



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

**KORAMBAYIL AHAMED HAJI MEMORIAL UNITY  
WOMEN'S COLLEGE, MANJERI**

**P. O. NARUKARA, MALAPPURAM DISTRICT, KERALA  
676122**

**[www.unitywomenscollege.ac.in](http://www.unitywomenscollege.ac.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Founded in 1991 by Janab Korambayil Ahamed Haji, the former Member of Parliament, under the Muslim Educational and Cultural Association (MECA), Korambayil Ahamed Haji Memorial Unity Women's College, Manjeri, stands as a pioneering private, minority institution affiliated to the University of Calicut. As the first aided higher education institution exclusively dedicated to women's education in Malappuram District, Kerala, the college champions a mission grounded in academic excellence, integrity and social responsibility. Recognized under sections 2(f) and 12(B) of the UGC Act, 1956, Unity College is a minority educational institution led by the visionary Syed Munavvar Ali Shihab Thangal, philanthropist and political leader.

Established with 3 academic programs and 35 students, College has evolved into a vibrant institution educating 1,757 women across U.G., P.G. and Ph.D. programmes, supported by 139 staff.

Situated on a scenic 17.5 acres campus in Pulpatta village, college is renowned for its academic rigor and research potential. Accredited with a 'B++' grade from NAAC in its third cycle in 2019, the college now offers 10 undergraduate, 7 Postgraduate and 2 research programs. In alignment with its commitment to quality and innovation, Unity College has developed several resources, including the **Women Skill Park, NPTEL Local Chapter, European Union Sponsored Digital Studio, ED Club, Innovation and Incubation Centres, USEED Research Grants, Unity Publication Division, Soft Computing Lab, Lexis Language Clinic, Human Library, History Museum, Innovation and Entrepreneurship Development Centre, and an IoT Lab**. Funding from sources, like **European Union-sponsored MIELES Project, RUSA, KSHEC, KSCSTE, Kerala Agricultural Department and CLAS**, have strengthened its ecosystem of progressive education.

With a decentralized policy-making structure, Unity College meets local, national and global developmental needs, through quality practices including **ISRU**, supported by dedicated staff and committed stakeholders. Having celebrated its 30th anniversary in 2021, the college remains steadfast in empowering women through active engagement in academics and extracurricular activities, fostering equality, freedom and **lifelong learning**.

The institution has hence been instrumental in changing the educational geography of Kerala state wiping out the backwardness of marginalised communities with respect to higher education, career and entrepreneurship, by providing the best in education for empowerment and emancipation.

### Vision

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#### Vision Statement:

**"Building an Egalitarian Society through Women Empowerment".**

- Our institution is committed to empowering women, especially from the rural and backward areas, and from the minority communities through quality education, career pathways, employability trainings, entrepreneurship guidance and empowerment opportunities and thereby contributing to the creation of an egalitarian society.
- We strive to bridge the industry and academia gap and promote social equity and justice, ensuring that

women from all walks of lives have equal opportunities to grow and develop.

- Our institution provides access to quality education for women from the marginalized communities, focusing on academic excellence and personal growth.
- The institution aims to foster a culture of inclusivity, diversity, and respect, promoting social cohesion and equality.
- Striving to achieve this vision, the institution through the management, staff and students create a comprehensive and inclusive approach towards women's self actualisation making the women's journey from education to emancipation possible, addressing the educational and social needs of the hour.

## **Mission**

### **Mission 1: Provide the best in education**

To provide high-quality education that equips women from the marginalized communities with the knowledge, skills, and competencies needed to succeed in their personal and professional lives, through equity, curriculum enrichment, social engagement, and faculty development.

### **Mission 2: Inculcating human values**

To instil the values of compassion, empathy, tolerance, and respect for diversity, enabling them to become responsible and contributing members of society through value added programmes, Philanthropic Projects, Campus Community Outreach Activities, Student Societies etc.

### **Mission 3: Developing leadership qualities**

To equip young women with the skills, knowledge, and confidence needed to take on leadership roles in their communities and organizations through NSS, NCC, Cells and Clubs, Forums, alumni networking and mentorship programmes. Ensure Economic Growth of Women so as to equip them with leadership skills and decision-making capacity, through enhancing employment and entrepreneurship.

### **Mission 4: Fostering unflinching patriotism**

To instil a sense of pride, loyalty, and responsibility for the nation through carefully crafted campus practices nurturing in them a sense of global citizenship for world peace.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

- ♦ First government aided women's college of Malappuram district and the first degree college without pre-degree in Kerala, KAHM Unity Women's College has been transforming the educational landscape for more than three decades, offering quality higher education for women in general and minority women in

particular.

- A visionary management including leaders from socio-political, and academic spheres.
- 17.5 acres of serene landscape with a panoramic view, 13327 sq.m. built-up area, Wi-fi enabled campus, 100% ICT enabled classrooms, indoor stadium, MIELES studio, Women Skill park, Centre for Life Skill Development, Program specific labs, Audio-Visual Halls, Incubation Centres etc. for holistic development of students, scholars and teachers.
- Highly qualified teachers, keeping abreast of technology assisted teaching, learning and research, promoting academic, professional and personal growth through collaborative projects and community outreach activities.
- Student-centred, technology integrated teaching-learning practices, utilising RUSA and MIELES grants, alumni network/lecture series, active NPTEL local chapter, 45 active students' societies, and exposures and opportunities through initiatives like Meet the Industry Experts and Meet the Academic Experts.
- Optimal student enrolment, high demand ratio for programmes offered, with pass percentage 94.91%, 79 University Rank Holders, 63.34% progression/placement of students who are mostly first-generation learners, contributing to familial and societal upliftment.
- Reduced dropout rates through institutional interventions like induction, awareness/counselling sessions, PTA meetings, peer mentoring/tutoring, day-care centre and other student-friendly policies ensuring course completion and advancement for married students and young mothers.
- Training and hands-on-experience given to students on employability skills and career development, various students' initiatives, SQAC, green ambassadors, career champions, NCC/NSS events collaborating with local/ regional bodies, ASAP, Women Skill Park, women cell etc.
- Share&Care, the campus Philanthropic project, ISRU and *Snehabhavanam* (home for the homeless) to enhance compassion.
- Conveyance facility enhancing accessibility for students providing employment to many.
- EBSB, fostering national integration.
- KSBB audited green campus with 45 KW solar powered self- sufficient energy resource, 19.5 lakh litres rain water harvesting facility, medicinal plant garden and continuous awareness sessions on SDGs.
- An amount of Rs. 3,20,29,979 as scholarships and freeships.
- Divyangjan friendly and inclusive campus.
- 92 national/international awards & Enlisted in the India Book of Records & Asia Book of Records.

### **Institutional Weakness**

- Inadequate public transport facilities to the institution.
- Restricted academic and administrative autonomy, being affiliated to a university.
- Lack of foreign students.
- Unable to maintain 20:1 student teacher ratio owing to the marginal increase thrust upon the institution by the university, without sanctioning additional teaching posts.
- Developing English language proficiency remains a challenge at the entry level because of the mixing up of the vernacular with English for instruction in the higher secondary class rooms.

### **Institutional Opportunity**

- Optimisation of the MIELES facility to develop courses of global standards for a wider public.
- Maximising student registration for MOOC/NPTEL and other relevant courses that promote global employability.

- Introducing more job-oriented courses associating with central and state government agencies.
- Creating an ecosystem attracting international enrolment with innovative and AI courses.
- Providing more interdisciplinary research facilities for staff and students that would enable the institution to avail more national/international fellowships and PDFs.
- More incubation support can be rendered nurturing creative ideas of staff and students.
- Possibilities to upgrade all PG departments as research centres.
- Ample availability of land for future expansions.
- Prospective partnerships with national and research institutions for exposures of global standards.
- Possibility for social entrepreneurship critically engaging students with social, cultural and political aspects of the region/state.
- Developing entrepreneurship and startup through IEDC (Innovation Entrepreneurship Development Centre).

### **Institutional Challenge**

- The institution serves a significant number of first-generation learners, requiring additional academic support and guidance.
- Supporting students in maintaining focus on their studies, particularly amid the distractions of the digital age, is an ongoing priority for the institution.
- Financial constraints limit students from joining paid job-oriented courses offered by agencies like NPTEL, ASAP and other private agencies.
- Insufficient number of students applying for the sports quota leaves the seats vacant, affecting the enrolment ratio.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The institution follows the curriculum and academic calendar prescribed by the affiliating university. Institutional and department level action plans and faculty-wise semester plans, timetable etc. are prepared in advance. Quality of curricular delivery is ensured through following measures:

- ♦ ICT-enabled curricular delivery, using smart TV, interactive apps, Moodle LMS, Softwares, Digital library and ERP.
- ♦ Experiential and project based internships, research projects, dissertations, field works, hands-on learnings, seminar presentations etc., promote student-centered, self and inter- disciplinary learning.
- ♦ Synchronous and asynchronous modes of teaching through approved platforms.
- ♦ IQAC monitors effective implementation and documentation of curriculum planning and delivery through teacher's diary.
- ♦ Advanced and slow learners are benefitted through peer teaching.
- ♦ Scholar Support Programme and remedial classes boost the slow learners.
- ♦ Student performance is assessed continuously through assignments, seminars, viva-voce and centralised internal examinations.
- ♦ Flipgrid, kahoot, online quizzes, testmoz, Google classroom, etc facilitated online learning.
- ♦ ERP (Embase Pro Suit) ensures transparency of processes with all stakeholders.
- ♦ Nine BoS and two academic council members represent the institution in the affiliating university for

curriculum enrichment.

- All faculties regularly participate in university evaluation processes.
- Certificate courses offered by institution and departments ensure academic flexibility, enrich curriculum and enhance employability.
- 65% of the students completed one or the other from 102 certificate courses offered by the institution.
- Students are encouraged to enroll online certificate courses.
- 32 such courses in MOOC, NPTEL and SWAYAM platforms are successfully completed by the students.
- Programmes to address cross cutting issues like gender, environmental sustainability, human values and professional ethics are conducted through expert talks and discussions/deliberations among students facilitated by teachers for inculcating social responsibilities.
- Internships in industries/organizations provide professional environment to students to enhance skills, provide industry connections, leading to gainful insights into their future careers.
- 1112 students completed projects/ internships during 2023-24.
- A very effective mechanism is implemented to collect and analyze feedback on curriculum delivery from various stakeholders like students, alumnae, teachers and employers.
- Suggestions from stakeholders are incorporated in institutional policy revisions and future plans, and are communicated to the university through Board of Studies and Academic Council.
- Steps are also taken to address the suggestions and shortcomings.

## **Teaching-learning and Evaluation**

The institution has been serving as a change agent in the field of women's higher education, with its noble mission of building egalitarian society, through quality teaching- learning and evaluation, providing holistic education, for more than three decades.

- ♦ With an average enrollment of 85.56%, the institution takes pride in remaining an inclusive campus catering to the educational needs of a wide spectrum of minority women, especially in the backward district, Malappuram, mostly first-generation learners.
- ♦ The teachers' profile is rich with 32% Ph.D., 43% NET and 9% M.Phil holders.
- ♦ All teachers continuously empower themselves through in-service FDPs, short-term, induction and certificate courses, induction programmes, researches and workshops, keeping aligned with the changing needs of an AI powered world.
- ♦ FDPs are organized by the institution besides those attended by teachers to gear up for the changes ushered in by NEP 2020, OBE and FYUGP.
- ♦ Students are encouraged to enrol into any of the 102 certificate courses besides those offered by Swayam, NPTEL and Coursera.
- ♦ The college is a local chapter of NPTEL.
- ♦ A MIELES studio that came fully functional during Covid is being utilized effectively for teaching/learning/content creation processes, offering teachers and students opportunities for self-learning and reaching out to a larger audience.
- ♦ Ensuring clarity to all students about the COs and POs keeps the staff and students focused on the objectives of learning/ assessments.
- ♦ A transparent, systematic assessment system is complemented with creative, innovative strategies like open book exams, student presentations on researched topics, evaluation through Moodle LMS, students' e- repositories, online evaluation tools etc.
- ♦ Advancing with time and technology, there has been an exponential growth in the number of ICT

enabled classrooms, from 41% in 2019 to 100% in 2024, to enhance technology enabled smart learning atmosphere.

- Experiential, participative and problem-solving approaches integrating technology, make student centric pedagogy and learning systemic.
- Annual exit survey conducted is an effective feed back method that shapes strategies for introspection.
- The pass percentage of the assessment period is 94.91 %, and 63% of our students move forward for higher education and placement, a robust reflection of institutional measures towards its noble vision and mission.

## **Research, Innovations and Extension**

The institution has actively advanced with academic excellence and community engagement, establishing a lasting impact through various initiatives and researches. With substantial funding and collaborative partnerships, we have expanded our facilities, strengthened academic departments, promoted researches and enhanced campus community outreach projects.

