university calendar, is published in the college handbook and the website. Planning and time-bound implementation of curriculum delivery and evaluation process are monitored by the Heads of Departments, College Council, and the IQAC. The Internal Exam Cell of the college supervises the conduct of internal examinations to ensure continuous and objective evaluation. The College Council and IQAC evaluate institutional academic progress. Department council monitors academic activities including assigning of

workload, course wise semester plans, conduct of bridge courses, mentoring, remedial classes, attainments of programme outcomes and course outcomes etc. The teaching process is supplemented through LMS, ICT tools and E-platforms like Moodle, Zoom, Google Meet, Google Classroom, YouTube, Teach mint and Telegram.

PTA meetings enable the appraisal of student performance and the teaching-learning process, leading to the implementation of appropriate remedial measures. Active faculty involvement in the Curriculum Design and Restructuring Process, Board of Studies, Academic Council, Evaluation Boards and Question Bank Setting have equipped the academic environment to address the accelerating alterations in the educational scenario.

A total of 3388 students benefitted from the Certificate Courses designed by the institution. The curricula of all the programmes have cross-cutting issues relevant to ethics, gender, and the environment. More than 213 programs pertaining to Environmental sustainability, Gender equity, Professional ethics and Human values were conducted. Any gap is filled with additional activities to connect students with current global developments and everyday experiences. Academic enhancement is ensured through workshops/conferences. A structured, multi-level feedback mechanism ensures accountability.

Teaching-learning and Evaluation

The college follows the guidelines and higher education policies of the government of Kerala and abides by the rules and regulations of the University of Calicut and UGC. Admission to all the programmes is made through the centralized admission portal of the University of Calicut in a systematic, transparent and student-friendly manner, following all the reservation rules. More than 85% of seats earmarked for reserved categories (SC/ST / OBC) were filled during the last five years. The college has an excellent enrollment ratio of 87% and a good full-time teacher-student ratio of 1:21.72. About 99.5% of the full-time teaching posts are filled against the sanctioned posts. More than 54% of the teachers are qualified PhD or National Eligibility Test.

The institute follows various teaching-learning methods to enhance the learning experiences of the students and to obtain the desired outcome. Teachers carefully design, evaluate and refine the instructional units of each course consistently to ensure active learning. Advanced Facilities such as ICT-enabled classrooms, language labs, laboratories, skill development labs, discussion rooms, dialogue halls and browsing area catalyst the teaching-learning process. The proper blend of different student-centric and participative teaching-learning techniques facilitates classes to be more interactive and effective.

The institute utilizes its own Moodle-based learning management system called WMO E Space, along with other systems like Google Workspace and Teachmint, for effective dissemination of course contents. The students are encouraged to enroll in online courses in NPTEL, Swayam, spoken tutorials, etc.

The college has a transparent, robust and efficient mechanism for continuous evaluation framed within the broad framework laid down by the University. The college has a transparent, efficient and decentralized two-level mechanism, department level and college level, to address grievances related to the assessment at the grassroots levels.

The institute effectively communicates the COs and POs to the students by displaying them on the

college website and discussing them at the beginning of each course and in the orientation program. Direct and indirect methods are used to assess the attainment of programme and course outcomes. Student satisfaction surveys and feedback from various stakeholders are being taken and analyzed. The college has an average pass percentage of 77.27.

Research, Innovations and Extension

WMO Arts & Science College, Muttill, is a leading institution known for its academic excellence and community engagement. It has achieved significant milestones in research, innovation, and extension, offering students unique opportunities to be part of cutting-edge projects.

The college's notable achievement is securing the UGC-funded STRIDE Project titled "Adaptive Speech Recognition for Speech Defects in Malayalam Language." This project has created an exceptional research ambience on campus, empowering students to actively participate in pioneering research.

WMO Arts & Science College distinguishes itself with three independent incubation centers, including the recently sanctioned IEDC center by K Disc, promoting an entrepreneurial spirit among students. Two prominent technological centers, the Electronic Guidance and Training Centre (ET & GC) and the ERP developing Centre CAMPEX, play a crucial role in fostering technological advancements and providing valuable skill development opportunities to students.

The college boasts a research-focused faculty with five research guides and 18 accomplished Ph.D. holders, inspiring students to pursue higher education and research. Emphasizing knowledge dissemination, the college regularly organizes workshops and seminars on diverse subjects, keeping students and faculty updated with the latest developments in their fields. The faculty's contributions are evident through 110 notable publications and organizing 91 Seminars and workshops over the past five years.

WMO Arts & Science College is dedicated to community service, promoting various initiatives that drive positive change in the region, strengthening bonds with the local community. With 98 outreach and extension activities conducted during last five years, the college extends its impact beyond the campus, addressing societal challenges and forging collaborations with external stakeholders. The college community's relentless efforts have garnered 16 prestigious awards and recognitions, testifying to their outstanding contributions to Community service.

WMO Arts & Science College takes pride in its collaborations with neighbouring institutions and research centers, exemplified by 22 MOUs and 16 linkages/collaborations, fostering a culture of knowledge exchange and collaboration.

In conclusion, WMO Arts & Science College, Muttill, sets an example of academic excellence, research

proWess, and community engagement. Its commitment to research, innovation, and extension activities continues to enrich the lives of students and contribute to societal welfare.

Infrastructure and Learning Resources

The College has a 14-acre campus that is environmentally conscious and equipped with sufficient infrastructure and physical amenities to accommodate around 2000 students. We offer essential facilities for educational, athletic, and recreational activities. The College has 49 lecture halls, three seminar halls, and an auditorium to support 11 Undergraduate and 8 Postgraduate programs. Every classroom has WI-FI connectivity, while all departments have ICT-enabled classrooms with smart boards, projectors, and internet connectivity. The seminar halls and Auditorium are also furnished with ICT facilities. Additionally, the College has its own Learning Management system (LMS) that runs on Moodle. The College has a sufficient number of laboratory facilities to cater for the needs of all the courses. The College has two hostels to accommodate boys and Girls students.

The College library is located in a two-story building covering an area of 600 square meters. It includes a spacious reading room, circulation desk, and stacks of books and journals. The library has distinct sections for Reference, Periodicals, Research, Career, and Browsing facilities.

The College has enough sports facilities, including football, volleyball, shuttle badminton, and cricket. The College has an international standard cricket pitch developed in collaboration with the Kerala Cricket Association. The football and volleyball teams have impressive records at the university level, a testament to the quality of facilities provided. Additionally, the College features a 400-meter track for athletic events and a well-equipped gymnasium on campus. These facilities promote physical fitness, discipline, teamwork, and a competitive spirit among students, fostering a culture of sports excellence.

Physically disabled students at the College are provided with comprehensive support and facilities. The campus has a ramp that ensures easy access to all floors. Inclusive washrooms and toilets are also provided. The other facilities available in the College include a counselling room, a sick room for healthcare needs, Well-maintained washrooms, and Water purifiers in all blocks.

The College maintains a community forest spanning 80 cents of land and has taken steps to conserve water by installing two rainwater harvesting systems with a combined capacity of 4 Lakhs.

The budgetary allocation is always trying to keep a balance between infrastructure augmentation and maintaining academic facilities.

Student Support and Progression

The college always takes the necessary steps to provide the maximum number of scholarships to the students. The college is also providing freeships, Scholarships under the scheme Edu Support and PTA Scholarships. 81 % of students in the college are availing of at least one type of scholarship.

The college has a clear vision and policy regarding the grievance redressal mechanism. Statutory bodies like Anti-ragging Cell, Grievance Redressal Cell, SC/ST Cell, Internal Complaint Committee and minority Cell are functioning well and performing their duties. The students can register their Complaints through online and offline modes. The committee details and functioning of various cells and the link for submitting the complaints are available on the website.

A significant fraction of students completing the programmes are either opting for higher education or getting placed. The progression rate for the last five years is 47 percentage.

The college has the practice of conducting a sufficient number of Capacity building every year. In the last five years, 200 programme titles have been identified related to Soft skills, life skills, Communication skills, and ICT skills. The college has an active career guidance and placement cell. 42 percentage of the students benefitted out of 48 programmes.

As the college has given emphasis on the academic excellence of the student as evidenced by the best practice of the college Vidyalkar, around 16 percentage of the students qualified for NET/SET or other State level or central examinations.

The college always promotes the participation of students in the arts and sports events. During the last five years, students have brought 50 major awards/medals to the college. The total number of Arts and Sports events conducted during the academic years 2017-18, 2018-19, 2019-20, 2020-21 and 2021-22 are, respectively, 231, 224, 101, 36, and 28. In the last two academic years, there was a reduction in the number of activities due to the COVID-19 Pandemic.

The College has a registered alumni association, and they organise various activities for the college. A notable number of alumni have completed their research degrees, and a large fraction of them are doing research in major institutes worldwide.

Governance, Leadership and Management

The supreme governing body of the College is the Management Committee, led by the college manager. The committee is nominated by the Wayanad Muslim Orphanage administrative committee. The Principal is an ex-officio member of the committee. The College Council is a statutory body consisting of the Principal, Heads of the departments, Librarian, IQAC Coordinator, Office Superintendent and two elected members of the faculty. The staff council takes decisions in all internal matters of the College, such as the admission of students, discipline, implementation of academic matters, internal assessments, extension programmes etc. There are a number of forums, clubs and associations to coordinate the numerous co-curricular activities of the College. A significant role is played by IQAC, Planning Board, and other functional committees by assisting the Principal in college administration.

The appointment and promotion of staff are governed by the rules and regulations of UGC, affiliated University and Kerala Service Rules (KSR), and other relevant orders issued by the authorities. The College collects individual appraisal reports from all teachers and non-teaching staff every year in a prescribed format. Apart from a structured appraisal process, the College believes in providing effective welfare measures to support the well-being and growth of both teaching and non-teaching staff members.

For the optimal utilization of resources and funds from various agencies, the finance sub-committee, which operates under the College Management Committee, and College Planning Board holds meetings as needed to discuss and deliberate on financial management. They carefully scrutinize the previous year's accounts before creating the budget for the next financial year. At the end of every year, all the financial statements and reports are audited internally and externally by qualified auditors.

IQAC formulates strategies and processes for quality assurance, which are implemented and monitored through

various activities. IQAC also conducts regular meetings to discuss and evaluate the institution's performance, identify areas for improvement, and devise action plans. IQAC coordinates the academic planning, Feedback process, organizing curricular and co-curricular programmes through the support of students and faculty members. As a best practice IQAC organizes, Academic and administrative audits, Energy and environment audits etc.

Institutional Values and Best Practices

The College envisions creating a peaceful academic atmosphere that fosters intellectual inquiry and holistic personality development. With a strong emphasis on the holistic growth of its students, the Institution strives to cultivate an inclusive campus environment free from gender, cultural, linguistic, or other biases. By promoting diversity and embracing differences, the College aims to provide a nurturing space where students can flourish intellectually, emotionally, and socially. By upholding its vision and mission, the college endeavours to empower its students with the skills and values needed to become responsible global citizens and contribute positively to society.

To promote gender equity and empowerment and educate students on these aspects, a Women's Cell is functioning on the campus. The Women Cell comprises a lady faculty member as the convenor and representatives from the student body, teaching staff, and non-teaching staff.

The College organizes and celebrates cultural events and festivals representing different regions and religions. This includes festivals like Onam, Christmas, Bakrid and Holi, allowing students from diverse backgrounds to share and experience different cultural traditions. Various competitions, such as flower carpets, Group songs, Xmas crib making, Mehendi etc., are also conducted to ensure a positive interaction among the students.

The best practices of the College are developed in tune with the mission of the College, which is to strive for academic excellence, creativity, and social commitment to the citizens. One of the best practices is "VIDYALANKAR - STRIVING FOR SCHOLASTIC EXCELLENCE' where Vidyalkar is a Sanskrit word for academic excellence. Every year, the College organizes more than 100 programmes, such as seminars, workshops, invited talks etc., in frontier areas to expose the students to new heights of information and knowledge. The programmes like Student seminars, Mathematical problem contests, department-level monthly meetings, debates and project work help them to be critical thinkers.

The second best practice, "Social Conscience towards Social Well-being", is to foster a strong sense of social commitment among students and position the Institution as a facilitator in Wayanad, a socially and economically disadvantaged area. The practice aims to raise awareness about pressing social issues and encourage active student engagement in initiatives promoting social well-being.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	WMO ARTS AND SCIENCE COLLEGE
Address	WMO Arts and Science College, Muttill P.O, Kalpetta, Wayanad.
City	Kalpetta
State	Kerala
Pin	673122
Website	www.wmocollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Muhammad Fareed T. P	04936-203382	9496963327	-	info@wmocollege. ac.in
IQAC / CIQA coordinator	Biju K G	04936-207532	9447546217	-	iqacwmoc@gmail.c om

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes minority .pdf
If Yes, Specify minority status	
Religious	Religious
Linguistic	NO
Any Other	NO

Establishment Details				
State	University name	Document		
Kerala	University Of Calicut	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	25-05-2001	View Document		
12B of UGC	25-05-2001	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	WMO Arts and Science College, Muttill P.O, Kalpetta, Wayanad.	Rural	14.3	11591.4

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Physics	36	PLUS TWO	English	55	45
UG	BSc,Mathematics	36	PLUS TWO	English	55	48
UG	BSc,Electronics	36	PLUS TWO	English	55	40
UG	BCA,Computer Science	36	PLUS TWO	English	55	51
UG	BCom,Commerce	36	PLUS TWO	English	70	68
UG	BCom,Commerce	36	PLUS TWO	English	70	69
UG	BA,Economics	36	PLUS TWO	English	70	66
UG	BA,Mass Communication	36	PLUS TWO	English	70	60
UG	BSc,Chemistry	36	PLUS TWO	English	55	30
UG	BA,English	36	PLUS TWO	English	70	66
UG	BA,Arabic	36	PLUS TWO	English	70	67
PG	MSc,Physics	24	DEGREE	English	20	19
PG	MSc,Mathematics	24	DEGREE	English	30	22

PG	MSc,Electronics	24	DEGREE	English	20	15
PG	MCom,Commerce	24	DEGREE	English	30	30
PG	MA,English	24	DEGREE	English	30	11
PG	MSc,Statistics	24	DEGREE	English	20	18
PG	MSW,Social Work	24	DEGREE	English	30	27
PG	MA,Arabic	24	DEGREE	English	30	12

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				6				30			
Recruited	1	0	0	1	4	2	0	6	19	11	0	30
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				52			
Recruited	0	0	0	0	0	0	0	0	21	31	0	52
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				12
Recruited	5	7	0	12
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				23
Recruited	12	11	0	23
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	2	1	0	7	4	0	15
M.Phil.	0	0	0	1	0	0	2	5	0	8
PG	0	0	0	1	1	0	26	28	0	56
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	1	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	4	0	8
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
		3	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	678	8	0	0	686
	Female	950	3	0	0	953
	Others	0	0	0	0	0
PG	Male	49	0	0	0	49
	Female	245	0	0	0	245
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	16	14	20	18
	Female	21	18	16	16
	Others	0	0	0	0
ST	Male	9	6	6	4
	Female	9	9	5	9
	Others	0	0	0	0
OBC	Male	217	235	190	193
	Female	373	362	284	300
	Others	0	0	0	0
General	Male	17	13	25	22
	Female	53	38	27	29
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		715	695	573	591

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>WMO Arts & Science College is a multidisciplinary institution affiliated with the University of Calicut. The college conducts UG/PG programmes in Science, Mathematics, Languages, Humanities and Commerce. In all the UG programmes, students can choose open courses offered by other Departments. Also, certificate courses are designed with technological innovations in teaching and learning, encouraging logical decision-making and innovation, critical thinking, and creativity. The college conducts a lot of programmes for the students to equip them to achieve academic excellence. Also, the Best practice SOCIAL CONSCIENCE TOWARDS SOCIAL WELL-BEING helps the students to enrich their</p>
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experience and knowledge level. The college initiates various activities and programmes to integrate humanities and science with STEM through programmes like, • Mathematical Problem contest. • Star Watching Programmes. • Science Talks on frontier areas. • Programmes related to culture and literature. • Audit courses on Human rights, Intellectual Property rights, Environmental sciences and Disaster Management. • All departments offer Certificate courses, and Students of any discipline can join. The curricula of the various programmes include projects, community engagement, environmental education and multidisciplinary education. The curriculum of MSW under the social work department involves various projects in the areas of community engagement. Multidisciplinary education is incorporated into the UG curriculum by offering open courses in which students can opt for their choice from other disciplines. Open courses such as 'Non-Conventional Energy Sources' and Environmental Chemistry address environmental issues. Open course -Newspaper journalism involves value-based education. Audit courses for Undergraduate students include Environmental Studies, Disaster Management, Gender Studies and Intellectual Property Rights. For Post Graduate Students, Ability enhancement programmes are conducted. Many certificate courses are multidisciplinary in nature. The college is an aided college affiliated with the University of Calicut and follows the rules and regulations of the University and the Government of Kerala. The curricula for various programmes are designed by the University Board of Studies (BoS). Through the BoS, members college has Conveyed suggestions for improvement on various aspects to the University. Also, being an aided college, the college does not have the freedom to introduce a multidisciplinary, flexible curriculum. In 2019, UGC's STRIDE project under component-I was sanctioned to 18 colleges all over India, and WMO Arts and Science College is one of them. Being a part of this project, the institution moves much ahead in research activities and imparts a sense of academic inquiry both in faculty and students. The topic of the research project is 'Adaptive Speech Recognition for Speech Defects in the Malayalam Language'. The work involves contributions from Electronics, Malayalam and Computer Science

	<p>Departments. Dr.Nobert Thomas Pallath was the Principal investigator. Institution celebrates various National and International Days related to science, Mathematics, Engineering, Humanities, languages and culture. All students can participate in these functions. All departments offer certificate/ Value added courses which are open to students from any department. Discussions are conducted among faculty members to plan and implement outcome-based education. Discussion meetings of faculty members have been conducted on NEP.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>WMO Arts and Science College is an aided college affiliated with the University of Calicut, and the University and the Government decide the curriculum and policies. So the college has limited freedom to implement the most promising features of the Academic Bank of Credits (ABC), such as multiple entries and exits during a programme. But still, the students are advised and promoted to join the various short-term/ online courses offered through NPTEL and other institutions. The college has initiated signing MOUs with neighbouring educational institutions for collaborative work in curricular and extracurricular areas. Faculties are encouraged to prepare study materials, audio/video classes and share them through the LMS platform of the college WMO E-Space. The departments offer certificate courses where any student can register and get a certificate on successful completion.</p>
<p>3. Skill development:</p>	<p>The college offers various courses and other programmes with a focus on the skill development of the students. Following are the certificate courses offered by the institution focusing on skill development. 1. Communication skills in English. 2. Hardware assembling and Software Installation. 3.Basics of Flutter. 4.Office Management. 5.Household wiring. 6.Circuit simulation and PCB designing. 7.Video Editing. 8.Detergent and Hand sanitizer making. 9.General fitness. 10.Recreational Mathematics. 11.Statistical software SPSS. 12.Advanced Programming In R 13.Talley Prime. 14.Basic Communication Skills in Arabic. 15.Arabic DTP with Translation. 16.LED Assembling and Repairing. 17.Scientific writing in LATEX. 18.Disaster Management. 19.Technical writing with LATEX. 20.Newspaper Publication. 21.Basics of Photography. 22.Communicative Hindi.</p>

	<p>23. Communication and Correspondence in Malayalam. 24. Certificate Course in Arabic Translation. 25. Electrical Wiring Techniques. 26. Structured Cabling Techniques for Networking. 27. InDesign Software. 28. Electrical equipment maintenance. 29. Academic Writing. 30. Diploma in Computer Application. Link to certificate Courses. https://wmocollege.ac.in/uploads/Certificate_Course_Approval_Merged.pdf All these courses are intended to equip the student with the skills and knowledge of the specific field. College Conducts a variety of other programmes also for skill enhancement. All these are described in detail on the college website. The links for the same are listed here. https://wmocollege.ac.in/soft-skills-language-and-communication-skills-and-life-skills https://wmocollege.ac.in/uploads/CR5_2021-22_-_ICT1.pdf</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>a) The strategy and details regarding integrating the Indian Knowledge System (teaching in Indian Language, Culture etc.) into the curriculum using offline and online courses. & b) The institution plans to train its faculties to provide classroom delivery in bilingual mode (English and vernacular). 1. The college organizes discussion meetings among staff members on all aspects of NEP. 2. As per Calicut University regulations, the student has to write the examinations in English, except for the language courses. Being an affiliated college of the University of Calicut, the college has to abide by the rules and regulations of the university. 3. The faculty members use both Malayalam and English for effective knowledge transfer with the students. c) Details of the degree courses taught in Indian languages and bilingually in the institution. The college offers 11 Undergraduate Programmes. All these UG programmes offer second-language courses in Indian Languages, Malayalam and Hindi, and students can choose any one of them. In the following seven UG programmes, BSc Physics, BSc Mathematics, BSc Chemistry, BA Arabic, BA Economics, BA Mass Communication, and BA English, the student must complete four courses, either in Hindi or Malayalam, in the first four semesters. In the BSc Electronics, BCA, BCom Cooperation and BCom Computer Application programmes, the student must complete two courses, either in Hindi or in Malayalam, in the first two semesters. d) Efforts of the institution to</p>

	<p>preserve and promote the following: i. Indian languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered.), ii. Indian ancient traditional knowledge, iii. Indian Arts and iv. Indian Culture and traditions. The college celebrates traditional cultural festivals such as ONAM and Chingapiravi. College celebrates World Mother-tongue Day every year. The college conducts programmes on traditional dance forms, Kathakali, Gadhika etc. (e) Good practices of the institution to promote cultural values. The College organizes and celebrates cultural events and festivals representing different regions and religions. This includes festivals like Onam, Christmas, Bakrid and Holi, allowing students from diverse backgrounds to share and experience different cultural traditions. Various competitions such as flower carpets, Group songs, Xmas crib making, Mehendi etc., are also conducted to ensure a positive interaction among the students.</p>
5. Focus on Outcome based education (OBE):	<p>Following are the institutional initiatives to transform its curriculum towards Outcome-based Education (OBE) and the efforts made by the institution to capture outcome-based education in teaching and learning practices. 1. Discussion meetings on implementing the ideas put forward in NEP are conducted separately for faculty members in Science, Arts & Humanities and Commerce. Consequently, all the Departments have prepared the course outcome and programme outcome. 2. A detailed semester plan is prepared for each course at the beginning of each semester, incorporating the objectives, prerequisites and outcomes expected. 3. Periodic monitoring was conducted to ensure the implementation of the semester plan. 4. Appropriate evaluation methods are used to assess the achievement of the expected outcomes. 5. As a best practice, the college displays the course and programme outcomes on the website. 6. A total of 5 workshops/Seminars are conducted on outcome-based education.</p>
6. Distance education/online education:	<p>The college has a Learning Management system on Moodle platform, which will be utilized to provide online education. The college has campus automation software, Campex, developed through the incubation centre. During the Covid period, classes were scheduled through various online platforms such as Moodle, Google Classrooms, Teachmint etc. Online meeting software, such as Google Meet, Zoom etc.,</p>

were also promoted. In the post-Covid era, faculties are using both offline and online modes of teaching. As a best practice, the college is slowly moving to offer all courses in a blended manner by making use of the LMS. The college is an official centre of Calicut University Distance Education. There will be one teacher in charge of coordinating the programme. Offline classes are also conducted occasionally as part of this programme.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>The college has an Electoral Literacy Club (ELC) to promote political awareness, civic engagement, and voter education among students. There are two teachers in charge of coordinating the club. One teacher will act as the nodal officer responsible for overseeing the club's activities, while the second teacher will serve as the mentor, providing guidance and support to the student representatives. The club includes two student representatives from all classes, ensuring a diverse representation across the college. The student representatives consist of one male and one female to promote gender equality and participation. Among the student representatives, one student will be selected as the Campus ambassador, taking on a leadership role and serving as a point of contact between the club, college administration, and other students. Having a nodal officer, mentor, and campus ambassador within the Electoral Literacy Club can enhance the club's effectiveness and ensure smooth coordination between students, teachers, and college authorities.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The college has an Electoral Literacy Club (ELC) to promote political awareness, civic engagement, and voter education among students. There are two teachers in charge of coordinating the club. One teacher will act as the nodal officer responsible for overseeing the club's activities, while the second teacher will serve as the mentor, providing guidance and support to the student representatives. The club includes two student representatives from all classes, ensuring a diverse representation across the college. The student representatives consist of one male and one female to promote gender equality and</p>