- ♦ INR 51 lakhs in grants from DST, KSCSTE and the European Union.
- ♦ Institution's Centre for Indian Knowledge Systems, workshops on intellectual property rights, technological incubation, certificate courses in yoga, scientific history writing, Indian culinary arts and Malayalam culture, seminar on Mathematics and Sanskrit, regional language promotion activities, Mother language day celebrations , Hindi Divas celebration etc., integrate Indian knowledge into curricula.
- ♦ Ernad History Museum and Malabar Heritage Wall.
- ♦ E-content Development Centre and MIELES Digital Studio.
- ♦ IPR Cell, 8 Intellectual Property Rights (IPR) workshops.
- ♦ Well functioning Research and Development Cell.
- ♦ English and Chemistry departments are upgraded into research departments.
- ♦ USEED Research Grant is implemented for faculty and students as research seed money.
- ♦ VIDWAN ID for all faculty members.
- ♦ Korambayil Ahamed Haji National Dissertation Awards and Hassan Mahmood Kurikkal Best UG and PG Project Awards.
- ♦ IoT Lab for AI and Robotics.
- ♦ Soft Computing Lab is launched in 2022-23.
- ♦ "Meet the Academic Experts" and "Meet the Industrial Experts" sessions to foster research and collaboration.
- ♦ Conducted 195 seminars, workshops, and conferences on research methodology, IPR, and entrepreneurship.
- ♦ 102 research articles, 289 book chapters and 45 ISBN books by faculty members.
- ♦ Unity Publication Division for enhancing research publications.
- ♦ 226 extension programs through departments, NSS, NCC, Clubs and other forums, earning 36 awards and recognitions.
- ♦ *Snehabhavanam* project (*Two Homes for the homeless*).
- ♦ Social inclusion projects like dress banks, health campaigns, Sky travel, share & Care project and environmental awareness events.
- ♦ Medicinal garden and talking tree garden.
- ♦ Math Laboratory has been set up at GVHSS, Agali.
- ♦ Audiobooks for the visually impaired.

- Lexis English Language Clinic.
- Collaboration with Department of Archaeology, Kerala, to conserve colonial aid post.
- Signed 98 functional Memoranda of Understanding (MoUs) with other universities to bolster knowledge exchange.
- Financial literacy programs for women.
- These comprehensive approaches ensure that the institution remains a significant contributor to innovation, research, incubation, Indian heritage and community welfare.

## Infrastructure and Learning Resources

KAHM Unity Women's College offers extensive infrastructure amenities and facilities promoting academic excellence, advanced research, inclusive campus facility and holistic development.

### ♦ Educational Resources

- 44 spacious classrooms, each furnished with ICT equipment whiteboards and public speaker systems.
- Departmental classrooms with Android TVs, projectors, and LAN.
- Mini-Conference facilities in each department and library.

### ♦ Learning Management System-Moodle

- Integrates Multimedia for enhanced learning.
- Forums, live chats and messaging for collaborative learning beyond the classroom.
- Centralized access to various resources, including lecture notes, reading materials, videos and presentations.
- IQAC/DQAC documentation.

### ♦ ICT Facilities

- Complimentary Wi-Fi for educators, students and guests.
- EMBASE ERP for streamlining academic and administrative operations.
- G-Suite for professional e-mail communication.
- Video conferencing capabilities via Zoom and G-Suite.
- MIELES Digital Studio for e-content creation.

### ♦ Laboratories

- Biochemistry Labs.
- Nutrition Lab.
- Textile Lab.
- Chemistry Labs.
- Tissue Culture Lab.
- Herbarium.
- Instrumentation Rooms.
- Physics Lab.
- Zoology Lab.
- Computer Science Lab.
- IoT Lab.
- Psychology Lab and Counselling Room.
- English Language Lab, Lexis Language Clinic.
- Digital Resource Centres.
- Soft Computing Lab.
- Museums- History, Zoology, Botany.



♦ **Library Amenities**

- 9000-square-feet, two-storey edifice.
- 22,689 books, 15,858 titles, 35 journals, 31 general periodicals, 7 newspapers and 928 bound volumes, 265 CD/DVD collections, 1084 book banks, 53 rare books.
- 2,10,000+ e-books and 9000+ e-Journals via N-LIST and DELNET.
- Automated with BookMagic ILMS (Version 5) since 2008.
- Fully automated and upgraded to KOHA Software in 2024.
- Human Library

♦ **Cultural and Recreational Facilities**

- Prayer hall.
- Recreational areas.
- Indoor stadium.
- Sports courts.
- Well-equipped fitness centre.
- Outdoor sports facilities.

♦ **Women Skill Park**

- One of the institution's distinctive area of development, introduced in 2021-22.
- A platform for upskilling women students, alumnae, parents and rural women of the locality/district.

♦ **Eco Centre**

- Botanical Garden.
- Aqua Park.
- Greenhouse.
- Polyhouses.
- Mushroom Growing Room.
- Vermicomposting Unit.
- Herbal Medicinal Garden.
- Orchard.
- Open Study Hall.
- Bird-Watching Centre.
- Sky-Watching Centre.

♦ **Power Supply and Backup**

- 45KV solar power system.
- 125KVA diesel generator.
- 15KVA generator for the indoor stadium.

♦ **Additional Campus Amenities**

- Hostel.
- Examination Control Room.
- Conference Room.
- Departmental Staff Rooms.
- Jeevani Counselling Centre.
- Napkin Incinerators.
- Water Purifiers.
- Restrooms.
- Rainwater Harvesting System.
- Garbage Bins.
- Vermicomposting Unit.
- Biogas Plant.

- **Divyangjan- Friendly Facilities**

- Ramps.
- Rest Room.
- Toilets.
- Wheel Chairs.
- NVDA Reading Software.

## **Student Support and Progression**

The institution fosters an environment prioritising holistic development and progression of students with comprehensive support systems addressing academic, emotional, financial and career-related student needs, with the vision of empowering students to excel academically and professionally for successful progression within and beyond institution.

- ♦ A robust financial aid system offers scholarships/freeships to deserving students, with over **80% benefiting** from various government and non-government scholarships or freeships during the assessment period.
- ♦ Various capacity development and skill enhancement activities have been organized to improve students' capabilities during the assessment period with 11 programs dedicated to soft skills, **16 programs focused on language and communication, 29 programs emphasising on digital future and artificial intelligence, and 212 programs aimed at life skills.**
- Over the past five years, the institution has organized **66 career guidance programs and 22 guidance programs for competitive exams** assisting students to identify and pursue their career aspirations.
- The college maintains an efficient grievance redressal system to address concerns related to ragging, harassment, academic issues, administrative services, discrimination or campus facilities. Grievances can be submitted through multiple channels, viz. online grievance portal, physical drop boxes or direct submission to the designated **Institutional Grievance Redressal Committee (IGRC)**, ensuring a safe, secure and supportive campus environment.
- Over the last five years, **274 students were placed in jobs and 1,454 students pursued higher education totalling 63.34%** of all outgoing students, continuing their academic journey at prestigious institutions or securing esteemed positions in government and non-government sectors, both in India and abroad. Entrepreneurships and alumni achievements are also key highlights.
- Our students have excelled in intercollegiate and national-level competitions in sports, cultural events and academic debates with a total of **92 awards and medals for outstanding performances.**
- In competitive exams 489 students qualified in various competitive examinations at the university, state and national levels during the assessment period.
- **The Unity College Alumni Association (UCAA)** launched its **international alumni chapters** and is expanding its reach to different countries. UCCA initiatives include **13 Lockdown lectures, 94 alumni lectures, scholarships and freeships.** Notably, 51 alumni have returned as educators, shaping future generations in the very classrooms where they once learned.

## **Governance, Leadership and Management**

The robust, **transparent, visionary and decentralised governance practices with e- governance system and participatory mechanism**, ensure that institution's governance and leadership is aligned with the needs of

higher education in Indian scenario with ample focus on **NEP implementation, preparedness for NEP 2020 and Outcome Based Education.**

- **E-governance through Enterprise Resource Planning (ERP), EMBASE Pro Suit**, through ICT to enhance the government services and the engagement of stakeholders.
- Implementation of robust, **IT systems** at college office to support **academic and administrative processes, including admissions, enrolment, evaluation, feedback and student services.**
- Development of user-friendly digital portals in **Embase (ERP), Moodle, Mashilogic, Book magic, Spark, NList, KOHA DSpace etc.**, for students, faculty, and NTS to access information, submit applications, and engage with college community.
- The management articulates a clear vision for **e-governance** that aligns with the institution's goals, fostering culture of participatory and **decentralized governance** practices rooted in innovation and inclusivity.
- Effective leadership is evident in the transition to digital systems, including training and support for students and staff .
- **Statutory Bodies and Non-statutory bodies** contribute in strategic planning, perspective planning and policy making.
- **Well defined policies** in governance, teaching, learning, curricular practices, evaluation, research, energy management, green initiatives and student support.
- Engaging all stakeholders of the college- students, faculty, and administration staff- in the development and implementation of quality initiatives, ensures collaboration.
- Digital systems facilitate better tracking of resources and decision-making, promoting accountability
- IQAC prioritizes the well-being and **professional growth of its faculty and staff through a comprehensive performance appraisal system**, effective welfare measures, and career development opportunities.
- **Rs 1.5 crore RUSA fund** has been successfully utilized for the construction of RUSA block and the renovation of CH Auditorium.
- **Rs. 40 lakhs received from the European Union** for the construction of **Digital studio for E-learning and E-content development.**
- The institution provides **financial assistance for faculty members** to meet the expenses of seminars conferences.
- **An ISO certified** institution.
- **5,46,86,994/- govt. funds., 41,37,938/- management fund, 1,10,09,270/- philanthropists' fund.**
- Regularly **participate in NIRF, KIRF, AIISHE and NAAC accreditations.**
- **Internal and External audits, Academic and administrative audits, and quality audits** are ensured by IQAC through administrative set up.

### **Institutional Values and Best Practices**

The college promotes gender equity and women empowerment through IQAC, Women Cell and 45 students' societies in the campus, addressing unique challenges faced by women.

- ♦ Amenities include **rest room for students, health centre, day care centre, sanitary pad vending machines and a comprehensive Gender Equity Action Plan for each year.**
- ♦ Green and clean campus initiatives include **UWC energy policy.**
- ♦ The college expanded its solar infrastructure from 5 KW to 45 KW, generating **4,800 KWH of power/month.**

- ♦ The Water Conservation Policy promotes efficient practices, with three rainwater harvesting tanks with a total of **19,50,000 litres capacity**.
- ♦ The college features green infrastructure projects including **greenhouse, biodiversity garden, orchard garden, herbal garden, butterfly garden, aqua biopark, waste management systems like Swachh Bharat Abhiyan** and barrier-free environments for divyangjan.
- ♦ Periodic audits including **green audit, energy audit, environment audit and gender audit** evaluate sustainability initiatives, waste management and energy management in the campus as mentioned in the Bureau of Energy Efficiency Regulations, 2010.
- ♦ The institutional environment and energy initiatives have been confirmed through beyond the campus environmental promotion and sustainability activities.
- ♦ The college engages in environmental promotion and sustainability activities through clubs, cells, forums and departments.
- ♦ Cultural exchange programmes, talks on constitutional values and community engagement activities promote inclusivity and tolerance.
- ♦ The "**Ek Bharat Shreshtha Bharat**" club promotes cultural exchange between Kerala and Himachal Pradesh.
- ♦ **ELC and mock parliament sessions** educate students on democratic processes.
- ♦ The Institution empowers minority communities, particularly women, through innovative educational practices, integrating holistic education.
- ♦ The college demonstrates institutional values and best practices through its community outreach programme titled **Institutional Social Responsibility of Unity (ISRU)** aligning with the UN's **Sustainable Development Goals**.
- ♦ ISRU focuses on health, education, economic growth and environmental sustainability of society.
- ♦ It promotes holistic learning and real world community service, reaching hundreds of recipients through various outreach initiatives.
- ♦ The **SMART Campus concept integrates technology into education**, assessment and administration, utilizing Moodle LMS, Software Tools, Virtual Labs, Google Workspace, EMBAZE ERP, Computers, Smart TVs, Projectors, etc.
- ♦ The institutional distinctiveness is evident in its transformative commitment to women's empowerment focusing on '**education to emancipation**' ensuring **women's journey to self- actualisation**.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	KORAMBAYIL AHAMED HAJI MEMORIAL UNITY WOMEN'S COLLEGE, MANJERI
Address	P. O. NARUKARA, MALAPPURAM District, KERALA
City	Manjeri
State	Kerala
Pin	676122
Website	<a href="http://www.unitywomenscollege.ac.in">www.unitywomenscollege.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Muhammed Basheer Ummathur	0483-2977142	9446666684	-	info@unitywomens college.in
IQAC / CIQA coordinator	Shahina Mol A.k	0483-2767142	9744230791	-	shahina.english@g mail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes <a href="#">Minority Certificate.pdf</a>
If Yes, Specify minority status	
Religious	Religious Muslim
Linguistic	
Any Other	

Establishment Details				
State	University name	Document		
Kerala	University Of Calicut	<a href="#">View Document</a>		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	17-07-1998	<a href="#">View Document</a>		
12B of UGC	17-07-1998	<a href="#">View Document</a>		
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	P. O. NARUKARA, MALAPPURAM District, KERALA	Rural	17.5	13327