	<p>participation. Among the student representatives, one student will be selected as the Campus ambassador, taking on a leadership role and serving as a point of contact between the club, college administration, and other students. Having a nodal officer, mentor, and campus ambassador within the Electoral Literacy Club can enhance the club's effectiveness and ensure smooth coordination between students, teachers, and college authorities.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>During college union elections, representatives for the student union are chosen through a presidential mode election, allowing students to vote for their preferred candidates. The Electoral Literacy Club (ELC) plays an integral role in ensuring the smooth conduct of the election procedure. ELC members actively participate in organizing "Meet the Candidate" programs, where students get the opportunity to interact with and learn about the candidates. Under the supervision of the Nodal officer, Returning officer, and ELC members, these programs are meticulously controlled to maintain fairness and transparency. Additionally, the ELC collaborates with the SVEEP Wayanad (Systematic Voters' Education and Electoral Participation) in organizing awareness programs to promote election awareness among the general public. Through these initiatives, the college aims to foster a politically aware and engaged student body that actively participates in the democratic process.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The Electoral Literacy Club (ELC) of the college plays a crucial role in conducting awareness programs both within the college campus and in the surrounding community. These awareness programs are designed to educate students and the public about the importance of democratic values and active participation in electoral processes. Although the college has been actively involved in raising awareness about electoral issues, as of now, no specific research projects related to electoral processes have been undertaken. However, the college administration and the ELC continue to explore opportunities for future research initiatives in this domain. As part of their awareness drives, the college and the ELC surveyed students regarding voter registration and applying for voter ID. The survey aimed to gauge the level of voter registration among students and identify any barriers or</p>

	<p>challenges they may face in the process. Overall, the college, through the efforts of the ELC, remains committed to advancing democratic values and promoting active engagement in electoral processes. While focusing on awareness programs, the college is also open to exploring further research projects and initiatives to strengthen electoral literacy and participation among its students and the wider community.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The college has made significant efforts to promote the enrollment of students as voters within its student community. All second and third-year undergraduate (UG) students and postgraduate (PG) students are usually enrolled as voters, ensuring their active participation in the electoral process. However, a minor fraction of first-year students may initially delay their enrollment as they have recently crossed the 18 years age limit. The ELC members take initiatives to help them to enrol as voters. Usually, by the end of the academic year, every student will be enrolled as a voter.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1933	1817	1661	1509	1403
File Description		Document		
Upload Supporting Document		View Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 152

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
82	79	78	78	76

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
283.25	214.31	340.01	282.71	302.97

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

W M O Arts and Science College follows and implements the curriculum designed by the affiliated University for all its programmes. The college has implemented Choice Based Credit & Semester System (CBCSS) in all UG and PG programmes as per the regulations of the affiliating University.

The IQAC and the Departments prepare concrete action plans for each semester and conduct evaluations. Continuous Internal Evaluation (CIE) is conducted in strict adherence to the Academic Calendar of the institution and of the University. A Master Timetable is prepared every academic year. Course-wise semester plans are prepared and monitored. The Programme Outcomes and assessment procedure are disseminated during the orientation programme for first-year students organized at the institutional and department levels. Course outcomes and syllabi are detailed at the commencement of each course. Entry-level Assessment Tests and Bridge courses with structured syllabi and timetables are conducted for first-year undergraduates.

The lecture mode is complemented by ICT-enabled sessions and evaluation procedures like seminar presentations and assignments, besides discussions and feedback for improvement. Students are provided with additional study material both in digital and printed formats. Remedial classes and peer teaching are organised to benefit both advanced and slow learners. Advanced learners are trained for competitive examinations, assigned as peer tutors, and encouraged to participate in seminars and workshops. Special programmes are designed for slow learners, identifying the issues. Walk with the Scholar Programme, Scholar support programme, add-on courses like SWAYAM and Coursera supplement the learning process, while certificate courses and value-added courses transmit additional knowledge and skills to the students. Industrial visits, study tours, internships and field surveys impart experiential learning. Invited lectures and workshops are organised at the department level.

The COVID-19 pandemic scenario necessitated the replacement of conventional classrooms with online teaching. The institution shifted to the hybrid mode of learning by employing multiple online platforms and Moodle LMS during the post-pandemic period. The institution provided in-house online training to the faculty to handle Moodle and other digital platforms. E-resources are employed to facilitate student-centric learning for an effective teaching-learning experience. Faculty upgrade their knowledge level by participating in Workshops, Training Sessions, Seminars, and Faculty Development Programmes and stay abreast of the latest developments in their respective subjects. Evaluation reports on the teaching-learning process are prepared for each course and IQAC monitors the progress of curriculum delivery. The library, stocked with 16,912 books, has been upgraded with KOHA open-source library automation software. Registered under the N-LIST programme, the college has access to 3135000 e-books and 6237 e-journals. The campus Wi-Fi is enabled with strong internet connectivity. PTA meetings enable

discussion of the holistic development of students and requisite measures are adopted to resolve the learning impediments. Tutorials, mentoring, and counseling provide the required support to students. Curriculum feedback from stakeholders is collected and necessary actions are taken. Participation of teachers in the Board of Studies, Syllabus Restructuring and Curriculum Workshops helps in syllabus improvisation. With the resources and infrastructural upgrades, the Principal, IQAC, Staff Council, Heads of Departments, and the faculty jointly ensure the effective transaction of the curriculum and its documentation.

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

1.2 Academic Flexibility

1.2.1

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

Response: 35

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

Other Upload Files

1

[View Document](#)

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses

of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 40.05

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

2021-22	2020-21	2019-20	2018-19	2017-18
1158	715	751	709	0

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Cross-cutting Issues

WMO Arts and Science College is committed to advancing the Sustainable Development Goals outlined by the United Nations, with a strong emphasis on quality education, decent work, and economic growth.

The vision to foster academic excellence, moral integrity, and social commitment in young men and women is reflected in all activities of the Institution. The curricula of all the programs comprise contemporary topics of significance. Modules in the Common, Complementary, Core, and Open courses sensitize students to critical issues like ethics, environment, gender, and human values. The Institution designs and conducts certificate/value-added courses and other activities to enable students to address challenging situations and become responsible citizens. The audit courses Environmental Studies, Disaster Management, Intellectual Property Rights, Gender Studies, and Ability Enhancement Programmes provide mechanisms to impart quality education.

Environment and sustainability

Basic concepts of Environment, Sustainability, Agriculture, Nature Conservation, Pollution, etc. are offered within and across disciplines. The NSS, NCC, Bhoomithrasena, Birds Club, and Green Campus Initiatives, offer platforms through which students learn the importance of ecological responsibility.

Environmental-related national and international Days are observed with various programs to instill an understanding of the importance of preserving biodiversity, and the need to adopt eco-friendly practices in everyday life. The Departments and the IQAC organize seminars/webinars on environmental issues. Field visits to different ecosystems, and economically sensitive areas, and the promotion of eco-friendly practices offer experiential learning ambiances. Orientation for energy preservation and green auditing to understand the ecology of the campus have also been initiated as a part of the sensitization process.

Gender

In its commitment to achieving the Sustainable Development Goals, the College is resolute in its pursuit of gender equity. By catering exclusively to the higher education needs of women in Wayanad, the college has become a transformative force, providing access to education for many who would have otherwise been denied this opportunity. This momentous step marks a significant milestone in the ongoing journey towards achieving gender equity and empowering women in the region. The Women Cell and Internal Complaints Cell organize programs on Empowerment, Pre-marital counseling, Sexual harassment, Legal rights of women, etc. Women's Day is celebrated with relevant programs.

Professional Ethics

Research Methodology forms part of the curricula of many programs. Seminars on Cyber Law and Security, Intellectual Property Rights, Research Publications, Research Methodology, and Research Ethics were organized by the IQAC, Departments, and Research Forum.

Human Values

Exposure to major issues of contemporary significance through the Common Course modules helps to reorient students into concerned and conscientious human beings. Orientation, Tutorial, and Induction programs impart human values. Programs on Human Rights, Anti-ragging, and Anti-drug instill the value of human dignity and legal awareness. Social Outreach Programmes, such as visits to old age homes and tribal colonies inculcate the practice of voluntary service and enable students to become responsible humans. Programs like green and clean campus and activities of the Women Cell give orientation and training towards equity, leadership, and commitment. Patriotic spirit, social commitment, and sensitivity towards environmental issues are imparted through various clubs, associations, and organizations like NSS and NCC. During the Kerala Floods 2018 and the Covid-19 pandemic, the Institution extended service to people in the district and deserving students.

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

1.3.2

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

Response: 35.85

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

Response: 693

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 87.04

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

2021-22	2020-21	2019-20	2018-19	2017-18
764	763	709	585	611

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
905	892	823	636	687

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 87.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
184	180	171	147	153

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

2021-22	2020-21	2019-20	2018-19	2017-18
215	211	197	159	169

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 23.57

2.3 Teaching- Learning Process

2.3.1

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

Response:

The institute follows various teaching learning methods to enhance the learning experiences of the students and to obtain the desired outcome. Teachers carefully design, evaluate and refine the instructional units of each course consistently for ensuring active learning. The methods adapted vary programme by programme and course by course and are sufficient to help the students for self-evaluation. Advanced Facilities such as ICT enabled class rooms, language lab, laboratories, skill development labs, discussion rooms, dialogue hall and browsing area catalyst the teaching learning process. Proper blend of different student centric and participative teaching learning techniques facilitates classes more interactive and effective.

To bridge the gap between academia and industry, the institute incorporates internships, projects, practical classes, study tours, and field visits into the curriculum. These activities provide students with practical exposure, enabling them to apply theoretical knowledge in real-world scenarios.

Various activities, such as article writing, case studies, journal article analysis, and presentations, are incorporated into the curriculum to cultivate research aptitude among students. The advanced facilities, including ICT-enabled classrooms, labs, discussion rooms, and browsing areas, provide a conducive environment for effective teaching and learning. Laboratories equipped with necessary instruments and skill development labs are available to students. These facilities and activities provide hands-on experience and practical training, allowing students to apply theoretical knowledge and develop essential skills relevant to their field of study.

The institute utilizes its own Moodle-based learning management system called WMO E Space, along with other systems like Google Workspace and Teachmint, to organize courses and manage student profiles. These platforms enable efficient course management and provide students with easy access to learning materials.

The institute also suggests platforms like NPTEL, Swayam, spoken tutorials which offer courses from faculties outside of the college, providing students with a broader learning experience. E-notes, journal articles, and eBooks are made available to students through INFLIBNET for further reading.

The college actively encourages students to utilize software tools for simulations, coding, data analysis, and academic writing. Well-equipped computer labs and intelligent machine labs provide a wide range of software tools to students, supporting their learning and practical application of concepts. Regular workshops and training programs are conducted to provide students with hands-on experience and proficiency in using these tools effectively.

In addition to the teaching-learning facilities, the institute employs various administrative tools and systems to streamline operations. Koha, a library management system, has been adopted to ensure effective management of library resources. The college has also developed Campex, a software specifically designed for handling administrative matters, further enhancing the efficiency of administrative processes.

Furthermore, the college promotes a vibrant student life and supports the overall teaching-learning process through various activities organized by the college union, departments, and other bodies. These activities foster a sense of community, personal growth, and holistic development among students.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 93.13

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

2021-22	2020-21	2019-20	2018-19	2017-18
89	84	84	84	81

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

2.4.2

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

Response: 56.49

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

2021-22	2020-21	2019-20	2018-19	2017-18
56	49	45	38	34

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Mechanism of internal / external assessment is transparent

There are two parts to the assessment process: a weightage of 20% given to Continuous Internal Assessment (CIA) and the remaining 80% to External End Semester Examination (ESE). Both CIA and ESE are done with indirect grading system. The summative end semester assessment is done by the University and marks are awarded after external evaluation.

The college has a transparent robust and efficient mechanism for continuous internal evaluation framed within the broad frame work laid down by the University. The assessment criteria and guidelines are clearly communicated to students, ensuring transparency in the evaluation process. The entire process of continuous evaluation is monitored by a committee at the college level, with a coordinator nominated by the college council.