## 2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,English, English Language and Literature	36	Higher Secondary or Equivalent	English	70	59
UG	BSc,Computer Science,Computer Science	36	Higher Secondary or Equivalent	English	55	52
UG	BSc,Home Science,Family and Community Science	36	Higher Secondary or Equivalent	English	55	43
UG	BSc,Chemistry,Chemistry	36	Higher Secondary or Equivalent	English	55	47
UG	BA,History, History	36	Higher Secondary or Equivalent	English	70	64
UG	BCom,Commerce,Computer Application	36	Higher Secondary or Equivalent	English	67	52
UG	BCom,Commerce,Coope ration	36	Higher Secondary or Equivalent	English	70	63

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UG	BSc,Botany, Botany	36	Higher Secondary or Equivalent	English	55	49
UG	BSc,Mathem atics,Mathem atics	36	Higher Secondary or Equivalent	English	55	49
UG	BSc,Psychol ogy,Psycholo gy	36	Higher Secondary or Equivalent	English	55	36
PG	MA,English, English Language and Literature	24	Graduation	English	33	28
PG	MSc,Comput er Science,C omputer Science	24	Graduation	English	23	15
PG	MSc,Home Science,Hom e Science	24	Graduation	English	23	18
PG	MSc,Chemist ry,Chemistry	24	Graduation	English	23	20
PG	MCom,Com merce,	24	Graduation	English	33	24
PG	MSc,Botany, Botany	24	Graduation	English	23	20
PG	MSc,Botany, Botany self financing	24	Graduation	English	23	13
Doctoral (Ph.D)	PhD or DPhil ,English,Engl ish	60	Post Graduation	English	4	3
Doctoral (Ph.D)	PhD or DPhil ,Chemistry,C hemistry	60	Post Graduation	English	8	2

**Position Details of Faculty & Staff in the College**



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<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				6				47			
Recruited	1	0	0	1	1	5	0	6	18	29	0	47
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				1				21			
Recruited	0	0	0	0	1	0	0	1	2	19	0	21
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				20
Recruited	11	9	0	20
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				41
Recruited	26	15	0	41
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	2	0	0	2
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	1	3	0	4	15	0	24
M.Phil.	0	0	0	0	1	0	6	3	0	10
PG	0	0	0	1	1	0	11	29	0	42
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

**Self Study Report of KORAMBAYIL AHAMED HAJI MEMORIAL UNITY WOMEN'S COLLEGE, MANJERI**

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	0	0	0	0	0
	Female	511	2	1	0	514
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	138	0	0	0	138
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	1	0	0	0	1
	Female	3	1	0	0	4
	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	0	0	0	0
	Female	36	38	52	55
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	3	8	11	26
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	117	167	134	138
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	272	256	230	220
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	229	186	192	194
	Others	0	0	0	0
Total		657	655	619	633

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The Governing Body of the institution has shown strong support for the implementation of NEP 2020 and has initiated, IQAC and college governing body sponsored faculty orientation programmes on NEP 2020. The faculty members have also been motivated to participate in workshops and other in-service programmes organized by universities and other authorities including Kerala State Higher Education Council (KSHEC), to prepare themselves for the introduction of NEP. All the faculty members have been given workshops on OBE and NEP 2020 by IQAC. The current curricular practices implemented by the institution include various audit courses on Environmental Studies and Disaster Management.</p>
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	<p>Open courses offered by various core departments, industry oriented and job-oriented certificate courses and Add-on courses, ensure interdisciplinary learning, academic mobility, academic flexibility and multidisciplinary educational opportunities for students. IQAC in association with college governing body and KSHEC conducted One Day National Seminar on Transformational Role of NEP 2020 in Higher Education, on 24 February 2023 and Department of History organized a webinar on transformational policy in education: NEP 2020 on 28 August 2020. Faculty members are motivated with the spirit of multidisciplinary learning through a unique institutional initiative titled Faculty Focus, which is a monthly faculty forum for an intercollegial, interdisciplinary, discourses. All teachers present an area of their expertise in the forum. These practices in the institution ensure multidisciplinary learning opportunities aligned with goals of NEP 2020.</p>
2. Academic bank of credits (ABC):	<p>The institution has introduced the concept of Academic Bank of Credits (ABC), an NEP 2020 initiative of the government of India, to the students and teachers in order to enable students' academic mobility across higher education institutions. The seven- day faculty development workshop on "Total Quality Enhancement of the HEIs in the Wake of NEP 2020, organized by the institution addressed the avenues of NEP 2020 and ABC implementation. Quality enhancement of the HEIs through reaccreditation in the context of NEP 2020 was one among the key areas of workshop. The Head of the institution, the Governing Body members, and the faculty members are well-informed about the mobility practice envisioned by the government and have shared the prospects of ABC with the students as well. The students are keen to acquire credits and have been educated on the opportunity to grab credits from diverse institutions. They are aware of the deposit of credits in the academic bank and are ready to explore such opportunities in their higher education journey. The institution upon the recommendation of affiliating university has started creating ABC ID card for entire students in the campus. An orientation on ABC and its importance is given to all first year undergraduate and postgraduate students through the Bridge Course offered by the</p>

	IQAC, after the introduction of NEP 2020, by the government of India.
3. Skill development:	<p>The institution has embarked on its journey towards the proper integration of general higher education with vocational education, as envisaged by the National Education Policy 2020 (NEP 2020) of the Government of India. This is achieved through various visionary activities such as industry linkages, academic collaboration, skill development training, vocational training, entrepreneurship training, industry visits, job fairs, earn-while-learn programme, students' and alumni's product exhibition at campuses, courses on skill development etc. The Women Skill Park is an institutional initiative towards skill development, which was introduced in connection with 30th anniversary. The institution ensures skill development through various initiatives. An employability skill programme for 439 final year UG students in 2021-22, organised by IQAC in association with Mahindra Pride Classroom, Certificate course on Fashion Designing organised by IQAC in association with Jan Shikshan Sansthan (JSS), Malappuram District with the support of College Governing Body to select students are initiatives of IQAC under the aegis of Women Skill Park. Other Skill Development initiatives of the institution include certificate course on communicative English and soft skill development by the P.G. Department of English, a session on hand wash making and sanitizer making, a visit to rubber board and glove making, etc. by the P.G. Department of Chemistry, collaboration with industry and sessions on macro and micro finance by the P.G. Department of Commerce, earn-while-learn programmes and product exhibitions and sale, textile and embroidery by the P.G. Department of Home Science, PSC and competitive exam coaching by the Department of Mathematics, mushroom cultivation training by the PG Department of Botany, Python training by the PG Department of CS, student-led counselling sessions by the Department of Psychology, different career sessions by the CGC of the college, different job skill sessions organized by the Training and Placement Cell and other departments, etc. These activities ensure the vocational skill development of all the students. Skill development programmes are organised in the</p>

	institution under the aegis of Additional Skill Development Programme (ASAP) too.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>One of the essential features of our higher education envisioned by the nation is the integration of Indian Knowledge System in the teaching and learning process of our HEIs. Our campus undertakes various activities to integrate Indian Knowledge System and acquaint our students with the Indian values, tradition, and heritage. There is a Centre for Indian Knowledge System in the institution to inculcate these values of Indian Knowledge System into curriculum. As part of the EBSB club, the institution conducts different sessions on Indian culture, art forms, and heritage. Our students actively engage in collaborative programmes with other states' students (especially Himachal Pradesh). The institution adopts a teaching-learning approach that helps learners to internalize the values inherent in Indian tradition, culture, and heritage. The Departments of Malayalam and Hindi offer courses in Indian languages that are mandatory for undergraduate students. We also organize various cocurricular programmes, festivals, etc. to promote ancient Indian traditional knowledge. These include cultural performances, handwritten magazine in Malayalam, seminar on Hindi language and its importance, etc. We also facilitate visits to various heritage sites and interactions with people from various walks of lives to enable students to imbibe national values and traditional knowledge. The EBSB club also organizes various programmes to help students understand various cultures. NSS, NCC, EBSB club, electoral literary club, Malayala Vedi (Malayalam Forum), Ernad History Museum, Malabar Heritage Wall, Freedom Wall, Certificate course on Culinary Arts, Training on Arabic Calligraphy etc., are unique institutional initiatives towards integration of Indian Knowledge System. An azadi square has been set up in the campus in connection with Azadi Ka Amruth Mahotsav too.</p>
5. Focus on Outcome based education (OBE):	<p>All the UG and PG programmes offered by the institution are outcome based. The O.B.E. markers are clearly stated in terms of programme outcome (PO), programme specific outcome (PSO), course outcome (CO) and course specific outcome (CSO). The institutional teaching-learning process and assessment strategies are constructively aligned to achieve the outcomes envisaged in the curricular</p>



	<p>statements by the university. The annual student satisfaction survey is conducted for every exit batch to check the achievement of the outcome and the university examination results of our students are also indicative of the same. The examination results, which surpass the university average, with an average pass percentage of 99.41% and the progression of our students to higher studies, (63.3%) indicate the achievement of the desired outcome. The pedagogy adopted in teaching – learning activities includes blended learning- theory and practice, seminars, assignments, field trips, quizzes, practical learning, problem-based learning, community outreach programmes, experiential learning, workshops, surveys, practical integration, and projects as the transactional methods. Formative and summative assessment programmes are effectively carried out to enhance teaching for outcome-based learning. All faculty members are given trainings and FDPs on OBE by the IQAC. On March 7, 2024, IQAC organized a workshop on Reforms in Higher Education: Prospects of Outcome Based Education and FYUGP, for all faculty members.</p>
6. Distance education/online education:	<p>The college has a fully functional Learning Management System (MOODLE) to ensure digital learning facilities. The faculty members are trained on effective skills for using MOODLE digital learning platform. Various learning programmes, including course design, course management, audit courses, evaluation, online meeting etc., are managed through MOODLE. The institution encourages the use of e-learning through various online methods. During the COVID lockdown period, classes were exclusively shifted to the online mode, and the teaching-learning process was transacted using platforms such as G-Suite, Google Classroom, Google Meet, YouTube channels, Blogs, etc. Various online tools were used for transactional methods. Students used online platforms for seminar presentation, quizzes, online examination, etc. The online educational platforms were familiar to all the students. The teachers and students were also motivated to do online certificate programmes and courses.</p>

**Institutional Initiatives for Electoral Literacy**

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the Institution has set up Electoral Literacy Club (ELC) and it stands for sensitising the student community about democratic rights that include voting and voter registration. The club is committed to conduct hands on experience on familiarising and using EVM and VVPAT. The prime objective of the electoral literacy club in the campus is to facilitate voter registration for students who are not yet registered
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, of course. The Electoral Literacy Club of KAHM Unity Women's College, Manjeri is established in 2019 and officially recognized by the Ernad Taluk Election Department. The institution has appointed a faculty coordinator and student coordinators, from each department for the effective functioning of the club. The club continuously contribute to the participatory initiatives with respect to electoral literacy and voting mechanism.
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.	The electoral literacy club of KAHM Unity Women's College has undertaken various initiatives to inculcate value oriented electoral literacy awareness programmes in the campus including model parliament competition in June 2019. The highlights of the competitions were parliamentary procedures including oath taking, obituary reference, question hour, adjournment motion, calling attention and legislative business. Ms. Sana. V, of third semester BA History of our institution, won the award for best parliamentarian from Malappuram district in the model parliament competition organized by Institute of Parliamentary Affairs, Government of Kerala in October 2019. ELC conducted awareness programmes for students on ethical voting and voting procedures.
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.	The ELC of the institution organized intensive voter awareness programme on 19 March 2024 in association with NSS, Nehru Yuva Kendra (NYK), Areacode Block, Malappuram and Ernad Taluk level election department. This programme served as a platform to instil a sense of civic responsibility and empower the youth to exercise their voting rights effectively. With the collective efforts of all stakeholders, the event contributed significantly to promote a culture of informed and active citizenship.

<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>A flower carpet making competition was organized by ELC in connection with Onam celebration 2023. It was a creative endeavour taken by ELC to raise awareness about the importance of electoral literacy among students in a creative and constructive way. The competition not only showcased the artistic talents of the students but also highlighted their commitment to society and community empowerment through upholding democratic principles and values. All the students of the institution were given awareness about the role of voting in democracy. Voter ID card enrolment helpdesk was set up by ELC in association with students' council to ensure the registration of all students above 18 as voters. The institution also regularly conducts constitution day observations with due importance on electoral procedures. Students are given training on voting procedures through social media platforms by sharing videos and documents related to voting mechanism.</p>
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## Extended Profile

### 1 Students

#### 1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
1757	1696	1665	1539	1324
File Description		Document		
Upload Supporting Document		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

Response: 75

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
75	75	76	74	72

### 3 Institution

#### 3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
187.96	200.25	133.81	141.71	176.63

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 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:**

**The institution has effective mechanism for curriculum planning, delivery and assessment and the same are well-documented.**

- ♦ Institution follows **curriculum and academic calendar prescribed by the affiliating University.**
- ♦ **Institutional academic calendar** is prepared based on university calendar.
- ♦ Before commencement of each academic year, general timetable for the institution is prepared by the **timetable committee**, considering the weekly hour allotment per semester for each curriculum as specified by the university.
- ♦ The Heads of departments ensure the allotment of hours according to the university stipulations and discrepancies, if any, are brought to the notice of the timetable committee.
- ♦ **Department timetables** and action plans are prepared by convening department councils allotting classes, hours and modules in the curriculum to different faculty advisors, giving due weightage to their academic potentials.
- ♦ A copy of the same is forwarded to the office through the convenor of timetable and accommodation committee and classes are arranged accordingly.
- ♦ Challenges experienced during implementation are rectified by **department councils.**
- ♦ Individual semester plans are documented taking into account the percentage of syllabi to be covered in the time stipulated by the IQAC and a copy is forwarded through head of the department to the principal.
- ♦ IQAC monitors the progress of implementation through the '**Teachers' Diary**' maintained by each faculty.
- ♦ Department council periodically reviews the implementation and the lacunae found are filled by engaging extra classes.
- ♦ Curricular delivery is done through lectures, complemented with **PPT and other digital aids, practical sessions with demonstrations, field trips etc.**
- ♦ Bilingual mode and visual supplements are used to minimize the first semester UG students' initial impediments in understanding transactions made in English.
- ♦ **ICT enabled teaching with Wi-fi connectivity, Smart TV, interactive apps, Moodle LMS and teaching aids** make curriculum delivery highly effective, student-centred and interdisciplinary, promoting self-learning, research and enquiry based education.
- ♦ Modern and emerging areas in the curriculum are supplemented by **expert lectures, alumni talks, regional, national and international seminars and team teaching.**
- ♦ **A well-equipped library** with OPAC, KOHA, INFLIBNET, digital resource centre and other laboratory facilities assist hands-on learning.

- ♦ Faculty switched to advanced modes of curriculum delivery using online facilities during COVID pandemic by attending **training sessions and FDPs** conducted by pioneers in the field and IQAC.
- ♦ **Online classes** were engaged mostly in the synchronous mode through approved platforms like Google Meet, Zoom, Teachmint etc. and in asynchronous mode like Google classroom, Moodle etc.
- ♦ **Flipped classroom practices** through YouTube, flipgrid etc., were also used to ensure technology enabled curricular delivery.
- ♦ The use of **e-brary(NList)** was promoted among students to gain better understanding of modules.
- ♦ **Peer teaching** is arranged for the benefit of both advanced and slow learners.
- ♦ **Remedial classes** for individual students' weaker subject areas are also arranged.
- ♦ A **Scholar Support Programme** is also in place to support slow-learners.
- ♦ Student performance is assessed continuously through assignments, seminar presentations, viva-voce and mid-semester internal examinations carried out in a centralized manner.
- ♦ Evaluations during Covid pandemic were done using Google quiz, testmoz, Kahoot, Quizizz, Google classroom, flipgrid, Moodle etc.
- ♦ The **Embase ERP** ensures transparency of processes with all stakeholders.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:** 64

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

### 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:** 50.58

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

2023-24	2022-23	2021-22	2020-21	2019-20
1448	1689	520	302	78

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1

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



## Response:

The College is dedicated to the promotion of holistic education that integrates essential cross-cutting issues into its curriculum. This approach shapes socially responsible, ethically conscious and environmentally aware citizens. The value-driven education implemented by the institution on its own and in collaborations with local NGOs and government bodies address the cross-cutting issues. The university-mandated audit courses include Environmental Studies, Disaster Management, Intellectual Property Rights and Gender Studies that too play key roles in addressing cross-cutting issues.

**Professional Ethics:** The college places a strong emphasis on professional ethics, integrating courses on ethics, human resource management and business etiquette into the curriculum.

- Workshops on **Intellectual Property Rights (IPR) and Research Ethics** ensure that students and staff are well-informed about academic integrity, ethical research practices and patenting.
- **33 courses of various programmes focus professional ethics.**
- The institution mandates **plagiarism checks** before the submission of ISBN books, maintaining high academic standards.
- A dedicated **Code of Conduct and Ethics Committee** organizes seminars, workshops and conferences to instil professional values, while career guidance sessions equip students with the ethical skills required in the modern workplace.
- **Reboot** is a special residential camp for staff to develop professional ethics and team building.

**Gender Sensitivity:** Gender issues are the central focus of the college's programs. The institution works closely with the women cell, organizing workshops and seminars that raise awareness of gender equality and empower women to become leaders.

- Several dedicated bodies, including the Internal Complaints Committee, Grievance Redressal Cell and Anti-ragging Committee ensure the well-being of students.
- **32 courses of various programmes focus gender sensitization.**
- **'She Box'** is placed in the campus for collecting grievances and suggestions.
- **Gender audit and student-mother support systems** are special institutional initiatives.
- Specific programmes including soft skill courses equip women with skills equal to their male counterparts. Initiatives like pre-marital counselling further demonstrates the institution's commitment to gender inclusivity.

**Human Values:** The college is deeply committed to instilling strong human values such as equity, secularism and social responsibility. Through NSS and NCC, students develop values of patriotism, environmental consciousness and social equity.

- **Add-on and certificate courses** promote leadership, justice and community service.
- Initiatives like blood donation camps, disaster relief activities and visits to orphanages foster **empathy and social responsibility** among students, aligning with the college's mission to contribute to the society.
- Institution offers **54 courses of various programmes that focus human values.**
- **'Share and Care'** is a unique **campus philanthropic project** for promotion of human values .

## Environment and Sustainability:

- ♦ **65 courses focus on environmental awareness and sustainability** which are key pillars of the college's educational approach.
- ♦ **Solar powered campus.**
- ♦ **Rainwater harvesting system, organic farming projects and 30 fruit plant** orchard reflect the institution's commitment to sustainability.
- ♦ **Bhoomitrasena Club** and initiatives like "Green Campus, Clean Campus" promote eco-friendly practices and adherence to the Green Protocol.
- ♦ Campus conducts **Green Audit, Energy Audit and Environmental Audit.**
- ♦ **Thousand green pledges for the mother earth, community greening project, campus green ambassadors and Flash Talk, A platform for discoursing crosscutting issues** are unique institutional initiatives in this regard.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:** 62.27

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

Response: 1094

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 85.49

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

2023-24	2022-23	2021-22	2020-21	2019-20
657	655	619	633	541

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

2023-24	2022-23	2021-22	2020-21	2019-20
800	791	695	687	659

#### 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:** 71.91

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

2023-24	2022-23	2021-22	2020-21	2019-20
343	351	355	371	303

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

2023-24	2022-23	2021-22	2020-21	2019-20
525	521	462	458	430

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 23.43

## 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:

**Student centred learning** is systemic and is systematically adopted in all classes aided with technology through **brainstorming, think-pair-share, debates, quick write, cooperative groups, self-assessment, peer assessment and interactive approaches using apps like Padlet, Google docs, Google Slides, Google Classroom, Microsoft Flipgrid, Kahoot, Quizizz** etc. where student resources are used for validation and discussion. **Content creation** is promoted using studio and smart phones.

## Experiential Learning Methods

Different departments have employed various methods of experiential learning to enrich learning, providing **first-hand experiences, eliminating the gap between theoretical knowledge and its implementation in real-life**, allowing the students to be **participative** in their learning activities.

- Various departments conducted **113** programs, including **field visits, organic farming workshops, plant tissue culture training, workshops in different disciplines, factory visits, specimen and data collection drives, industrial visits, ISRO visits and nature camps, recycling skills training, heritage walks and institution visits, internships** etc. allowing **inter disciplinary approaches** to the learning experience.

## Participative Learning Methods

Teachers employ participative learning methods for **enhanced student involvement**. By working together in groups, students **actively contribute to discussions and engage in group activities** whereby develop **teamwork skills, critical and analytical thinking, and leadership qualities**.

- Through **219** programmes, teachers of various departments carefully crafted **role-play sessions and career guidance seminars, business quizzes and income tax law sessions, slogan writing and research-based workshops, webinars, student seminar presentations, environmental awareness programs, and alumni talk series** for differential learning, benefitting all.

## Problem-Solving Methodologies

This methodology is aimed at arming the students with abilities **to think analytically and critically**. **Complex problems** relevant to each discipline are organized and worked on, helping students develop **creativity and strategic thinking**, making it possible for students to **apply knowledge to real life problems and solutions**.

- **Debate competitions and quizzes** that promote critical analysis, **team-building games and inter-college management meets, weekly puzzle competitions and national-level events like Centra-2k20, workshops integrating theoretical knowledge with practical applications** etc., were organised by various departments.
- Besides addressing **contemporary issues of environment and artificial intelligence**, these programmes addressed **gender issues, communication and workplace skills, transferrable skills and the sense of community among students**.

## ICT Tools and Infrastructure

The college with a solid ICT ecosystem instils knowledge among faculty members to make the teaching learning and evaluation processes student centric and technology enabled.

- ♦ **ICT-enabled teaching-learning activities:** Programs on e-content development, intellectual property rights and online modes of teaching were held, involving all faculty members.
- ♦ **ICT-enabled training for teachers:** Major initiatives include the launch of the LMS on 29th July 2022 and a one-week FDP on Moodle-based LMS in 13-17 March 2023.
- ♦ **ICT infrastructure:** With an exponential increase of ICT enabled classrooms from 41% to 100%, during the assessment year, students and teachers could reach global resources and audience. EMBASE Pro Suit helps college embrace outcome-based education, allowing staff and students define and track predefined learning outcomes. Moodle LMS facilitates online teaching-learning with course management, interactive assignments and resource sharing.
- ♦ **ICT tools used by teachers:** Faculty members widely use Google Classroom, YouTube, Zoom, Google Meet and PowerPoint for their teaching purposes.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 98.67

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

2023-24	2022-23	2021-22	2020-21	2019-20
76	76	77	75	73

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 100

**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**

2023-24	2022-23	2021-22	2020-21	2019-20
75	75	76	74	72

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.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:**

**The Continuous Internal Evaluation (CIE)** system is employed by the institution as an integral part of its curriculum with **transparency** in the assessment process given a priority.

- ♦ **Evaluation techniques and formats** are clearly communicated to students during **orientation** at the start of each academic year. **The academic calendar in the college website** and timely **notification** are strategies employed for **student intimation** and **preparation**.
- ♦ **The college handbook** elaborates on the **guidelines** for internal assessments and grading. The **internal assessment marks** include grades for attendance, test papers, seminars/viva-voce and assignments for theory courses, and subject-specific criteria like lab skill, records etc. for practical courses, comprising **20%** of the total grade.



- ♦ **Attendance** is tracked hourly using the EMBASE platform for accuracy and fairness in participation grading. Semester-wise **Attendance Progression Certificate** keeps students updated on their **mandatory attendance requirements**.
- ♦ **OBE based internal examinations** are conducted in **alignment with university regulations** with an Internal Examination Committee (IEC) responsible for the examination schedule, notifying students, question papers and seating arrangements. Examinations are designed to **assess course outcomes**, providing easy, moderate and challenging questions, and graded papers returned within a stipulated time for students to receive timely feedback.
- ♦ Departments prepare tentative examination schedules for **non-centrally organized exams**, accommodating specific requirements of each subject.
- ♦ **Online platforms** used effectively during the pandemic are now integral to the system.
- ♦ **Assignment** topics reflecting recent trends are also assigned with the prescribed syllabus, allowing **flexibility** to submit **offline or online**.
- ♦ **Extension for submissions** will be granted on valid grounds, viz. representing the institution in sports, arts, NCC or for medical reasons.
- ♦ In each semester, students must present a **seminar** with a written report to be evaluated, using **rubrics** like content quality, communication skills, viva voce, etc.

The institution uses **EMBASE Pro Suite** software and **LMS** platform to streamline the evaluation process, allowing teachers to upload grades in real-time which gives students immediate access to grades. **Report cards** for each semester maintain a clear record of student progress along with periodic **PTA meetings**. Internal grades are posted on notice boards and **signed by students** before submission to the university ensuring **fairness and transparency**.

**External Examinations**, conducted under university regulations, are efficiently coordinated by institution's **examination cell**, ensuring **smooth administration** and **proper support** during external assessments.

**A Grievance Redressal Mechanism** is in place that follows a hierarchical system for resolving the internal assessment related grievances comprising department committees and College Grievance Redressal Cell. Since university examination grievances are resolved by the Registrar/Controller of Examinations, the medical issues and other genuine reasons are considered for **retests with documentation and departmental approval in coordination with IEC**.

In promoting diverse assessment methods, the system allows for **reforms and innovative CIE methods**, including **Quizizz and Kahoot for quizzes**, **Coggle, Flipgrid for digitized assessments**, **open book exams**, **brainstorming sessions**, **Google Forms**, **Google Slides/Docs**, **Padlet**, **content created by students in the class repositories**, etc. considering multiple intelligence. **Reflective writing** focussing on **course material, methodology, and learning outcome** is one of our most effective and **unique strategies to gain formal/informal feedback**.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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 institution is steadfast in its commitment to **aligning both curricular and extracurricular activities with Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs)** for undergraduate and postgraduate programs.