A predetermined transparent system is used for internal assessment. Test scores account for 40% of the evaluation of theory courses, while assignments, seminars, and class participation based on attendance account for 20% each. Record of 60% and lab participation of 40% for practical courses. The projects are assessed on their content, presenting style, final conclusion, and orientation to research aptitude. The seminars are evaluated in terms of structure, content, presentation and interaction. More test papers and Assignments are given to students to attain the best performance possible.

The institute ensures a fair and unbiased assessment of students' work. To ensure transparency of the evaluation process, the internal assessment marks are awarded and published on the department notice board. Further, a draft copy of uploaded internal marks to the University portal is shared with students and obtains signature from them. All the records regarding the award of the internal marks are also filed

in the concerned departments. Students have access to their assessment results and can seek clarification and understand how their performance was evaluated. Moreover, the valued answer scripts and assignments are returned to the students for perusal.

Grievance Redressal System

The college has a transparent and efficient mechanism to deal with the grievances related with internal / continuous assessment. The college has a decentralized two-level mechanism; department level and college level, in order to address grievances at the grassroots levels.

The committee at the department level comprised of a course teacher, one senior teacher and Association Secretary (elected representative of Students) as members and the Head of the Department as Chairman. The committee addresses the complaint at the initial level. If not resolved, the students can appeal to the college level committee.

The College Level Committee comprising of student adviser, two senior teachers, two staff council members (one shall be elected member) and elected representative of students (College Union Chairperson) as members and the Principal as Chairman. This committee addresses all grievances related to the internal assessment grades of the students.

The University Level Grievance Redressal Committee is another option if the college level committee's resolution is not satisfactory.

The course teacher maintains the academic record of each student registered for the course, are made available to the grievance redressal committee whenever required.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The programme (PO) and course outcomes (CO) are framed and stated clearly in the syllabus of all programmes by the respective board of studies and are made available on the University Website. The college has a well-defined mechanism to communicate it with teachers and students. Outcomes are clearly stated and displayed on the College Website and communicated to the students in regular classes.

Methods of Communication of POs and COs

- A monitoring committee nominated by the college council coordinates the effective running of OBE in the college.
- The importance of learning outcomes is discussed in various committees including IQAC, college council and department level meetings.
- Syllabi of various programmes are displayed on the college website along with the programme and course outcomes.
- A printed copy of syllabi of programmes offered by departments is made available in each department for reference of teachers and students.
- Students are made aware of the programme outcomes through orientation programme conducted at the beginning of academic programmes at the college level and department level.
- At the beginning of each course, teachers effectively communicate outcome of the course taught.
- At the beginning of each course teacher devices various instruments to assess the students' progress toward outcomes through detailed semester plan.
- The staff and students are provided with a college handbook which also provides the relevant details about the programmes offered

Links for POs and COs

1	BA Arabic Language and Literature	https://wmocollege.ac.in/uploads/B_A_ARABIC.docx
2	Bachelor of Computer Application	https://wmocollege.ac.in/uploads/B_C_A.pdf
3	B.Sc Physics	https://wmocollege.ac.in/uploads/B_Sc_Physics.docx
4	B.Sc Mathematics	https://wmocollege.ac.in/uploads/B_Sc_mathematics.docx
5	B.Sc Electronics	https://wmocollege.ac.in/uploads/B_Sc_Electronics.docx
6	B.Com Co-Operation	https://wmocollege.ac.in/uploads/Bcom_Outcome.pdf
7	M.Com Finance	https://wmocollege.ac.in/uploads/Mcom_out_come.pdf
8	MSc Electronics	https://wmocollege.ac.in/uploads/M_Sc_Electronics_PO.pdf
9	BA English Language and Literature	https://wmocollege.ac.in/uploads/BA_English.docx
10	BA Economics	https://wmocollege.ac.in/uploads/BA_Economics.docx
11	BA Journalism And Mass Communication	https://wmocollege.ac.in/uploads/BA_Mass_Communication.docx
12	B.Sc Chemistry	https://wmocollege.ac.in/uploads/BSc_Chemistry.docx
13	B.Com Computer Application	https://wmocollege.ac.in/uploads/B_Com_C_A.docx
14	MA Arabic Language And Literature	https://wmocollege.ac.in/uploads/MA_ARABIC.docx

15	MA English Language & Literature	https://wmocollege.ac.in/uploads/MA_English.docx
16	MSc Mathematics	https://wmocollege.ac.in/uploads/MSc_Mathematics.docx
17	MSc Physics	https://wmocollege.ac.in/uploads/MSc_Physics.docx
18	MSc Statistics	https://wmocollege.ac.in/uploads/MSc_Statistics.docx
19	MSW	https://wmocollege.ac.in/uploads/M_S_W.docx

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The institute uses direct and indirect methods to assess programme and course outcomes. At the beginning of each course teacher devices various instruments to assess the students' progress toward outcomes through detailed semester plan. Effective assessment tools are used for continuous evaluation to ensure attainment of expected outcome. The evaluation scheme comprises of two parts 20% for internal and 80% for external assessments. Continuous evaluation on the performance of the students in class room participation, assignments, viva, seminars, internal tests, etc are used for internal assessment. The summative end semester assessment is done the by the University and marks are awarded after external evaluation.

Direct methods for assessing the outcomes

- Internal exams are conducted at the end of each unit to evaluate the attainment of competency demanded by the course. Questions are carefully designed to assess the attainment of COs and POs defined.
- Assignments, seminars, Role plays, debates and other student centric methods are carefully designed to measure the level of attainment of defined outcomes.
- Question banks for different courses are prepared based on the expected outcome with different difficulty level and having good discrimination power.

Indirect methods for assessing the outcomes

- At the beginning of each academic year, departments analyse university results of passed out

students in the departmental meetings. Appropriate measures are being taken based on the analysis.

- Pass percentage of a programme gives a glimpse to the attainment of the specified outcomes.
- Students' enrolment in higher studies across the country and abroad is also a decisive indicator.
- Placements, Self-employments and Entrepreneurships can give valuable insights into the attainment of outcomes and impact of their programs.
- The institute conducts student satisfaction survey and takes feedback from various stake holders such as alumni, parents, and employers. Based on the data collected, appropriate measures are being taken to improve the attainment of outcomes.

The rate attainment of program outcomes is evaluated from the university result of passed out students. The semester plan is revised based on the rate of students who attained a grade of B or above for a program.

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

2.6.3

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

Response: 77.27

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

2021-22	2020-21	2019-20	2018-19	2017-18
463	410	419	365	339

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

2021-22	2020-21	2019-20	2018-19	2017-18
643	546	526	459	409

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.4

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 23.02

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

2021-22	2020-21	2019-20	2018-19	2017-18
10.97	0	10.97	0.9	0.18

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The institute has a focus on creating an ecosystem for innovations, fostering a culture of creativity, research, and entrepreneurship.

IPR Awareness

The institution has undertaken significant efforts to raise awareness about Intellectual Property Rights among students. All undergraduate students have to take an extra credit audit course on Intellectual Property Rights in their third semester. The college conducts an end semester examination to assess their knowledge on IPR based on a question bank provided by the University. An online talk on intellectual property right by Jijo P Ulahannan, organized. Faculty members are encouraged to incorporate IPR concepts into their teaching, and students are introduced to the basics of patenting, copyright, and trademark laws.

Incubation Centre

The institution has set up an Incubation Centre with the aim of nurturing entrepreneurial talent and promoting technology-driven startups. The Incubation Centre provides a conducive environment for budding entrepreneurs to develop their ideas into market-ready products or services. It offers mentorship, infrastructure support, networking opportunities, and access to funding agencies. This initiative has significantly contributed to fostering an innovation-driven culture on the campus.

Campex, IEDC and ET&GC are the initiatives of the college towards incubation.

CAMPEX

Campex is an indigenously developed ERP system for the college. It is a versatile and efficient tool for student management, fee collection, and accounts. The basic version of Campex ERP software developed by Ms. Mentor Performance Rating Pvt. Ltd. The Mentor Performance equipped students with practical skills in software development, designing, and backend and frontend operations. Further development and refinement of the ERP system done at the college by BCA students with the guidance of faculty members and external experts.

IEDC

Kerala Startup Mission's Innovation and Entrepreneurship Development Centre (IEDC) established in the college in the year 2021. IEDC aim to provide students with an opportunity to experiment and innovate. It provides avenues for creative students to learn, collaborate and transform their innovative ideas into prototypes of viable products and services.

ET&GC

The Electronic Training and Guidance Cell (ET&GC) was instituted in the year 2003 by the Department of Electronics with the motto of "Striving for Success". The primary objective of the center is to provide training and guidance programs in the design, manufacturing, troubleshooting, and maintenance of various electronic equipment and circuits. It also provides consultancy services to institutions and society. The success stories of alumni in securing employment and pursuing entrepreneurial ventures prove the effectiveness of the training programs offered by the center.

The ecosystem for innovations has been instrumental in fostering a culture of creativity, research, and entrepreneurship. The institution's initiatives, such as IPR awareness, the Incubation Centre, have yielded tangible outcomes, benefiting not only the students but also the society at large.

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

3.2.2

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

Response: 79

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

2021-22	2020-21	2019-20	2018-19	2017-18
23	24	09	16	07

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.19

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	9	5	4	2

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

3.3.2

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

Response: 0.25

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	10	5	6	1

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

3.4 Extension Activities

3.4.1

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

Response:

WMO Arts and Science College is running under an Orphanage committee renowned for philanthropic activities in all social sectors. The College is rendering relentless services for social reformation and empowerment. It provides counselling services and runs Child Guidance Centres. RUTH is a charity initiative by the staff and students to give financial aid to the needy and destitute. It's remarkable IT-oriented training programmes for Government Employees and for students of neighbouring villages and schools, women entrepreneurship skill development programmes, and tribal students' education programmes are some of the iconic fields of social care and support. A seepage management survey was conducted in Kalpetta municipality in collaboration with UNICEF from 21 to 22 September 2020. NSS provided volunteer service in Army medical camp set up in the flood relief camp.

Visits to home hospice centres, Conduct of a survey of wells in Aduvadi colony and Kolavayal, NSS volunteers' accompaniment for data collection around Kalpetta in association with The United Nations Development Programme (UNDP) and their coordination in the Game oriented programme in the flood relief camp for children with the support of Childline, NSS volunteers' initiation in chlorinating flood affected wells, the volunteers' rigorous engagement in packing and distribution of flood relief materials and cleaning the premises of Government General hospital Kainatty, are remarkable in institutions' outreach to the community.

The College has been recognized and appreciated for its unequal services to society. The District Administration Wayanad appreciated the institution for its part in the comprehensive post-disaster assessment named Rebuild Kerala -2018 in August and September. Various government departments presented awards for the institution's support and contribution to the success of Swachh Survekshan Gramin, Citizen Feedback Survey 2021, for being a member of the National Swachh Campus Mission, for being a facilitator for setting up a flood relief camp in 2018 and 2019 and setting up quarantine centre for Covid patients in 2020 and 2021. The College was also presented with an award by OISCA International for exceptional green initiatives. Mr. Kabir P NSS Programme Officer – 2018 has been appreciated for his outstanding and selfless service during the Kerala Flood 2018, and Mr. Ashraf Manoth for his service as an ardent member of the Rapid Response Team during the Covid-19 pandemic. The College has been a local facilitator by providing facilities for the smooth Conduct of the classes and the examinations of the School of Distance Education. It has been a center for various competitive aptitude and entrance examinations like JEE Main, CUSAT UG and PG Entrance examination, IISER aptitude test, NEST, CAT, and General Head Constable online Test during the five years.

NCC cadets volunteered service at Check posts during covid19 pandemic. The institution helped the public view the annular solar eclipse on 26 December 2019 and also strove to make an amiable relationship with the local public by providing them with the college stadium for sports and games. Election awareness programs, various online programs for the general public, 10 YouTube videos uploaded by the Department of Social Work, Rural camps, Students' initiation in donating blood and hair, and their desire to visit destitute and old age homes signify the importance of the relationships between educational institutions and communities.

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

3.4.2

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

Response:

WMO Arts and Science College has been rendering a myriad of extension programmes and activities for engagement with the surrounding community. As its parental Institution, a pioneer in philanthropic activities and human resource development, it has highly internalized those philosophies and values. The past five years have been remarkable for the Institution in getting appreciations, awards, and recognitions from the government and its recognized bodies. Following are the details of honours received by WMO College.