#### Communication to staff and students

- ♦ This alignment commences with comprehensive department wise **induction and orientation programs**, supplemented by college-run **bridge courses** that ensure institutional expectations are clearly communicated to students and parents.
- ♦ A **comprehensive college handbook** is provided to both staff and students offering pertinent details about the programs offered.
- ♦ To enhance accessibility for staff and students, POs, PSOs, and COs are prominently **displayed on the college website, departmental notice boards and digital platforms like Moodle and Google Classroom. This is further supported by QR codes for quick access. Besides, all classrooms have display boards** with COs and POs helping teachers and students focus on the objectives of every lesson, discussion, activity or project undertaken.
- ♦ **Induction programs for newly appointed faculty** and peer observation by teachers underscore the significance of Outcome-Based Education (OBE). **FDPs for professional development** enable faculty to effectively **incorporate the COs and POs into their teaching and assessment methods. The academic action plan**, spanning from June 1 to March 31, is further enriched with this focus by guidance from **IQAC**.
- ♦ Students and parents are introduced to the significance of POs, PSOs, and COs, along with **the structured assessment processes during the induction programmes right from semester 1**. All teachers ensure student familiarity with the syllabi and the COs and POs during the course **continuously in all classes and semesters**.
- ♦ **Classroom guidance to students for internal and external evaluations** comprising of examinations, seminars, assignments, viva-voce and classroom performance are reinforced with

the OBE focus, COs and POs.

- ♦ Additionally, each department **designs value-added, add-on, and certificate courses for both advanced and slow learners, ensuring COs and PSOs are integrated** into the course design. Students are oriented of the supplementing nature of these courses by linking the specific COs and POs of their courses by the respective course teachers.
- ♦ In the choice of **open courses** for the final year, where a multidisciplinary link is offered by the university to choose a subject of individual interest besides the chosen discipline, students' choice is made **an informed** one by thorough awareness of the COs and POs of each course.
- ♦ **The academic calendar**, of the affiliated University is readily accessible and regularly updated on the college website.
- ♦ **Counseling sessions** with tutors and teachers help students make informed decisions regarding optional papers aligned with their career aspirations.

The institution is committed to a **comprehensive set of learning and behavioural outcomes** that **align with its vision and mission**, dynamically responding to emerging fields of knowledge and the evolving job market. The institution collaborates extensively to fulfil these educational objectives.

In conclusion, KAHM Unity Women's College effectively integrates interdisciplinary approaches, ICT tools, and an inclusive learning environment, aligning with the National Education Policy (NEP) objectives. This comprehensive approach ensures that students are well-equipped for both academic excellence and professional success, preparing them for future endeavors.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

- ♦ **Program and Course Outcome Evaluation:** Teachers use both direct and indirect methods to assess program and course outcomes (COs and POs), following (OBE) principles and student-centered pedagogy. Planning occurs at the outset of the course with instruments designed to measure student progress over the semester.
- ♦ **Internal and External Assessment:** The evaluation framework consists of two components:

internal assessment (20%) and external assessment (80%). Summative end-semester assessments, administered by the university, account for 80% of the marks and are based on external evaluations.

- ♦ **Direct Methods for Assessment:** Centralized internal examinations, including both theory and practical assessments, are conducted at the end of each unit. These evaluations are crafted to test comprehension, analytical thinking, critical evaluation, creative thinking and information synthesis-all of which are tied to specific COs and POs.
- ♦ **Indirect Methods for Assessment:** Continuous internal evaluation involves multiple approaches such as classroom participation, assignments, viva-voce, seminars and creative student contributions (e.g., Padlet, Google Docs, PowerPoint, Google Slides, Google Classroom, etc). Reflective writing and report writing serve as effective assessment tools, helping gauge students' achievement of the specified outcomes. These activities encourage a deep connection between classroom learning and transferable skills.
- ♦ **Co-curricular and Extracurricular Contributions:** Participation in national and international seminars, competitions and external programs serves as an indicator of student achievement beyond the classroom. Departmental association gatherings provide a venue for students to showcase their learning, linking COs and POs with Sustainable Development Goals (SDGs) and practical skills.
- ♦ **Result Analysis and Action Plans:** Departments conduct regular analyses of university examination results for all semesters. This data is used to make informed decisions about academic improvements. Low performance triggers remedial measures, including peer mentoring, teacher support and additional learning materials.
- ♦ **Higher Education and Employment Outcomes:** Students' progression into higher education and their placement rates are monitored as indicators of program success. Performance in competitive exams, entrepreneurial ventures, and self-employment initiatives among graduates are also used as metrics for outcome attainment.
- ♦ **Stakeholder Feedback:** The institution conducts surveys to gather feedback from students, alumni, parents and employers. This data informs strategic decisions aimed at enhancing teaching and learning outcomes. Regular revision of the semester plan ensures that feedback is effectively incorporated into the instructional design.
- ♦ **Academic Monitoring:** The Academic Committee performs periodic audits to monitor program outcomes at the institutional level. Lectures, tutorials, practicals, and mentor-mentee meetings allow teachers to continuously assess students' learning progress. Feedback is regularly collected and used to schedule remedial sessions, ensuring students meet the expected outcomes.
- ♦ **Student-Centered Feedback Mechanisms:** Teachers actively collect feedback through formal and informal channels, including mentor-mentee meetings and classroom discussions. Class representatives and student union office bearers also facilitate the communication of student concerns to the administration, allowing for more inclusive feedback channels.
- ♦ **Continuous Improvement:** The college's focus on "No Student Left Behind" emphasizes the importance of ongoing improvement. Examination results, feedback and other evaluation metrics are used to refine academic processes with the ultimate goal of supporting all students in achieving their learning outcomes.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**2.6.3****Pass percentage of Students during last five years (excluding backlog students)****Response:** 94.91**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
526	524	515	430	374

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

2023-24	2022-23	2021-22	2020-21	2019-20
566	554	544	444	388

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.7 Student Satisfaction Survey****2.7.1**

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.73

<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## 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:** 0.91

**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)**

2023-24	2022-23	2021-22	2020-21	2019-20
0.91375	0	0	0	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:**

**Integration of Indian Knowledge System (IKS)**

- ♦ The institution has a **Centre for the Indian Knowledge System** to celebrate and disseminate the traditional knowledge and wisdom of the country.
- ♦ The centre for IKS guides the departments and other organizing bodies of the institution to integrate traditional knowledge with modern education.
- ♦ Certificate courses on familiarising local knowledge in global contexts such as '**Scientific History Writing**', '**Yoga and Wellness**', '**Indian Culinary Arts**' etc.
- ♦ Promotion of regionalism through clubs and forums like '**Malayala Vedi**' (Malayalam language and Literature forum), '**Sanskrit and Mathematics**, etc.
- ♦ Day observations in connection with unique **Indian knowledge systems** like International Yoga Day.

- **Ernad History Museum** in the institution acts as a centre to preserve historical and cultural art, artifacts of the region.
- **Malabar Heritage Wall** and **Freedom Wall** celebrate Indian, Keralite and local history and heritage.

### **Initiatives for Innovation, Incubation and Creation and Transfer of Knowledge in the Institution**

- **E-Content Development Centre**
- **The European Union sponsored MIELES digital studio** in the campus facilitates multimedia content development for staff, students and community, promoting virtual learning.
- Faculty development training on effective use of Moodle including course design, online evaluation and use of digital resources, and digital content development.
- **Intellectual Property Right (IPR) initiatives**
  - The institution facilitates students and teachers for active participation in the National Intellectual Property Awareness Mission (NIPAM) through national/international workshops and invited talks.
- **ED Club, YIP and IEDC in the Campus**
  - Seminars, conferences and hands-on training by the institution facilitate entrepreneurship, research methodology sessions and innovations through various platforms including ED club, YIP and IEDC.
- **The Knowledge Production and Dissemination through Research Promotion**
  - Institution provides multiple forums for students and faculty members to enhance their research skills through research forums, seminar clubs and workshops.
- Faculty members and students attend conferences, and present research papers in seminars and conferences.
- **INFLIBNET/N-List and the MIELES studio** aid in the knowledge dissemination and promotion of research besides capacity building workshops/sessions/opportunities.
- Faculty and student research publications are promoted through **Unity Publication Division which published 51 ISBN books**.
- English and Chemistry departments are upgraded into Research Centres and the Department of Botany awaits for the same in 2024-25.
- **USEED Research Grant** is an institutional initiative for research seed money to faculty members and students.

### **Research & Development Cell promotes and coordinates research initiatives.**

- **Korambayil Ahamed Haji National Dissertation Award** is a unique initiative under the research department of English which was instituted in 2014.
- **Hassan Mahmood Kurikkal Best UG and PG Project awards** by IQAC & Scholarship Cell promotes quality research by students.
- An **IoT Lab** has been set up for innovation in AI and Robotics.
- A **Soft Computing Lab** functions for research in the field of Mathematics.
- **Lexis Language Clinic** is a unique initiative under the Department of English for academic writing and language solutions for staffs, students and community.
- **Innovation and Incubation Centres** at various departments continuously work on integrating research into curricula developing new products.
- **Meet the Academic Expert (MAE) and Meet the Industrial Expert (MIE)** sessions facilitate interdisciplinary research and collaborations.



<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**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:** 187

**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**

2023-24	2022-23	2021-22	2020-21	2019-20
46	62	38	34	7

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**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:** 0.68

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

2023-24	2022-23	2021-22	2020-21	2019-20
15	13	09	08	06

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

**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:** 1.93

**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**

2023-24	2022-23	2021-22	2020-21	2019-20
58	34	10	15	28

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

**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:**

### **Institutional Initiatives for Social Engagement**

- **Encouragement of Participation**

- Students are motivated to engage in socially responsible activities via departments, clubs, forums and programs like NSS (National Service Scheme) and NCC (National Cadet Corps).
- Collaborations with social organizations and NGOs provide holistic learning experiences.

- **Community Responsibility**

- Initiatives cultivate a sense of community responsibility and empathy among students.
- Aim to foster a generation of socially committed citizens contributing positively to society.

### **Key Projects and Activities**

- **Snehabahavanam (Home for Homeless) Project**

- Institutional initiative to provide homes for the homeless.
- Homes constructed and keys handed over in 2023 and 2024.

- **NSS Activities**

- Response to 2019 Kerala Floods
  - Delivered food kits to 100 households and cleaned homes/public spaces.
  - Provided educational support to affected students and distributed clothes.
- Community Engagement
  - Visits to old age homes and special schools, raising funds for cancer patients.

- **NCC Initiatives**

- Adopted Adangampuram Colony
  - Improved living conditions in a marginalized area.
- Dress Bank
  - Collected and distributed unused clothing.
- Health Campaigns
  - Organized blood donation drives and cancer fund raisers.
- Environmental Awareness
  - Tree planting, mass cleaning, kitchen gardens, and workshops on mushroom cultivation and drug awareness.
- Social Inclusion Projects
  - Visits to old age homes, created audio books for visually impaired students, and sign language workshops.
  - Gave financial assistance to five differently abled students of Buds School, Valluvambram, for Akashayathra (Flight Journey).

### **Departmental Initiatives**

- ♦ **Department of Botany**

- Launched Harithabham Farming Project promoting microgreens.

- Established a medicinal garden and conducted sessions on sustainable agricultural practices.
- ♦ **Department of Chemistry**
  - Conducted awareness programs on energy and water conservation.
  - Workshops on reducing plastic use and distributing cleaning agents to the community.
- ♦ **Department of Commerce**
  - Organized financial literacy sessions and stock trading practices for school students.
  - Distributed Onakkodi (new clothes) to destitute homes and conducted anti-drug campaigns.
- ♦ **Department of Mathematics:**
  - Set up a Mathematics Lab at Government Vocational Higher Secondary School, Agaly, where more than 50% of the students belong to tribal community.
- ♦ **Department of FCS and Women Cell**
  - Collaborated with MIND Trust Kerala for producing umbrellas to individuals with disabilities.
  - Held sessions on child health and arthritis awareness.
- ♦ **P.G. & Research Department of English**
  - Initiated CLAP for language assistance.
  - Launched Lexis Language Clinic for academic writing and research support.
- ♦ **Department of Psychology**
  - Conducted memory-enhancing activities and provided life skill training for parents and students.
- ♦ **Department of History**
  - Extended services to protect colonial aid posts, influencing governmental action.
- ♦ **Department of Computer Science:**
  - Prepared audio books for visually impaired individuals.

### Outcomes of Extension Activities

- ♦ **Commitment to Social Responsibility**
  - Initiatives demonstrate community engagement and understanding of the societal issues.
  - Snehabahavanam project provided home for three families (2018, 2023, 2024).
- ♦ **Impacts of NSS and NCC**
  - Relief efforts during Kerala flood created community bonds through visits and supported vulnerable populations.
- ♦ **Community Empowerment**
  - Improved living standards through awareness in Adangampuram SC Colony.
  - Financial literacy and educational initiatives empowered students and community.
- ♦ **Social Inclusion and Environmental Awareness**
  - Activities promoted empathy, environmental consciousness and social responsibility.