- Dr. Najmuddeen P, Head and Assistant Professor, Dept. Of Arabic was deputed to CGI, Jeddah, as Assistant Haj Officer for Haj-2018 by The Government of India, Ministry of Minority Affairs.
- The District Administration has appreciated the Institution for its support and contribution towards REBUILD MALABAR, a post-disaster assessment of the great Flood of 2018.
- The pioneering service of Mr Ashraf Manoth, Lab Assistant, in running relief camps at WMO Arts and Science College in the devastating floods of 2018 and 2019.
- Mr Ashraf Manoth, Lab Assistant, was appreciated by the Muttill Grama Panchayath for his volunteer service as part of the Rapid Response Team (RRT) for fetching food and medicines for COVID patients in 2020 and 2021.
- The Institution has been recognized by the local body authority for setting up Flood Relief camps on the campus in 2018 and 2019.
- Muttill Gramma Panchayath appreciated the college for being a facilitator in setting up a quarantine center for COVID-19 patients on the campus by permitting access to its entire infrastructure.
- Mr. Kabir P, the then programme officer of the college NSS unit, has been appreciated by the University of Calicut for his outstanding service in rescue operations under his leadership during the Kerala Flood 2018.
- In 2019, Dr. Thomas Thevara, a faculty member Department of Chemistry, was appreciated by OISCA SIC, Calicut and GuruNanak College, Chennai, for Partnership and Ownership Building for Sustainable Development.
- The college was appreciated and recognized for participating and extending the service of 100 NSS volunteers in the two-day baseline Survey organized by UNICEF and Kalpetta Municipality.
- The district administration also recognized the college for the Institution's unique support and contribution to the success of the Swachh Survekshan Gramin Citizen Feedback Survey 2021.
- The college was recognized in 2022 by MGNCRE, Ministry of Education, Government of India,

for its venture in adopting several villages and taking up community engagement activities with the mission of inculcating swachhata and social entrepreneurship among students.

- OISCA International awarded WMO Arts and Science College the Certificate of Commendation for its exceptional green initiatives through observing World Earth Day, World Biodiversity Day, World Environment Day, World Forestry Day and World Water Day with the active Participation of OISCA Kalpetta Chapter.
- Dr. Thomas Thevara, a faculty of the Department of Chemistry, was conferred the OISCA Green Earth Award – 2022 in recognition of the 25 years of outstanding contributions he extended to OISCA South India.
- Dr. Muhammed Shafeeq, District Programme Officer, NSS, has been appreciated and awarded a certificate by NSS, Higher Education Department, Government of Kerala, in Association with Kerala Excise Department for his outstanding performance in coordinating the District Level Quiz Competition against Drugs BODHYAM 2022 Programme jointly organized by Kerala State NSS Cell and Kerala Excise Department.

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

3.4.3

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

Response: 65

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	9	15	21	5

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

3.5 Collaboration

3.5.1

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

Response: 30

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Our College has a 14-acre campus that is environmentally conscious and equipped with sufficient infrastructure and physical amenities to accommodate around 2000 students. We offer essential facilities for educational, athletic, and recreational activities.

The College has 49 lecture halls, three seminar halls, and an auditorium to support 11 Undergraduate and 8 Postgraduate programs. Every classroom has WI-FI connectivity, while all departments have ICT-enabled classrooms with smart boards, projectors, and internet connectivity. The seminar halls and Auditorium are also furnished with ICT facilities. Additionally, the College has its own Learning Management system (LMS) that runs on Moodle.

The College has four separate labs dedicated to physics and electronics, available for both undergraduate and postgraduate students in each discipline. This ensures that all students have ample space for their practical work. In addition, there is a spacious chemistry lab to support the Bachelor of Science program in Chemistry. Computer Science is a critical component of the curriculum, functioning as a core course for one program and a complementary course for four others. To meet the computing needs of all students, the College provides three computer labs. Moreover, to enrich the learning experience, two browsing centers and a language lab are available to cater to the diverse needs of the students.

The College library is located in a two-story building covering an area of 600 square meters. It includes a spacious reading room, circulation desk, and stacks of books and journals. The library has distinct sections for Reference, Periodicals, Research, Career, and Internet facilities. Additionally, there is a Discussion room available for use.

The College is equipped with a comprehensive range of sports facilities, including football, volleyball, shuttle badminton, and cricket. The College has an international standard cricket pitch developed in collaboration with the Kerala Cricket Association. The football and volleyball teams have impressive

records at the university level, a testament to the quality of facilities provided. Additionally, the College features a 400-meter track for athletic events and a well-equipped gymnasium on campus. These facilities promote physical fitness, discipline, teamwork, and a competitive spirit among students, fostering a culture of sports excellence.

Physically disabled students at the College are provided with comprehensive support and facilities. The campus has a ramp that ensures easy access to all floors. Inclusive washrooms and toilets are also provided for the convenience and comfort of physically disabled students.

The other facilities available in the College include:

- counseling room
- sick room for healthcare needs
- Well-maintained washrooms
- Water purifiers in all blocks
- A reprographic facility
- Separate departmental staff rooms.
- Boys and girls hostels
- Canteen
- A books and stationery store

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

4.1.2

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

Response: 25.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
31.81	10.41	90.1	131.07	103.84

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Ibn Khaldun Library of the College is a valuable resource that plays a pivotal role in supporting and facilitating the institute's teaching, learning, and research programs. Housed in a two-story building with an expansive area of 600 square meters, the library boasts an impressive collection of over 16,912 books, including 570 reference books, catering to the diverse academic needs of the college community. Additionally, the library subscribes to 46 journals, providing students and faculty access to the latest research and scholarly publications.

Moreover, the college is registered under the NLIST program, granting access to an extensive digital repository comprising 31,35,000 e-books and 6,237 e-journals. Students and staff can conveniently log in to the NLIST website to benefit from these invaluable resources, and login details are shared during library orientation programs.

One of the remarkable aspects of the Ibn Khaldun Library is its automation through the Library Management system KOHA, which is renowned as the world's best open-source library automation software. The library efficiently manages its various functions, including acquisition, serials, member circulation, cataloguing reports, and tools. To ensure that both faculty members and students make the most of these automated facilities, the library conducts frequent orientation programs, acquainting them with the user-friendly features and resources available.

The circulation counter is an integral part of the library, facilitating book lending activities to users. By adopting barcode technology, the library efficiently manages the issuing and returning of books (checkouts and check-ins) and allows users to renew their borrowed books when needed. The Browne System of charging is followed to maintain transparency and streamline the borrowing process.

In addition to its core functions, the library takes stringent measures to ensure visitor safety and

convenience, especially during the COVID-19 pandemic. Although there were restrictions on library entry during lockdown periods, the college reopened on 4th January 2021. Despite the limitations, the library received a significant number of visitors, with occasional peaks and troughs in usage. On a noteworthy day, 9th March 2021, the library recorded a record number of 216 visitors.

The Ibn Khaldun Library offers several auxiliary facilities to enhance the overall learning experience of its users. The browsing area, equipped with 18 computer systems and high-speed internet, serves as a hub for various academic activities, allowing students to work on projects, assignments, seminars, and competitive exam preparations. A reprographics centre is also available for users to obtain photocopies, printouts, and scanning services at a nominal cost. Additionally, the library has a dedicated discussion room where students can collaborate for group study and discussions, with specific time slots allocated to ensure smooth utilization.

The library organizes various programs to promote a reading and research-oriented culture. These include book review programs that encourage critical analysis of literary works, library orientation programs aimed at guiding and familiarizing freshers with the library's resources, quiz competitions to foster academic enthusiasm, and reading competitions that instil a love for literature and knowledge among the college community.

In conclusion, the Ibn Khaldun Library stands as a pillar of academic support, offering a wealth of resources, modern automation, and an array of programs that enrich the college experience for students and faculty.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

WMO College has made remarkable strides in integrating diverse ICT facilities to create a comprehensive learning environment for students and faculty. The campus is equipped with cutting-edge technology, including LCD projectors, computers, Wi-Fi, audiovisual equipment, and smart boards are extensively utilized in classrooms, seminar halls, libraries, and administrative workspaces.

The college's IT infrastructure includes a strong network configuration comprising 195 desktops, eight laptops, 30 HP Deskjet printers, 27 LCD projectors, and two servers ensure fast data transmission and sufficient computing resources for students and faculty. Software applications such as Open Office, MS Office, and various statistical and computational packages are diligently maintained and updated.

Virtual learning is highly emphasized, and the college has successfully implemented platforms like WMO E-Space (a Moodle-based LMS), Google Classroom, and Teachmint, enable effective online education, especially during the challenging times of the COVID-19 pandemic.

A notable addition is the college's proprietary software application, Campex, developed to streamline administrative processes and student profiles. Campex efficiently manages student admissions, accounting, faculty listings, student records, and transfer certificates, and parents can access information about student attendance through the Campex app. Moreover, the college has integrated Koha, an open-source integrated library system, into its main library, simplifying library operations and providing access to a vast collection of scholarly content, ebooks, and digital resources.

The college boasts a campus-wide internet connection with 6 Fiber-to-the-Home (FTTH) connections, offering high-speed internet with a maximum speed of up to 300Mbps. LAN connections are distributed to all departments and labs within the college, with 27 Wi-Fi access points strategically placed for full coverage. The diligent and proactive IT department oversees two server rooms, ensuring uninterrupted internet access for all users.

WMO College also demonstrates its commitment to sustainability through various eco-friendly initiatives. An automated IoT-based water management system ensures efficient water utilization with zero wastage. The college has also implemented an automated solar LDR streetlight system, harnessing solar energy to reduce its carbon footprint and promote energy efficiency. Additionally, the automated bell and announcement system enhances communication efficiency, ensuring important information reaches all students and faculty effectively.

Various labs within the college, including the computer lab, intelligent machine lab, physics computer lab, and language lab, provide students with advanced technology for academic and research purposes. The college features smart classrooms, seminar halls, an auditorium, and a studio, providing versatile spaces for academic and extracurricular activities.

The college website and official YouTube channel continuously evolve, offering comprehensive information about the college, its departments, faculty, programs, and activities. Over the years, the college has impressively produced over 1100 YouTube videos, facilitating remote learning during the pandemic.

The exam cell, equipped with advanced Xerox machines and computers, streamlines the printing and distribution of examination question papers, enhancing efficiency and reducing administrative burden.

Ensuring the safety of students and staff, the college has implemented a robust CCTV system with 49 high-quality cameras strategically placed throughout the campus. WMO College has made significant technological advancements, creating a technologically advanced and sustainable learning environment

for students and faculty. With its commitment to virtual learning, innovative software applications, and eco-friendly initiatives, the college continues to embrace modern technology and foster enhanced learning experiences for all stakeholders.

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

4.3.2

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

Response: 12.72

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

Response: 152

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 2.75

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)

2021-22	2020-21	2019-20	2018-19	2017-18
11.77	6.81	12.58	5.27	2.76

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 79.56

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

2021-22	2020-21	2019-20	2018-19	2017-18
1173	1277	1364	1451	1357

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: B. 3 of the above

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

5.1.3

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

Response: 44.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
915	931	886	399	587

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

5.1.4

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

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

Response: B. 3 of the above

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

5.2 Student Progression

5.2.1

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

Response: 62.53

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

2021-22	2020-21	2019-20	2018-19	2017-18
214	268	263	286	217

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

2021-22	2020-21	2019-20	2018-19	2017-18
463	410	419	365	339

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

5.2.2

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

Response: 26.07

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

2021-22	2020-21	2019-20	2018-19	2017-18
50	30	34	41	40

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

5.3 Student Participation and Activities

5.3.1

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

Response: 45

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	2	9	15	9

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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

Response: 27.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
24	15	38	37	25

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

Old Students Association of WMO Arts and Science College, Muttil (OSAWC)

The Old Students Association of WMO Arts and Science College, Muttil (OSAWC) is an alumni organization formed by former students of the college. The association aims to foster a sense of community among alumni, support the college, and provide networking and professional development opportunities for its members. Our alumni members are working in different countries as teachers, business people, and government employees and contribute in the development of nation and society.

OSAWC had conducted many activities that highlight the impact of the association on its members and the college. OSAWC organized Honoring Functions to recognize the achievements of outstanding alumni. These functions served as a platform to showcase the success stories of former students, inspiring and motivating current students to strive for excellence in their respective fields. The alumni meets by the association provided a platform for former students to reconnect with their classmates and faculty members. These gatherings facilitated networking opportunities, allowing alumni working in various fields and countries to share their experiences and insights.

Contributions by OSAWC to the college are unparalleled. Donation of a speaking stand and books enhanced the learning environment for current students, providing them with necessary resources to support their education. A dedicated website was launched to serve as a central hub for alumni to stay connected and informed about the association's activities, enabling members to connect professionally and collaborate on various initiatives.

As a token of appreciation and to strengthen the bond between alumni and their former teachers, the association organized a special event on Teachers Day to honor their faculties. Another important milestone was the OSAWC Awareness Program on Mental Health. The program conducted during the COVID- 19 pandemic, addressed the challenges and stressors brought about by the pandemic and provided resources and strategies for maintaining mental well-being. The interactive sessions with alumni who excelled in the field of research provided valuable insights, guidance, and mentorship to current students interested in pursuing research careers. These sessions along with the invited talks, enriched the educational experience at the college and provided valuable insights into different career paths, motivating students to pursue their goals with confidence.

OSAWC has been pivotal in the legacy and success of the institution. They are the living testament to the

quality of education, values, and experiences imparted by the college. The alumni of WMO Arts and Science College, Muttil, through their accomplishments, leadership, and engagement, inspire current students, provide mentorship, and contribute to the overall growth and development of the college community. Their continued involvement and support foster a strong network, ensuring the continued excellence for future generations.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

WMO Arts and Science college is a higher education institution in Wayanad, one of the backward districts in India. The urbanization rate of the district is only 4 percentage and 96 percentage of the population resides in rural areas. The vision and mission of the college are formulated in this scenario to establish an academic and peaceful campus leading to intellectual inquiry and personality development of the backward minorities, orphans and the destitute. The college is striving to achieve these goals through proper governance and the best practices of the college are devised accordingly.

Best Practice-1: **VIDYALANKAR - STRIVING FOR SCHOLASTIC EXCELLENCE.**

Best Practice-2: **SOCIAL CONSCIENCE TOWARDS SOCIAL WELL-BEING.**

These practices aim to strive for academic excellence, creativity, and social commitment, especially among the backward minorities, orphans, and destitute, while upholding ethical and moral values.

The programmes under the best practice Vidyalankar, Research promotion activities, hybrid mode of Teaching-Learning through the LMS platform are in accordance with the important aspects of NEP such as the

- The overall development of students, including cognitive, social, emotional, and vocational skills.
- Integration of various subjects to promote a well-rounded education (multi-disciplinary approach)
- Equip students with practical skills for employment.
- Use of technology for better teaching, learning, and assessment.
- Flexibility in the curriculum.
- Promoting research and innovation.
- Gender and inclusion.

The college perfectly follows decentralization and participative management. The college has various committees to organize all the activities on campus. The management committee, Principal and the college council ensure decentralized decision-making at departmental, student, and administrative levels. The College council, headed by the Principal and a senior faculty member as secretary, and all heads of

the departments as members manages all internal affairs of the college. The Management committee takes decisions on infrastructure development, policy matters in accordance with the suggestions from the college council and the student Unions. The college has an elected student union and they represents the students in various committees and cells.

There are various committees and Cells such as,

- Anti- ragging and Discipline Committee.
- Grievance Redressal Cell.
- Women's Cell and Internal Complaint Committee (ICC).
- Admission Committee.
- Library advisory Committee.
- Planning Board.
- Basic amnesties Committee.
- Research promotion council.
- SC/ST Cell
- Minority Cell

The student's union plans and coordinates sports and cultural activities in discussion with the staff advisor. The ideas and suggestions from the student union and student monitors are discussed in appropriate committees, and decisions are taken accordingly. The Parent-teacher association also contribute to the infrastructural development and extra-curricular activities of the college. IQAC implements various quality initiatives by collecting feedback and suggestions from students, faculty members and parents. The shortages and grievances, if any, reported through feedback or other modes will be discussed in appropriate committees, and remedial measures will be taken.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The College has a well-organised structure for good governance and decision-making that has evolved through active collaboration among the management, statutory bodies, various associations and councils of students, as well as the faculty and parents.

The supreme governing body of the college is the Management Committee lead by the college manager. The committee is nominated by the Wayanad Muslim Orphanage administrative committee. Principal is an ex-officio member of the committee.

The College Council is a statutory body consisting of the Principal, Heads of the departments, Librarian, IQAC Coordinator, Office Superintendent and two elected members of the faculty. The staff council takes decisions in all internal matters of the college such as, admission of students, discipline, implementation of academic matters, internal assessments, and extension programmes etc. There are a number of forums, clubs and associations to coordinate the numerous co-curricular activities of the College. A significant role is played by IQAC, Planning Board, and other functional committees by assisting the Principal in college administration.

The College Office consisting of Administrative and Support Staff execute the administrative functions under the supervision of the Office Superintendent as per the directions of the Principal.

The Heads of departments coordinate the administrative and academic activities of the respective departments, including assigning of workload, coursewise semester plans, conduct of bridge courses, mentoring, remedial classes, attainments of programme outcomes and course outcomes etc. Teachers-in-charge are assigned to each class and entrusted with the task of consolidating attendance, preparing internal marks, continuous evaluation reports and convening class PTA. Teachers in charge of various courses adopt student centric teaching learning methods to ensure outcome based education.

There are Statutory bodies like SC/ST, Internal Complaints Committee, Women cell, Anti-ragging, Grievance redressal and Minority Cell to support the students and staff. There are other non-statutory associations for students like Singing nest, Readers and Writers forum, Bhoomithrasena, Quiz club,

Career guidance and Placement cell, Women Cell, Anti-Drug forum, ED Club, Tourism Club, Research Promotion council and Ruth are functioning in the college with a staff in charge to supervise. The students have representation in decision making and governance through the College Union members and Class monitors. The associations like Parent-Teacher, Alumni, staff club work in tune with the interests of the college.

Grievance Redressal Mechanism

The Grievance Redressal Mechanisms for both students and staff members are constituted according to the guidelines and regulations of the UGC and the University. Anti-ragging Cell, Discipline Committee, Grievance Redressal Cell and Internal Complaints Committee are constituted as per the statutory norms and procedures for the timely redressal of the grievances. The grievances of the teaching and non-teaching staff are redressed through Management committees and University tribunals.

Service Rules, Procedures, Recruitment and Promotional Policies

The appointment and promotion of staff are governed by the rules and regulations of UGC, affiliated University and Kerala Service Rules (KSR), and other relevant orders issued by the authorities.

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

6.2.2

Institution implements e-governance in its operations

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

Response: B. 3 of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The college collects individual appraisal reports from all teachers and non-teaching staff every year in a prescribed format. The PBAS form for the faculty includes all the details of the methods used in the teaching-learning process, research contributions, training programmes attended, conference/workshop/Seminar presentations and participation and all the other personal achievements of the faculty. This process ensures and motivates faculty to work towards strengthening their profile to update themselves in their respective fields and with the latest developments in higher education. The Performance Based Appraisal System (PBAS) is in accordance with the UGC regulations-2018 to ensure that the activities and initiatives required to be taken up by them are followed. A Committee of senior faculty members is constituted to scrutinize the proforma submitted and validate the API scores. Non-teaching staff needs to submit a work assessment report at the end of each financial year. The report reflects the nature of work, total workload, completed and pending works, and training programmes attended and other achievements.

Apart from a structured appraisal process, the college believes in providing effective welfare measures to support the well-being and growth of both teaching and non-teaching staff members. Some of these welfare measures include:

1. Medical Leave & Maternity Leave: Eligible staff members are entitled to medical and maternity leave, ensuring their health and well-being are prioritized.
2. Support for Conference and Seminar Participation: Staff members are encouraged to participate in conferences and seminars, with support provided for paper presentations and travel expenses.

3. Wi-Fi Facilities: To facilitate research and continuous learning, Wi-Fi facilities are extended to staff members on campus.
4. Duty Leave for Academic and Career Development: Staff members are granted duty leave to attend academic and career development programs, promoting their professional growth.
5. Faculty Development Programs (FDP): Encouragement is given to staff members to participate in faculty development programs to enhance their teaching methodologies.
6. Extension Programs and Social Work: Duty leave is provided to staff members who engage in extension programs and social work, promoting community engagement.
7. Training Programs: Both teaching and non-teaching staff have access to training programs to improve their skills and competencies.
8. Group Insurance Scheme: Aided staff members benefit from a group insurance scheme, ensuring their financial security.
9. Salary Advance for Guest Faculty: Guest faculty members are provided with salary advances to meet their financial needs.
10. Financial Assistance for Marriages: The college's staff club extends financial assistance to staff members during their own marriage or the marriage of their children.
11. Sports Activities: Staff members are encouraged to participate in sports activities, promoting a healthy work-life balance.
12. Day Care Facility: To support working parents, a daycare facility is provided on campus.
13. Subsidized Canteen Facility: Staff members have access to a subsidized canteen facility for their convenience.
14. Gymnasium Facility: A gymnasium is available to promote staff members' physical well-being.
15. Celebrations and Festivals: The college celebrates various festivals and National Days, fostering a sense of unity and cultural diversity.
16. Festival Allowances: Festival allowances are provided to staff members during festive seasons.
17. Incentives for Qualifications: Faculty members receive incentives on qualifying for NET/SET examinations or achieving higher qualifications such as a PhD, recognizing their commitment to academic excellence.

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

6.3.2

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

Response: 6.62

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	19	6	0

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

6.3.3

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

Response: 18.17

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

2021-22	2020-21	2019-20	2018-19	2017-18
55	25	11	7	7

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

2021-22	2020-21	2019-20	2018-19	2017-18
37	37	37	37	37

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The finance sub-committee, which operates under the College Management Committee, and College Planning Board holds meetings as needed to discuss and deliberate on financial management. They carefully scrutinize the previous year's accounts before creating the budget for the next financial year. To manage accounting, the institution employs its own ERP (CAMPEX) and submits its accounts to a three-tier audit mechanism, outlined below:

1. Internal Audit

- Conducts once a year.
- The mechanism to ascertain whether the management policies and guidelines for accounting are properly implemented and maintained
- The accounts office takes corrective measures based on the internal audit report, if required.

1. Statutory / External Audit

- Conducts after financial year closing
- The Audit team examines the books of accounts to form an unbiased opinion on whether they are adequately maintained.
- Reviews the balance sheet to gain clear and impartial understanding of the financial situation and checks the income and expenditure statement to confirm whether there is any surplus or deficit in the earnings.

For both internal and external audits, the management assigns separate auditors.

1. Government Audit

- It is mandatory to perform government audits, specifically the AG's and DDCE/DCE's audits, in addition to internal and external audits of government-aided funds.
- Government auditors express their opinion on the conduct and maintenance of books of accounts and records and an accurate view of the state of affairs of the Government funded Constructions /Projects/Programmes.

Major areas covered by the audit are:

1. Balance Sheet
2. Income and Expenditure statement
3. Payments and Receipts
4. Verification of assets and liabilities
5. Statutory payments and required returns are filed on time.

Audit Objections and Rectification

- The finance committee discusses the audit objections raised by the auditor, allowing management to promptly take remedial action.
- The accounts department rectifies the objections, and a report with an explanation is submitted to the Finance Committee.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

IQAC plays a crucial role in ensuring and maintaining the quality of education and overall development within the institution. It formulates strategies and processes for quality assurance, which are implemented and monitored through various activities.

Planning of activities.

- The IQAC conducts regular meetings to discuss and evaluate the institution's performance, identify areas for improvement, and devise action plans.
- At the beginning of every academic year, IQAC take initiation to allocate duties to teachers and Non-Teaching Staff (NTS).
- The IQAC ensures effective planning and implementation of curriculum delivery by preparing action plans in coordination with departments, developing course-wise semester plans with specific objectives and outcomes, and monitoring their execution.

FDP and Professional Development Programmes for Staff.

- IQAC encourage faculty members to attend FDPs and other Professional development programmes.
- IQAC conducted 14 training programmes for Teaching Staff and 10 programmes for NTS during a tenure of 5 years.