These collective efforts foster a culture of compassion, social inclusion and responsibility among students, equipping them for positive contributions to society.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.2

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

##### Response:

#### 1. National Intellectual Property Awareness Mission Appreciation Certificate

**Awarded by:** Government of India's Ministry of Commerce and Industry.

**Description:** Recognizes the college's commitment to promoting awareness about intellectual property.

#### 2. Environmental Recognition for Used Pens for Reducing Pollution

**Awarded by:** Government of Kerala.

**Description:** Acknowledges the college's innovative initiative aimed at reducing pollution through the recycling of used pens, highlighting its environmental consciousness.

#### 3. Edu-Tech Conclave Appreciation Certificate

**Awarded by:** Talrop Company & Reporter TV.

**Description:** Honoured participation in innovative discussions about educational technology, showcasing the college's engagement with modern educational practices.

#### 4. E-Governance Recognition Certificate

**Issued by:** EMBASE Pro Suit Pvt. Ltd

**Description:** Highlights the college's dedication to implementing effective digital governance and enhancing e-governance practices in education.

#### 5. Unotech Technically Integrated Life Award

**Description:** Recognizes efforts to reduce carbon footprints, underlining the institution's commitment to sustainability and eco-friendly initiatives.

#### 6. Gratitude from Anakkayam Panchayat Ward Member

**Description:** Acknowledges the college's compassionate involvement in community service, specifically for constructing a house for a homeless student (Snehabhavanam 2).

#### 7. Appreciation from Blood Donors Kerala

**Description:** Recognizes the organization of blood donation camps, demonstrating the college's commitment to health and social well-being.

#### 8. Appreciation from Manjeri West Palliative Care Society

**Description:** Acknowledges fund-raising activities carried out by students, reflecting the institution's commitment to charity and community support.

#### 9. Grand Master Certification from Asia Books of Record

**Recipient:** Ms. Dilruba Fathima A.M.

**Description:** Awarded for her remarkable achievement of reciting all 118 elements of the periodic table in record time.

#### 10. India Book of Record Certificate

**Recipient:** Ms. Dilruba Fathima A.M.

**Description:** Acknowledges her extraordinary feat, further cementing her place in academic excellence.

#### 11. Chief Minister Student Excellence Award

**Awarded by:** Department of Higher Education, Government of Kerala.

**Recipients:** Ms. Shaima T.P., Ms. Rafeena K., Ms. Swetha P.

**Description:** Recognizes their outstanding performance in undergraduate examinations.

#### 12. Third Position in National Level Inter-College Chemistry Quiz Competition

**Recipient:** Ms. Jabin Shabeena P.K.

**Awarded by:** Vaish College, Rohtak.

**Description:** Acknowledges her academic excellence and competitive spirit in a national platform.

#### 13. Excellence in Teaching Recognition

**Recipient:** Dr. Shahina Mol A.K.

**Awarded by:** JCI Malappuram and Kerala State Higher Education Council.

#### 14. Recognition for All India Survey on Higher Education

**Recipient:** Mr. Haris Ummath.

**Awarded by:** MHRD - Department of Higher Education Statistics Division, New Delhi

**Description:** To showcase the college's active involvement in higher education statistics.

#### 15. First Prize in State-wide Essay Writing Competition

**Recipient:** Dr. Shahina Mol A.K.

**Awarded by:** Variyankunnath Kunjahammed Foundation of India.

**Description:** Recognizes her literary skills and excellence in essay writing on a state level.

#### 16. Mahatma Gandhi National Council of Rural Education Honor

#### 17. Pothichoru (Meals for Hungry) Awarded by: Shalom Matha Bhavan, Cherani, Manjeri.

#### 18. Award by Anakkayam Panchayath.

**Description:** Acknowledges the college's efforts in improving community facilities such as sanitation, water management and energy conservation.

#### 19. Gratitude from Chairperson, Manjeri Municipality

**Description:** Acknowledges college's compassionate involvement in community service, specifically for constructing a house for a homeless student (Snehabhavanam 3).

**These awards underscore our institution unwavering commitment to community service, environmental responsibility, and academic excellence, reflecting its mission to create a positive social impact.**

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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:** 158

**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**

2023-24	2022-23	2021-22	2020-21	2019-20
28	51	48	07	24

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 59



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

## 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:

The campus fosters an inclusive, technology-driven educational environment with 100% ICT-enabled spacious classrooms that support effective teaching, learning and evaluation. The Learning Management System (Moodle) facilitates interactive online teaching and learning while specialized labs across departments offer hands-on learning opportunities. The digital resources augment academic and administrative efficiency and the library's vast collection of books and e-resources provide essential academic support. Sports amenities promote holistic student development, and the Women's Skill Park offers a dedicated space for skill enhancement. Additionally, Divyangjan-friendly infrastructure ensures an inclusive and supportive learning atmosphere for all students.

#### Classrooms

- ♦ 44 ICT enabled, LAN connected classrooms for seven postgraduate and ten undergraduate programmes, with whiteboard and public address system.
- ♦ 46 high-definition Android TVs, 3 interactive panels, 5 projectors in the campus.
- ♦ Each department has an audio-visual hall.
- ♦ Mini-conference room in the library for specialized sessions.

#### ICT Facilities

- ♦ LMS for interactive online teaching, learning and evaluation.
- ♦ Wi-Fi for teachers, students and visitors.
- ♦ ERP (EMBASE-Pro Suit) is used to automate academic and administrative functions.
- ♦ G-Suite for professional e-mails.
- ♦ Video Conferencing Facilities: Zoom and G-Suite.
- ♦ MIELES Digital Studio for e-content development.

#### Laboratories:

- ♦ **Home Science:** Biochemistry lab, Nutrition lab, Textile lab with a cottage for residential resource management.
- ♦ **Chemistry:** Separate UG, PG and Research labs with software (Avogadro, Origin and ChemDraw).

- **Botany:** Separate labs for UG, PG, Research, Biochemistry, Tissue Culture, Herbarium and Instrumentation room.
- **Computer Science:** Lab with fifty i7 computers and high-speed Internet.
- **Physics :** Lab with telescope for sky watching.
- **Zoology :** Lab and Museum.
- **Psychology :** Lab with separate Counselling room.
- **English :** Language lab with 20 computers, specialized language software, Lexis language clinic and Digital Resource Centre with 5 computers.
- **Commerce:** Digital Resource Centre with 10 computers.
- **Mathematics :** Soft Computing Lab with 6 computers.
- **History :** Museum.

### **Green Hub**

- Botanical Garden
- Aqua-Park
- Greenhouse
- 2 Polyhouses
- Mushroom Cultivation Room
- Vermi-Compost Unit
- Herbal Medicinal Garden
- Orchard

### **Seminar Halls**

- Three Seminar Halls
- Two Conference Halls
- CH Auditorium for Academic and Cultural Events.
- Surveillance-Equipped Hall for Examinations
- Departmental Seminar Halls.

### **Cultural and Recreational Spaces**

- Azadi Square
- Recreational Spots
- Social Cohesion Centres

### **Sports Amenities**

Indoor stadium with

- Badminton Courts
- Sepak Takraw
- Table Tennis
- Spaces for Martial Arts and Yoga
- Fitness Centre

Outdoor stadium

### **College Library**

- 22,689 books, 15,858 titles, 35 journals, 210000+ e-books and 9000+ e-journals via N-LIST and DELNET, 24 computers, question paper bank, KOHA automated services, DSpace repository.
- Subject-specific resources for teaching, learning and research in each discipline.

### **MIELES Multimedia Studio**

- Video Editing Software
- Digital Content Creation Software
- Screening Capabilities
- DSLR Camera
- Video Conferencing Camera
- Recording Camera
- Projector
- Interactive Panel
- Server
- Audio Recording Facility
- Green Screen

### **Reprographic Facilities**

- Two reprographic facility centres
- Printers and computers in each department.

### **Power Supply and Backup**

- 45KVA solar power system
- 125KVA diesel generator
- 15KVA generator for indoor stadium
- 2.5KVA generator for office use

### **Other Campus Facilities:**

- ♦ Incubation Centres
- ♦ Hostel
- ♦ Staff Quarters
- ♦ Divyangjan-friendly Infrastructure
- ♦ Examination Control Room
- ♦ Departmental Staff Rooms
- ♦ Counselling Centre
- ♦ Women Skill Park
- ♦ Student Support Centres
- ♦ Alumni Office
- ♦ Students' Restroom
- ♦ Visitors Lounge
- ♦ Health Centre
- ♦ Cafeteria

- ♦ Day Care Centre
- ♦ Water Harvesting

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**4.1.2**

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

**Response:** 55.5

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

2023-24	2022-23	2021-22	2020-21	2019-20
154.95133	48.91374	51.40493	208.39686	2.71480

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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 Shihab Thangal Library & Information Centre at KAHM Unity Women's College is a 9,000 sq ft, two-storey facility with 22,689 books, reference materials, and a textbook bank. The library subscribes to national and international journals, periodicals, and newspapers, serving students, research scholars, and faculty. It offers a reading area, digital resource centre, career corner, smart conference room and reprographic services. Fully automated with the 'Koha' Integrated Library Management Software and accessible via the Web based Online Public Access Catalogue (WEBOPAC), it offers remote access to e-resources like N-LIST and DELNET. The library is well-equipped with Wi-Fi and IT-enabled security through CCTV surveillance. Regular workshops, seminars and awareness programmes promote research and reading habits among users. The Library Advisory Committee ensures quality sustenance through sufficient resources and prompt services.

### Key Features and Services of the Library

#### ♦ Library Automation

- Automated with **BookMagic ILMS (version 5.0)** since 2008.
- **Fully automated and upgraded** to the open-source ILM System **Koha, version 24.05.03** in 2024.
- **WEBOPAC** for remote and easy resource search.
- Barcode-based **IN/OUT gate register** for entry and exit tracking.
- **Screen Reading Software- NVDA.**

#### ♦ Collections & Resources

- **22,689 Books, 15,858 Titles, 35 Journals, 31 General Periodicals, and 7 Newspapers.**
- **Bound volumes: 928**
- **CD/DVD collection: 265**
- **Book Bank - 1084**
- **Rare Books – 53**
- **Career Corner Collection** for competitive examinations.
- **Question Bank.**
- **PhD Thesis Collection**
- **Minor Research Projects**
- **Sanowar Collection** - A special book collection established by the college alumni association in memory of a late alumna.
- **'Ente Campusinoru Pusthakam'**- Donation of books by outgoing students, an initiative by alumni association.

#### ♦ Digital Databases and Network Resources:

- **N-LIST** and **DELNET** offer remote access to over 9,000 e-journals and 210000+ e-books.
- Access to **Shodhganga** e-repository
- **Institutional Repository-Dspace**- archive of faculty publications, theses etc.
- **Digital Resource Centre and Language Lab** with **20 Computers** and high-speed Internet.
- Details of **Open Access Resources** are available on the library website.
- **Online access** to previous year's **question papers.**

#### ♦ Facility & Infrastructure

- Separate **two-story building** covering **9,000 square feet**.
- **Reading areas, stack areas, and reference sections.**
- Seating capacity for **120 persons**.
- Separate seating sections for **PG students, Research Scholars and Faculty**
- **Wi-Fi-enabled** and **computerised** environment.
- **Reprographic services** for copying and printing.
- **‘Human Library- The Dialogue Studio’** - Smart conference room for sharing experiences and interacting with library users.
- **Comfortable, well-lit and ventilated** environment.
- **CCTV** surveillance.

#### ♦ Programmes & Awareness Initiatives

- **User orientation sessions** for new users on resources.
- Activities like **debates, competitions etc. to promote reading habit.**
- **Readers Forum and Library Literary Club.**
- **Certificate course on Open Access Resources.**
- **Best Reader of the Year Award** for students.
- **Workshop on N-LIST Usage.**

#### *Annual Expenditure on Books, Journals and other resources (2019-2024)*

Academic Year	2019-20	2020-21	2021-22	2022-23	2023-24
Books	1,05,292	NIL	2,14,370	3,24,623	3,48,697
Journals	32,548	28,943	20,168	79,937	83,829
e-resources / NLIST	5,900	5,900	5,900	5,900	5,900
Periodicals	17,995	17,756	16,854	19,341	21,818
Newspapers	23867.50	19,632	20,025	25,086	24,237
Total Amount in Rs	1,85,602.50	72,231	2,77,317	4,54,887	4,84,481

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:**

The institution consistently upgrades its IT infrastructure to meet the demands of modern times, incorporating the most cutting-edge technologies. It makes use of the G-Suite professional domain, Embase Pro-suite ERP for academic and administrative automation, MIELES Digital Studio for e-Content Development and Moodle LMS for digital resources and evaluations. Wi-Fi access in the campus supports up to 1000 users simultaneously. Additionally, the campus includes 161 computers with LAN connectivity. College has the following IT facilities:

**Wi-Fi Enabled Campus**

- 500 Mbps (300 Mbps from BSNL and 200 Mbps from Railwire), with backup from Kerala Fiber Optic Network (KFON).
- Networking: 17 switches, 27 routers, and 3 servers for robust networking.
- Separate Wi-Fi login credentials for students, faculty and visitors.

**ICT Facilities**

- 46 Android TVs, 5 LCD projectors and 3 interactive panels.
- All classrooms are ICT enabled with Android TV or LCD Projector.
- Internet access and announcement system in all classrooms and seminar halls.
- Audio-visual rooms for all departments.
- Smart Classrooms: Interactive panels installed in two seminar halls and in the Digital Studio.

**ICT Tools**

- Google classrooms and YouTube channels of teachers.
- Online assessment tools.
- G-Suite: Institutional e-mails.
- Zoom and G-suit for video conferencing.

**EMBASE Pro Suit ERP**

- For online attendance and keeping internal assessments.
- Issue of certificates to students.
- Leave management of teachers.
- Online students feedback.

**Moodle Learning Management System**

- For structured content delivery through modules, topics, and multimedia integration.
- Supports various forms of assessments, such as quizzes, assignments and surveys.
- Forums, live chats and messaging, fostering collaborative learning beyond the classroom.
- Centralized access to various resources, including lecture notes, reading materials, videos, and presentations.



- For IQAC documentation

### **Digital Labs**

- Computer Science Lab: 50 computers with internet access.
- IoT Lab: Innovative Design and Testing Lab for IoT systems with 14 computers.
- Digital Resource Centre of Commerce with 10 computers for training in accounting software.
- Digital Resource Centre of English with 5 computers for research and project support.
- Soft Computing Lab of Mathematics for training in Python and LaTeX with 6 computers.
- Each department is provided with one desktop computer, printer, laptop and portable projector.
- 24 computers, 3 of which are equipped with OPAC in Digital Library.

### **MIELES Digital Studio**

- Video Editing Software.
- Digital Content Creation Software.
- Screening Capabilities.
- DSLR Camera
- Video Conferencing Camera
- Recording Camera
- Projector
- Interactive Panel
- Server
- Audio Recording Facility
- Green Screen

### **Software Tools**

- Language Lab Software: Installed on 20 computers of Digital Library
- Library Automation: Koha ILMS and Bookmagic ILMS.
- NVDA (Non-Visual Desktop Access): Software for visually challenged
- Academic Software:
  - Avogadro
  - Origin
  - ChemDraw
  - LaTeX
  - Overleaf
  - LucidCharts
  - RAPTOR
  - JASP
  - Google Colab

### **E-Resources**

- ♦ INFLIBNET-NLIST
- ♦ DELNET
- ♦ NDL
- ♦ Shodhganga

- ♦ Institutional Repository: DSpace for faculty publications and research work.
- ♦ College YouTube Channels (educational and extracurricular content).

### Other Facilities

- ♦ Institutional Website and Social Media Platforms Facebook and Instagram.
- ♦ Lexis Language Clinic for English language support.
- ♦ Reprographic Facilities: at library and cooperative store.
- ♦ Digital Bell System and Public Address System for Campus communication.
- ♦ CCTV: 29 cameras installed at various corners of the campus and at the Exam Hall.
- ♦ Biometric Punching Machine.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 4.3.2

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

**Response:** 10.91

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

**Response:** 161

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

## 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:** 6.01

**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)**

2023-24	2022-23	2021-22	2020-21	2019-20
29.66372	13.72825	0	7.13	0

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:** 62.25

**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**

2023-24	2022-23	2021-22	2020-21	2019-20
396	820	1181	1341	1230

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

#### 5.1.2

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

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

**Response:** A. All of the above

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

**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:** 87.85

**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**

2023-24	2022-23	2021-22	2020-21	2019-20
2626	2817	866	144	558

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**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:** C. 2 of the above

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

## 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:** 63.3

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

2023-24	2022-23	2021-22	2020-21	2019-20
332	421	357	285	292

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

2023-24	2022-23	2021-22	2020-21	2019-20
566	554	544	444	557

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)	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**5.2.2**

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

**Response:** 44.17

**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.)**

2023-24	2022-23	2021-22	2020-21	2019-20
163	98	66	59	46

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

**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: 55**

**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**

2023-24	2022-23	2021-22	2020-21	2019-20
08	22	21	0	04

File Description	Document
Upload supporting document	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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: 45.2**

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

2023-24	2022-23	2021-22	2020-21	2019-20
56	50	52	30	38



File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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:**

**Unity College Alumni Association (UCAA)** is a registered Alumni Association which contributes significantly to the development of the institution through active alumni engagement, alumni initiatives and financial support services. The significant initiatives include primarily the following:

- ♦ **24 Annual Alumni Meetings and cultural Fests.**
- ♦ **94 Alumni Lecture Series.**
- ♦ **13 Lockdown Lectures.**
- ♦ **40 Honouring and Special Programs.**
- ♦ **Financial Support of Rs.1,06,000/-**
- ♦ **Formation UCAA International Chapter.**

Established under the Societies Registration Act 1860 with the registration number MPM/CA/157/2019, the Unity College Alumni Association (UCAA) is involved in initiatives to support the institution and its students. UCAA actively contributes to the growth of the institution by engaging in financial contribution, academic enhancement and providing vital student support services. UCAA serves as a platform for alumni to connect, collaborate, and support each other through networking events and professional development opportunities. It has launched international alumni chapters, with plans for expansion of its wings into different countries. The monthly lecture series, alumni free ship and scholarships are the main highlights of the UCAA during these years. An inspiring 50 alumni of KAHM Unity Women's College have returned as educators, carrying forward the institution's legacy by shaping future generations within the very classrooms where they once learned.

The Unity College Alumni Association (UCAA) has been instrumental in supporting the college's growth and student development through various initiatives, programs, and financial contributions. The association, along with its regional chapters, has actively participated in the welfare of students and the institution, significantly enhancing both academic and extracurricular experiences.

♦ **Alumni Meetings**

- **24 Alumni Meetings** were conducted by UCAA and its various chapters, fostering strong relationships among alumni and maintaining an active network.

♦ **Alumni Lecture Series:**

- UCAA initiated the **Alumni Lecture Series**, conducting a total of **94 lectures** across various subjects and fields, providing students with insights from experienced professionals.
- This includes **23 career counselling programs** aimed at helping students navigate their career paths and choose suitable fields of employment.
- Additionally, **20 sessions focused on higher education guidance**, assisting students in making informed decisions about postgraduate studies and further educational opportunities.

♦ **Lockdown Lecture Series**

- During the COVID-19 pandemic, UCAA organized **13 Lockdown Lectures**, that provided continuous learning and engagement opportunities for students despite the challenges of the lockdown.
- The lockdown lecture series was hosted by Alumni Facebook page.

♦ **Honouring and Special Programs**

- **40 Honouring and Special Programs** were conducted, recognizing the achievements of alumni, students, and faculty, as well as celebrating key milestones and events within the college.

♦ **Financial Support:**

- A total of **Rs.1,06,000** has been provided as financial aid to deserving students, helping them to overcome financial barriers to continue their education.

♦ **UCAA International Chapter:**

- The **Unity College Alumni Association (UCAA)** International Chapter was officially launched on January 10, 2023, through online mode. This event brought together distinguished alumni and esteemed guests from around the world, marking a significant milestone in connecting the global alumni community. The chapter aims to strengthen the bond among alumni residing abroad and foster collaborations that contribute to the growth and development of the college

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:

The governance and leadership of the college are deeply rooted in the institution's vision of "**Building an Egalitarian Society through Women Empowerment**". The college's mission is to **provide quality education, instil human values, develop leadership qualities, foster patriotism and thereby contribute to nation building.**

- ♦ **Established in 1991**, under the auspicious of the **Muslim Educational and Cultural Association (MECA)**, the college has steadfastly upheld the above mentioned core values.
- ♦ This commitment is evident in the institution's **governance structures, leadership strategies and participatory practices.**
- ♦ All the courses, including institutional level **add-on and certificate courses**, are introduced envisioning the **Outcome Based Education model** stipulated by central and state governments.
- ♦ The college governing body has taken keen measures in integrating the ideals of **NEP 2020** with respect to **skill development, vocational education and open and distance learning** by providing required assistance.
- ♦ The college empowers women through a holistic education focused on **intellectual, moral, and spiritual development.**
- ♦ The leadership ensures that all policies, programmes, and initiatives prioritise **integrity, social responsibility, and academic excellence**, creating an environment where students can make meaningful contributions to the society.
- ♦ The **decentralised approach** is embodied in every facet of the college's governance.
- ♦ Active participation of the college governing body, and decentralised governance structure to empower departments, committees and other stakeholders to actively contribute in decision making.
- ♦ **Principal is supported by the college council, IQAC, Heads of the Departments (HoDs) and other administrative bodies including PTA.**
- ♦ Various **statutory bodies including Internal Complaint Committee, Committee against Sexual Harassment, Institutional Grievance Redressal Cell, Anti-Ragging Cell, SC/ST Cell, OBC Cell, Divyangjan Cell** etc. function in the institution for addressing student related issues.
- ♦ **Non-statutory committees and bodies** operate with considerable autonomy.
- ♦ Principal's leadership is **democratic**, relying on regular consultation with the IQAC, HoDs, and other committees to ensure the decisions are taken in a participatory way.
- ♦ **HoDs play a key role, planning departmental activities, overseeing teaching performances, conducting evaluation processes**, and by submitting annual reports to the Principal and IQAC for accountability and transparency.
- ♦ **Class tutors** further support the structure by focusing on the holistic development of each

student.

- ♦ Faculty members contribute their expertise through academic and administrative committees.
- ♦ Through **Students' Council, Student Quality Assurance Cell (SQAC), NSS, NCC, various clubs and committees**, students play a vital role in governance.
- ♦ **Non-teaching staffs** are also members of administrative committees like staff council and IQAC ensuring decisions reflect the broader needs of the community.
- ♦ The management encourages **collaborative approach, regularly reviewing committee recommendations and feedback** to promote continuous improvement and maintain high standards of excellence.
- ♦ **IQAC, supported by DQAC and SQAC**, plays a vital role in maintaining quality standards by conducting regular assessments and providing feedback to ensure that the college's operations align with its vision. IQAC also promotes unified planning through a standardized action plan.
- ♦ IQAC, in association with the college governing body, organised a **national level seminar on Transformative Role of NEP 2020 in Higher Education and Research** on 20th February 2023 and a workshop on Outcome Based Education on 7th March 2024.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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 functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic Perspective/Development plan etc. Planning and Implementation of institutional strategies is done through the active participation of following bodies.

- ♦ The **College Governing Body** is the highest decision-making authority in the institution.
- ♦ Governing body regularly conducts meeting with the Principal, the IQAC Co-coordinator, faculty, administrative staff, and the PTA.
- ♦ The college governing body maintains a structured and decentralized organizational framework to stay aligned with academic, administrative, and financial reforms.
- ♦ The **Principal** is the head of the institution and oversees the execution of academic and administrative policies as per the regulations of the Government, University, and Management.
- ♦ The **College Council** acts as an advisory body to the Principal on academic and administrative matters, while the **Heads of Departments** and **Department Councils** manage department-

specific academic and administrative activities.

- ♦ The college's **administrative office** operates under the Office Superintendent, who serves as the intermediary between the administrative staff and the Principal.
- ♦ The **Internal Quality Assurance Cell (IQAC)** plays a crucial role in ensuring quality standards.
- ♦ Each department has a **Departmental Quality Assurance Cell (DQAC)** to oversee and enhance the quality of academic activities.
- ♦ **Board of Studies (BoS)** for Certificate Courses ensures that all courses meet academic standards and stay relevant to current industry needs.
- ♦ The **Student Quality Assurance Cell (SQAC)** actively involves students in improving academic and administrative practices through feedback and participation.
- ♦ The **Statutory Cells** ensure the compliance with legal and regulatory frameworks. Each of these cells is coordinated by a faculty member.
- ♦ **Non-Statutory Cells and Committees** play a significant role in fostering a holistic academic environment and enriching student life beyond the classroom, like Placement and Career Guidance Cell, Incubation and Innovation Cell, Research and Development Cell, IPR Cell, Young Innovation Programme, etc.
- ♦ **Committees/Associations/Clubs** are constituted with the involvement of the members of the teaching and non-teaching staff and students for the effective functioning of the college, such as EBSB Club, ED Club, Tourism Club, Alumni Associations and PTA etc.
- ♦ The involvement of the students in administrative bodies is ensured through the **students union**, various societies of clubs, cells and forums, and SQAC. The **Dean of Students** oversees matters related to student life, while facilities like the **fitness centre, co-operative store, hostel and cafeteria** enhance students' overall campus experience.

### Appointment and Service Rules

- ♦ The College adheres to UGC Regulations, Calicut University Statutes and Kerala Service Rules to ensure transparency in matters concerning recruitment, probation and promotion.