Practices in the Evaluation Process:

- The IQAC monitors the evaluation process and ensures that sufficient internal tests, seminars, assignments, viva voce, etc, are conducted by the departments.
- IQAC also ensures the functioning of the Grievance redressal cell in this regard.

Initiatives for the Curricular and Cocurricular development of the students.

- IQAC encourages departments to conduct various programmes, such as seminars, workshops, and other events for students so that the students are getting exposed to frontier areas of each subject.
- Extracurricular activities such as arts and sports events and other competitions are promoted for the personal growth, physical fitness, and overall well-being of the students.
- Orientation programs are conducted for first-semester undergraduate and postgraduate students.
- The IQAC has taken the initiative to conduct certificate courses in all departments.
- All departments offer remedial classes to students as and when needed or upon request from students.
- The IQAC actively promotes community service and engagement.

Feedback System.

- The IQAC collects feedback regularly from various stakeholders, including students, teachers, parents, alums, and employers. This feedback helps in identifying areas of improvement and taking necessary actions for enhancement.

Statutory Bodies

- IQAC monitor the functioning of various statutory bodies such as the Grievance Redressal Cell, Anti-ragging Cell, SC/ST Cell, Internal Complaint Committee (ICC), Women's Cell and Minority Cell. These cells ensure a safe and inclusive environment for all members of the institution.

Celebration of national and International Days and Cultural festivals.

- IQAC take the initiative to celebrate National, International Days and cultural festivals, to foster an inclusive culture and raise awareness of human values, ethics, and citizenship among students.

Annual Report Presentations.

- The IQAC facilitates the annual presentation of reports by departments and clubs. This practice enhances transparency and allows stakeholders to understand the contributions and achievements of various departments and clubs.

Other initiatives.

- Periodic Interventions in the maintenance of Basic Amenities
- Monitoring the Functioning of Clubs and Cells.
- Internal and External Academic and Administrative Audit.
- Convocation for Graduates.
- Promotes Collaborations and Linkages.
- Orientation programs on scholarships.
- Promote PTA Meetings.
- Green and Energy Audits are conducted internally and externally.
- Promotes Extension activities.
- Mentoring system for students.
- Promotes Hybrid mode of Teaching.
- Self-appraisals are collected from Teaching and Non-Teaching Staff every year.

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The Institution has actively promoted gender equity and sensitization through various measures and initiatives over the past five years. According to the student data, 62% of the students on campus are women, with 90% belonging to backward minority communities. These statistics emphasize the Institution's responsibility to address the unique challenges faced by female students from marginalized backgrounds. Highlights of our efforts in this regard are summarised below.

To promote gender equity and empowerment and educate students on these aspects, a Women's Cell is functioning on the campus. The Women Cell comprises a lady faculty member as the convenor and representatives from the student body, teaching staff, and non-teaching staff. The Women Cell's primary objectives are the following.

- a) The Women Cell fosters a gender-equal campus environment, providing all students equal opportunities.
- b) The Cell actively works to prevent and address gender-based harassment, ensuring a safe and supportive campus for female students.
- c) conduct awareness programs and sensitization sessions to educate the campus community about gender issues, stereotypes, and biases.
- d) Provide support and guidance to female students, assisting them in overcoming challenges and achieving their academic and personal goals.
- e) Policy Development on gender parity, ensuring that institutional frameworks prioritize gender equity.

The Women's Cell and various departments conduct regular awareness programs focusing on personal hygiene, skill development, and other relevant topics for female students. These programs aim to empower women with knowledge and skills contributing to their growth and well-being. Day celebrations such as International Women's Day, Girl Child Day, and the Day for rural women are Celebrated yearly with various programmes such as film fests, competitions and meetings with successful women from various fields. Such programmes serve as a source of inspiration for students, showcasing the achievements of women and encouraging them to strive for excellence.

The Institution organizes various competitions, such as essay writing, poster making, and face painting, to encourage participation and showcase the talents of female students. These competitions provide a platform for women to express themselves creatively and gain recognition for their skills.

Recognizing the challenges married women face in pursuing their studies, the college has established a creche facility on campus facilitating childcare services during the Day, allowing married women to continue their education without disruption.

The college is committed to creating a safe and harassment-free environment for women within the Institution. Through the implementation of strict policies, regular training programs, and awareness campaigns, the Institution ensures the safety and well-being of all female students. In this regard, an Internal Complaints Committee (ICC) is established to address grievances related to gender discrimination faced by female students. The ICC provides a platform for students to report incidents of gender-based harassment and ensures timely redressal of complaints. By implementing this mechanism, the Institution creates a safe and secure environment for women on campus.

The Institution provides sufficient basic facilities to meet the needs of women on campus. The college has a Women's hostel capable of accommodating 100 students. Every academic year, Institution ensures the availability of well-maintained restrooms, hygienic food facilities, and other essential amenities. At the end of the academic year, a gender audit is conducted to assess the facilities, issues reported and to evaluate the gender-related programmes conducted.

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

7.1.2

The Institution has facilities and initiatives for

1. Alternate sources of energy and energy conservation measures
2. Management of the various types of degradable and nondegradable waste
3. Water conservation
4. Green campus initiatives

5.Disabled-friendly, barrier free environment**Response:** B. 3 of the above

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

7.1.3

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

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

Response: B. Any 3 of the above

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

7.1.4

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

Response:

WMO Arts & Science College is committed to providing an inclusive environment that fosters tolerance, harmony, and respect for cultural, regional, linguistic, communal, and socioeconomic diversity. The institution recognizes the importance of sensitizing its students and employees to their constitutional obligations, values, rights, duties, and responsibilities as citizens. The College accommodates around 2000 students and 120 staff members from different socioeconomic and cultural backgrounds, with approximately 90% of the students belonging to backward communities. Here are some of the initiatives taken by the College to achieve these goals:

The College organizes and celebrates cultural events and festivals representing different regions and religions. This includes festivals like Onam, Christmas, Bakrid and Holi, allowing students from diverse backgrounds to share and experience different cultural traditions. Various competitions such as flower carpets, Group songs, Xmas crib making, Mehendi etc., are also conducted to ensure a positive interaction among the students.

The College has two units of the National Service Scheme (NSS). These units provide opportunities for students to engage in community service, instilling a sense of social responsibility and promoting inclusivity. We have two units of the National Cadet Corps(NCC), and they also participate in activities promoting national integration and community service.

The variety of awareness programmes and activities organized by NSS and NCC are not only limited to its members but also to the entire student community.

The College conducts various programs to eliminate societal barriers, such as gender inequality, caste discrimination, and religious prejudice. Through workshops, seminars, and awareness campaigns, students are sensitized to these issues and encouraged to actively contribute to building a more inclusive society.

The various cells, such as the Human Rights Cell, SC/ST Cell, OBC Cell and the Women's Cell, are dedicated to promoting inclusivity and addressing specific needs within the student community. They organize classes and workshops to raise awareness about human rights, foster respect, and promote equality. These cells play a pivotal role in educating students about their rights and fostering empathy and understanding towards the rights of others.

The College has an Electoral Literacy Club to educate the students about their rights and responsibilities as voters, promoting active participation in the democratic process and creating a sense of civic duty. Also, through the transparent election process for student leaders, the students experience the various stages of the electoral process, including nomination, election campaigning, voter debates, voting, and counting, which reinforces democratic principles and instills a deep understanding of the electoral system.

The College celebrates all important national and international days, such as Independence Day, Republic Day, World Environment Day, Martyr's Day, International Women's Day, Hiroshima Day, Blood Donor's Day etc. These celebrations serve as reminders of the significance of unity, diversity, and

global citizenship.

The College organizes a wide range of arts and sports events that successfully bring together a large number of students, irrespective of their socioeconomic and cultural backgrounds. By actively engaging in these events, students are provided with ample opportunities to mingle, interact, and collaborate, effectively breaking down barriers and fostering a sense of unity and belonging among diverse individuals. These events serve as powerful platforms for students to appreciate and embrace each other's unique talents and perspectives, further narrowing the societal barriers that may exist.

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICES-1

Title: VIDYALANKAR - STRIVING FOR SCHOLASTIC EXCELLENCE.

Objectives: This practice aims to facilitate a breeding ground for academic excellence and creativity and to create an innovative mindset among the students.

Context: The best practices of the college are developed in tune with the mission of the college, which is to strive for academic excellence, creativity, and social commitment to the citizens. Vidyalkar is a Sanskrit word for academic excellence.

The Practice: Every year, the college organizes more than 100 programmes, such as seminars, workshops, invited talks etc., in frontier areas to expose the students to new heights of information and knowledge. The programmes like Student seminars, Mathematical problem contests, department-level monthly meetings, debates, and project works help them to be critical thinkers. Students have every opportunity to show up and enhance their talents through various creative activities, such as Exhibitions, Skill development programmes, short filmmaking and the publication of magazines. All departments and the college union publishes magazines every year. The departments also provide various certificates/add-on courses to the students. Meanwhile, they gain valuable lessons through various social activities and services, with the prime objective of academic excellence. The Arabic Department is publishing a

research journal called Raihan. The college provides opportunities for the students to participate in Young Innovators Programme (YIP) by presenting ideas. Kerala Government has Sanctioned an Innovation and Entrepreneurship Development Centre (IEDC) at the college under the Kerala start-up mission. The college has three incubation centres. The college has been granted the UGC-funded STRIDE Project (Component-1) titled "Adaptive Speech Recognition for Speech Defects in Malayalam Language." This significant achievement has provided students with a unique opportunity to immerse themselves in a major research ambience right within their campus.

Evidence of Success:

Every year a significant fraction of students are opting higher studies. Most of them are getting admission to prestigious institutions in India. Many of our alums are researching at various top-ranked universities worldwide and even at NASA. Our alums work as scientists in India's most prestigious organizations, such as ISRO and DRDO.

Problems Encountered and Resources Required:

Wayanad, one of India's backward districts, needs more facilities in all areas, including the educational sector. The region's availability of resource persons, research centres, etc., is significantly less.

BEST PRACTICES-2

1. Title : SOCIAL CONSCIENCE TOWARDS SOCIAL WELL-BEING:

2.Objective:

The objective of this best practice, "Social Conscience towards Social Well-being," is to foster a strong sense of social commitment among students and position the institution as a facilitator in Wayanad, a socially and economically disadvantaged area. The practice aims to raise awareness about pressing social issues and encourage active student engagement in initiatives promoting social well-being. By instilling a profound social conscience, the college empowers students to become catalysts for positive change within their communities. Through outreach programs and partnerships, the college addresses Wayanad's specific needs and contributes to its overall development. Emphasizing social responsibility, the objective is to cultivate empathy, compassion, and a deep understanding of challenges faced by marginalized populations while fostering inclusivity and unity among the student body. Additionally, the college actively promotes community engagement by sharing its facilities for sports, cultural, academic, and community activities with nearby residents. This inclusive approach enhances the college's social impact, facilitates meaningful interactions between students, faculty, and the Wayanad community, and

contributes to the holistic development and well-being of individuals beyond the college's student body.

3.CONTEXT:

In alignment with the college's mission to pursue academic excellence, creativity, and social commitment to its citizens, the best practice initiatives have been carefully developed. Wayanad, known as one of the most underdeveloped districts in India, faces significant challenges in terms of urbanization, with a rate below 4%. Moreover, approximately 90% of the population belongs to socially disadvantaged categories such as SC/ST and OBC. Higher education facilities in this area are scarce, and the region's infrastructure for community engagements is also limited. Recognizing these circumstances, the college takes proactive measures to utilize its student body's strength for the betterment of society and addresses the pressing social needs of Wayanad. Additionally, the institution shares its resources and facilities with the general public, actively promoting community engagement. By extending its support beyond the campus, the college strives to become a facilitator in uplifting the socially and economically disadvantaged area of Wayanad.

4. The Practice

Write a paragraph on the best practice of the college with the following points. The students of the college, under the guidance of faculty members, actively participate in all kinds of social service activities whenever the situation demands. The social service department and NSS conducted awareness and support programmes among the nearby communities. During the Kerala flood in 2018, the students actively participated in the relief activities, including the collection and distribution of relief materials and volunteer services. A team of 70 students participated in the post-disaster assessment survey (2018) conducted by the district administration Wayanad and other agencies. Similarly, during the second Kerala flood of 2019, students have extended their service to the society through volunteer service at the relief camps. Through NSS, they have supported the health department to chlorinate the drinking water sources in nearby villages. They also conducted a survey of the flood-affected areas and gave the report to the district administration. During the Covid pandemic also, students and faculty members participated as volunteers. In all these difficult times, college has made open all of its infrastructure facilities to conduct relief camps, and medical camps and to set up quarantine centres. Also, the sports facilities, auditoriums and computer centres are utilized by various local organizations and testing agencies. The college stands out as a major facilitator for society in all aspects.

5. Evidence of Success

Over the past five years, the college and its staff members have been recognized with 15 Certificates of Appreciation from local bodies, District administration, and various Government agencies for their outstanding contributions to community services. The impact of their efforts is evident as more than 2000 students actively participated in diverse community service initiatives.

6. Problems Encountered and Resources Required

Due to the covid pandemic, there were restrictions for the various extension and community services.

File Description	Document
Best practices as hosted on the Institutional website	View Document
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:

Student Support Services

WMO Arts and Science College is one of the educational institutions managed by the Wayanad Muslim Orphanage, located in a disadvantaged hilly district of India. The College is situated in an area where most of the population belongs to the Scheduled Caste/Scheduled Tribe and other backward minorities. Wayanad has a low urbanization rate of 4%, which is significantly below the state average of 16%. With the noble vision to foster holistic growth and overall development of our students, the College has an effective Student Support System (SSS) with a social commitment to the citizens, especially the backward minorities, orphans, and destitute, upholding ethical and moral values. As an institutional flagship initiative, the SSS aims to empower our students to achieve their full potential by providing various resources, guidance, and assistance throughout their academic journey.

The Mentoring System in our College reflects our dedication to providing holistic support to our students. Training programs for faculty members are arranged for the effective implementation of the program. By offering individualized attention, goal setting, emotional support, and professional guidance, we empower our students to make the most of their college experience. The mentor-mentee relationships formed through this program enrich the educational journey, enabling students to develop the skills, confidence, and resilience necessary for success in both their academic pursuits and future careers.

The mentoring system in the institution is coordinated by the Department of Social Work. A workshop on the mentoring program is conducted for faculty, and all departments in the College follow a uniform,

contextualized and evidence-based format for the assessment and intervention with mentees.

The Free-ships and Scholarships Program in the College serves as a testament of its commitment to educational access, inclusivity, and fostering talent. By providing financial assistance and recognition to deserving students, the College strive to break down barriers and create an environment that empowers every student to achieve their fullest potential. Through this initiative, we continue to strengthen the foundation of the College as an institution that values academic excellence and supports the dreams of its diverse student community.

The Edu Support Scheme is a financial assistance program specifically designed for economically backward students in the self-financed departments and the students from Wayanad Muslim Orphanage to ensure that all deserving students have equal access to quality education, regardless of their financial background. The program aims to alleviate the financial burden on economically backward students, enabling them to pursue their educational goals and reach their full potential. The scheme includes semester fee concession, hostel fee concession and food stamps. It envisions continuous growth in terms of funding and the number of students benefiting from the program.

A monitoring committee is constituted for the Edu support scheme to ensure transparency and fairness in the application and eligibility process. The Principal serves as the Chairman of the monitoring committee. His role is to provide overall guidance and leadership to the committee, ensuring the smooth functioning of the scheme. Mr Rasheed N K has been appointed as the Convenor of the scheme. The Convenor plays a pivotal role in coordinating the activities of the committee, overseeing the application review process, and ensuring effective communication between the committee members and the applicants. The committee ensures fair and unbiased decision-making, considering the available resources and the overall objectives of the scheme, and maintains accurate records of the process, including documentation related to the eligibility, assessment and final decisions. This ensures transparency and provides a reference for future evaluations and audits.

RUTH is the charity wing of the College, Muttill, which aims at inculcating humanitarian values among students. This program fosters democratic values and emphasizes empathy in students and the working staff as well. Aiming to develop a benevolent attitude towards fellow beings, this program encourages students to donate a part of their pocket money to RUTH. The Funds are also collected from the staff members towards this program. The funds mobilized are utilized to cater to the needs of the underprivileged persons in the college community as well as in society as a whole.

Support for Extracurricular Activities: The College places great emphasis on extracurricular activities, fostering a well-rounded educational experience for our students. The College boast well-organized sports and arts-related bodies ensuring that students receive comprehensive support and access to training facilities.

At the college level, we host exciting annual athletic meets and inter-departmental competitions, allocating funds to train and coach students in various games, including football, volleyball, fencing, wushu, cricket, fitness activities, athletics and more. The College actively funds these training and coaching programs, nurturing the talents of our students in their chosen fields. Additionally, we extend our support to intercollegiate and university competitions, offering Travel Allowance (TA) and Daily Allowance (DA) to facilitate participation.

The College's commitment to the arts is equally strong. The university fine arts competitions operate on a

three-level system: college level, intercollegiate F zone, and inter-zone. To ensure our students shine on the artistic stage, the College provides financial assistance for travelling, training and costumes at all three levels.

Moreover, our support extends beyond the college campus. The College provide funding for students representing our institution in extracurricular and curricular competitions held outside the college premises. By doing so, the College encourages students to excel not only within the walls but also on broader platforms, showcasing their talent to the world.

Flood Relief Support: The College hosted flood relief camps on the campus while flood calamities hit Kerala in 2018 and 2019. It provided shelter to more than 1000 affected people, including the families of our own students. Mr Ashraf Manoth, Lab Assistant of the College, was the camp coordinator, and more than 100 student volunteers played a crucial role in organizing the camp. The students actively participated in the flood-related survey activities and the flood relief material distribution under the supervision of district authorities. When the Covid-19 Pandemic started, the college hostel was used to accommodate Covid patients.

WMO Arts and Science College stands as a beacon of hope and empowerment in the disadvantaged hilly district of Wayanad. With a strong commitment to social responsibility and inclusivity, the College's Student Support System (SSS) goes above and beyond to nurture the holistic growth and development of its students.

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

5. CONCLUSION

Additional Information :

- The College has 8 PG Programs and 11 UG Programs.
 - 39 Certificate Courses and SWAYAM NPTEL courses, and 3388 students have benefitted.
 - Teaching is supplemented with the use of WMOE-SPACE, ICT tools etc.
 - Advanced facilities such as ICT-enabled classrooms, labs, discussion rooms, and a language lab enhance the teaching-learning process.
 - Workshops and conferences are conducted to enhance academic skills.
 - A structured, multi-level feedback mechanism ensures accountability in the academic processes.
 - The College has a high enrolment ratio of 87% and a favourable full-time teacher-student ratio of 1:21.
 - Over 85% of reserved category seats have been filled in the last five years.
 - Approximately 99.5% of full-time teaching posts are filled, with over 54% of teachers holding a PhD or qualified NET.
 - The College has a transparent and efficient mechanism for continuous evaluation.
 - Course outcomes and program outcomes are displayed on the website.
 - The College has an average pass percentage of 77.27%.
 - The College secured the UGC-funded STRIDE Project on component-1.
 - The College has three independent incubation centres.
 - Five faculty are research guides.
 - 91 seminars and 98 outreach and extension activities in the past five years and received 16 prestigious awards.
 - 22 MOUs and 16 linkages/collaborations, fostering a culture of knowledge exchange and collaboration.
 - 49 lecture halls, three seminar halls, and an auditorium supporting 11 UG and 8 PG programs.
 - Two hostels to accommodate boys and girls.
 - The college library with distinct sections for Reference, Periodicals, Research, Career, and Browsing facilities.
-
- Sports facilities for popular games, including an international standard cricket pitch.
 - A 400-meter athletic track and a well-equipped gymnasium.
 - Maintains a community forest spanning 80 cents.
 - Rainwater harvesting systems with a combined capacity of 4 Lakhs.
 - 81% of students benefit from at least one type of scholarship.
 - Efficient Grievance redressal mechanisms.
 - 47% of students progress to higher education or get placed.
 - The College has a registered alumni association and its own website.
 - The College envisions creating a peaceful academic atmosphere for intellectual inquiry and holistic personality development.
 - It strives to cultivate an inclusive campus environment free from gender, cultural, linguistic, or other biases.
 - The College has best practices: "Vidyalankar - Striving for Scholastic Excellence " and "Social Conscience towards Social Well-being."

Concluding Remarks :

Over the years, W M O Arts and Science College, Muttil, has empowered countless students, shaping their lives and fostering unique talents through its academic and cultural contributions. Rooted in the dreams of the region, the College continues to be a symbol of those aspirations. From its modest inception to its current transformative phase, the College's remarkable journey reflects continuous growth, with a cherished ambition of achieving the status of an autonomous institution.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :35</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1160</td> <td>724</td> <td>752</td> <td>708</td> <td>44</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1158</td> <td>715</td> <td>751</td> <td>709</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	1160	724	752	708	44	2021-22	2020-21	2019-20	2018-19	2017-18	1158	715	751	709	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
1160	724	752	708	44																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
1158	715	751	709	0																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 729</p> <p>Answer after DVV Verification: 693</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																				
2.1.2	<p><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during</p>																				

last five years (Exclusive of supernumerary seats)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
184	184	172	147	153

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
184	180	171	147	153

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
215	211	197	159	169

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
215	211	197	159	169

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

2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)**2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
58	50	46	39	36

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
56	49	45	38	34

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	21.95	0.2	0.27

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10.97	0	10.97	0.9	0.18

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
36	24	09	15	07

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
23	24	09	16	07

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

3.3.1. Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
18	11	11	13	15

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

9	9	5	4	2
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Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
11	12	7	9	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
16	10	5	6	1

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
20	19	24	28	7

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
15	9	15	21	5

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

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

Answer before DVV Verification :

Answer After DVV Verification :30

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16.37	8.5	74.2	111.96	86.70

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
31.81	10.41	90.1	131.07	103.84

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
25.87	18.25	23.99	28.36	23.69

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
11.77	6.81	12.58	5.27	2.76

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

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

5.1.1.1. **Number of students benefited by scholarships and freeships provided by the**

institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1264	1314	1369	1494	1357

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1173	1277	1364	1451	1357

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

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
900	892	888	545	220

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
915	931	886	399	587

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

5.1.4 ***The institution adopts the following for redressal of student grievances including sexual***

harassment and ragging cases

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
214	268	263	286	217

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
214	268	263	286	217

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
643	546	536	469	421

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
463	410	419	365	339

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
54	33	29	51	53

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
50	30	34	41	40

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
14	2	9	16	9

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	2	9	15	9

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
38	36	101	224	231

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
24	15	38	37	25

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

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	20	6	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	19	6	0

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
173	47	49	25	20

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
55	25	11	7	7

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
28	20	23	22	21

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
37	37	37	37	37

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

6.5.2	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented 2. Academic and Administrative Audit (AAA) and follow-up action taken 3. Collaborative quality initiatives with other institution(s) 4. Participation in NIRF and other recognized rankings 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc. <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>
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7.1.2	<p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none"> 1. Alternate sources of energy and energy conservation measures 2. Management of the various types of degradable and nondegradable waste 3. Water conservation 4. Green campus initiatives 5. Disabled-friendly, barrier free environment <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: B. 3 of the above</p> <p>Remark : As per clarification received from HEI, DVV input is recommended.</p>
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7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p>
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1. **Green audit / Environment audit**
2. **Energy audit**
3. **Clean and green campus initiatives**
4. **Beyond the campus environmental promotion activities**

Answer before DVV Verification : A. All of the above

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

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

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 164 Answer after DVV Verification : 152</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>89</td> <td>83</td> <td>84</td> <td>83</td> <td>81</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>82</td> <td>79</td> <td>78</td> <td>78</td> <td>76</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	89	83	84	83	81	2021-22	2020-21	2019-20	2018-19	2017-18	82	79	78	78	76
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89	83	84	83	81																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
82	79	78	78	76																	
2.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>44.68</td> <td>27.78</td> <td>99.83</td> <td>142.03</td> <td>110.9</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>283.25</td> <td>214.31</td> <td>340.01</td> <td>282.71</td> <td>302.97</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	44.68	27.78	99.83	142.03	110.9	2021-22	2020-21	2019-20	2018-19	2017-18	283.25	214.31	340.01	282.71	302.97
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