### Policies and Procedures

- ♦ The policies of the college are framed after identifying the necessary requirements depending on factors like the vision and mission of the institution and the existing rules and regulations of the Government and the University.

### Strategic Plan

- ♦ The institution's **strategic planning** is aligned with its **vision and mission**, with a **Short-Term Strategic Plan of 2019-2024**, and a **Long-Term Perspective Plan- 2041**, that are prepared in a collaborative way and designed to guide its development in a rapidly changing educational landscape.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**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	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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 institution prioritizes the well-being and professional growth of its faculty and staff members. Through a comprehensive framework, the institution executes a robust performance appraisal system, offers effective welfare measures, and provides avenues for career development and progression.

## Performance Appraisal System

- In accordance with UGC CAS Promotion standards, the Annual Performance Appraisal Report (APAR) is documented to assess faculty performance and career progression. Staff members participate in this self-appraisal exercise to evaluate their performance and growth.
- Non-teaching staff undergo self-appraisal, evaluating various aspects such as additional duties, training, discipline, qualifications, and experience.
- The IQAC diligently oversees the time-bound promotions of both teaching and non-teaching staff adhering to UGC regulations.
- Timely salary disbursement is facilitated through bank accounts, ensuring financial stability for the staff.
- Teachers' performance is evaluated confidentially by students through the ERP (Embase Pro Suit), and the Principal effectively communicates the feedback.
- Staff meetings provide a platform for reviewing activities, addressing challenges, celebrating achievements, and aligning future plans with organizational goals.

## Welfare Measures for Teaching and Non-teaching Staff

Under statutory welfare schemes, the institution manages the following schemes for the financial security and welfare of staffs:

- Provident Fund Accounts
- State Life Insurance
- Group Insurance Scheme
- House Rent Allowance
- Medisep Medical Insurance
- National Pension Scheme
- Festival Allowance

The teaching and non-teaching staff are granted the following leaves as per the norms of the State Government to provide flexibility and support.

- Casual Leave
- Duty Leave
- Commuted Leave
- Half-Pay Leave
- Maternity/Paternity Leave
- Earned Leave
- Medical Leave

Institutions commitment to a supportive work environment extends beyond the statutory and non-statutory measures. The institution has a robust surveillance system for campus security, underlining our dedication to creating a safe and conducive environment for both students and staff. The institution offers:

- ♦ Free Wi-Fi
- ♦ Free institution domain Email IDs
- ♦ ERP (Embase) Login



- ♦ Library Membership
- ♦ Smart Classrooms
- ♦ Recording Studio
- ♦ Prodigy Zone
- ♦ Staff Club
- ♦ Credit Society
- ♦ Free transportation for Ad hoc staff
- ♦ Staff Quarters
- ♦ Indoor Stadium
- ♦ Fitness Centre
- ♦ Playground
- ♦ Cafeteria
- ♦ Purified Drinking Water

The Staff Club organizes recreational activities, competitions and annual tours, promoting a healthy work-life balance. Special meals are provided for traditional festivals and significant milestones, promoting a sense of community and inclusivity. Complimentary refreshments are also facilitated during staff gatherings.

### Avenues for Career Development/Progression

The institution is committed to advance the professional expertise of both teaching and non-teaching staff. Teachers and non-teaching staff are participating in orientation/induction programs, refresher and short-term courses by HRDC. The institution provides financial assistance for faculty members to meet the expenses of external events and publications. Initiatives by IQAC includes:

- ♦ Seminars, Webinars and Workshops
- ♦ Faculty Development Programmes
- ♦ Administrative Training Programmes
- ♦ Honouring Ceremony
- ♦ Awards and Appreciation
- ♦ Faculty Focus - Inter-collegial multidisciplinary dialogue
- ♦ Reboot - Annual Residential Training

Administrative roles of staff undergo rotations every three years, providing diverse experiences and opportunities for skill enhancement.

Through these measures, the institution creates a positive ambiance where individuals can flourish personally and professionally contributing to the success and excellence of the institution.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**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:** 35.22

**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**

2023-24	2022-23	2021-22	2020-21	2019-20
32	27	34	15	23

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

**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:** 72.61

**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**

2023-24	2022-23	2021-22	2020-21	2019-20
103	108	100	87	58

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

2023-24	2022-23	2021-22	2020-21	2019-20
57	54	50	47	48

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

**6.4 Financial Management and Resource Mobilization****6.4.1**

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

**Response:****Mobilization of Funds**

The college operates as a **government aided institution**, officially recognized under sections 2(f) and 12(B) of the University Grants Commission Act, 1956. It follows a well-defined resource mobilization policy, with its main financial requirements being supported by the following sources:

- ♦ Funds from RUSA, KSCSTE, etc.
- ♦ Grant-in-aid received from the Kerala Government's higher education department.
- ♦ The collection of special fees from the students registered in the aided stream.

- ♦ Tuition fees collected from students admitted in the self-finance stream.
- ♦ PTA (Parent Teacher Association) fund.
- ♦ Financial support from Muslim Educational & Cultural Association (M.E.C.A)
- ♦ Central government fund for NSS and NCC programs.
- ♦ Scholarships and freeships from government and nongovernment organizations.
- ♦ European Union (MIELES Project).
- ♦ Contribution from philanthropists.
- ♦ Contribution of staffs and students for various charity activities.
- ♦ Contribution of alumnae.
- Agricultural income.

#### **Utilization of funds**

- ♦ The institution has a well-functioning mechanism for mobilization of funds and optimum utilization of resources.
- ♦ Strategies for resource allocation and optimum utilization are determined by the planning board, constituted by the college governing body.
- ♦ The planning board has the responsibility of assessing, supervising and implementing the fund-raising activities of the college.
- ♦ The planning board assesses the requirements of all departments and forums and budget is prepared accordingly in the beginning of the financial year.
- ♦ The planning board discusses with various other committees in the college for forming policies related with fund mobilization and optimal utilization.
- ♦ Annual statement of all accounts are prepared and audited at the end of the year.
- ♦ All efforts are taken by the board for generating funds from funding agencies and philanthropists.
- ♦ Tuition fees collected from students in the self-finance stream are allocated towards faculty salaries and the improvement and upkeep of the self-finance section's infrastructure.
- ♦ Funds provided by the Parent-Teacher Association contribute to maintain both academic and infrastructural facilities, with spending overseen by the PTA executive committee.

- ♦ The management contribute fund for various activities in the college like seminar, workshop, etc.
- ♦ The management also provides freeships to students and financial support to teachers for their academic and professional enrichment.

### Financial audit

- ♦ The college follows a strict internal and external auditing process in accordance with Government of Kerala regulations to maintain transparency and compliance with financial standards.
- ♦ The internal audit committee conducts an annual review, carefully examining all records of income and expenses and audit reports of various accounts are prepared before submitting it for the external audit.
- ♦ Mr. Raziq Ahmed F.C.A of P.A Hameed & Associates, Chartered Accountant, Calicut and C.A Thomas N.J, FCA of NJ Thomas & Associates, Chartered Accountant, Perinthalmanna conducts external audits of various accounts.
- ♦ The audit wing of the Government from the department of education visits the college periodically and inspects all the files related to public accounts. Corrections and clarifications, if any, are settled in the final account.
- ♦ The Accountant General (AG), Kerala, also conduct their verification and suggest directions if needed. If any correction is found while auditing it is rectified and final audit report is collected accordingly.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

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

#### Response:

The Internal Quality Assurance Cell (IQAC) at KAHM Unity Women's College has been instrumental

in enhancing educational benchmarks and cultivating a culture of quality and continuous improvement.

- ♦ IQAC introduced **Thirty new initiatives on 30th Anniversay.**
- ♦ Titled as **Vision@30**, the institutional strategic plan on 30th year of the college by IQAC in association with the college governing body was implemented in 2021-22.
- ♦ **Women Skill Park** for enhancing employability of students and community women.
- ♦ Policies for curriculum enrichment.
- ♦ **92 MOUs.**
- ♦ IQAC established the **Unity Publication Division** and **published 40 + books.**
- ♦ **Employability skill programme** for 439 final year UG students of 2022-23.
- ♦ The IQAC conducts **regular meetings** to implement and assess the institution's quality policies.
- ♦ This collaborative strategic planning through IQAC, DQAC and SQAC meetings ensures compliance with the **institution's Quality Management System (QMS).**
- ♦ **Q- Circle/ Quality Circle** is an initiative by IQAC for regular quality enhancement, quality forums, and quality sustenance activities.
- ♦ The IQAC has successfully organized **Six FDPs, two national seminars on NEP 2020, and three workshops on IPR** for faculty members.
- ♦ **Four capacity building programmes** were conducted for **administrative staffs.**
- ♦ **DQAC** enhances **quality practices** of the departments while **SQAC's** engagement helps in student centered effective deployment.
- ♦ IQAC initiated **UNITY GATE (Gifted And Talented Education)** for advanced learners.
- ♦ IQAC certified that all the recommendations of the NAAC Peer team during Cycle -3 were **fully implemented.**
- ♦ **G suit, Zoom and Institutional E mail and VIDWAN ID add to faculty quality.**
- ♦ IQAC critically evaluated the **institution's adaptability to online learning during COVID-19.**
- ♦ Continuous feedback from all the stakeholders enabled the identification of the areas needed improvement and actions were taken accordingly.
- ♦ **MOUs** signed with many prestigious institutions promoted the establishment of **collaborative learning and research.**
- ♦ **Annual internal and external academic audits** and other quality audits including **gender audit** ensure the quality of campus procedures and practices.
- ♦ Significant infrastructural enhancements have been made, including the construction of new **research laboratories, RUSA block, science block, facilities for sports, and cultural gatherings, Azadi square, etc.**
- ♦ **Physical fitness and emotional well-being** are ensured through initiatives like **Open Fitness Park and Taekwondo classes** that contribute to the **empowerment of women** and foster a supportive environment.
- ♦ Additionally, awareness programs focusing on lucrative career paths, premarital counselling, and entrepreneurship training etc., have been implemented to better prepare students for their futures.
- ♦ **Mentor-Mentee initiative** for mentorship.
- ♦ The establishment of **Moodle LMS**
- ♦ **SWAYAM/NPTEL** local chapter and orientation on SWAYAM courses.
- ♦ Introduced **Enterprise Resource Planning (ERP) through EMBASE Pro Suit** for systematized e- governance as a total campus management system.
- ♦ **45 new student societies** initiated by IQAC in 2022-23, including Readers Open Forum, ensure socio- cultural skills and collaborative minds among students.
- ♦ To enhance campus life, a **campus radio, "Voice of Unity,"** has been established by IQAC and Women Cell.

These concerted efforts of the IQAC at the institution have made significant strides in sustaining quality in academic activities. By fostering a supportive environment for both students and faculty, the IQAC has greatly enhanced the overall educational experience.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.5.2

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

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

**Response:** A. Any 4 or more of the above

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

## 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:**

In order to guarantee fair access to opportunities and promote gender equity in all college-related activities, the institution has put in place policies and strategic action plans. Our organization is committed to empowering women by fostering an atmosphere in which they can flourish and make significant contributions to the advancement of society. We are dedicated to maintaining the values of equal access to education, training, and skill development, fostering an inclusive and equal opportunity culture through the following initiatives.

- ♦ **Women Cell**

- Organizes diverse activities, including debates on gender equality, premarital counselling, and awareness programs on health topics like menstrual hygiene and breastfeeding.
- Other events involve empowering sessions on self-defence and professional skill enhancement.

- ♦ **Gender Audit**

- Conducted under the supervision of the Internal Quality Assurance Cell to assess policies and practices to achieve gender equity and identify inequalities.
- Evaluates initiatives aimed at advancing gender equality, and addressing gender related concerns.

- ♦ **Gender Sensitivity Initiatives**

- Talks and workshops like "Beyond Labels" on transgender awareness and "Understanding Gender Dynamics in Social Spaces" aim to build gender sensitivity among students.

- ♦ **Gender Equity Action Plan**

- Focuses on awareness, safety, and empowerment. Includes periodic workshops, mental health support sessions, and collaborations with other organizations. Aims to improve campus safety and foster women's leadership.
- Initiatives such as debates and interdisciplinary discussions on gender issues support the college's commitment to fostering an inclusive environment.

- ♦ **Promotional Amenities:**

- Sanitary pad vending machines and incinerators for menstrual hygiene.
- Well-lit pathways and secure transportation options for students' safety.
- Practical amenities, such as the Women's Cell initiatives that include a college uniform bank and counselling services for students.



♦ **Representation in Committees**

- Ensures significant representation of female students in various committees and the college union.
- Allows students to express their views and participate in decision-making processes.
- Events frequently involve students in organizational roles, ensuring representation and fostering leadership in gender-focused activities.

♦ **Student Engagement**

- Encourages participation in sports, arts, and cultural activities.
- Organizes competitions and exhibitions to promote creativity and collaboration among students.
- Student-led initiatives and coordination roles are prominent, with active participation in planning and facilitating events across departments.

♦ **Awareness Programmes**

- Awareness programs on critical health and social issues, such as cervical cancer, menstrual hygiene, and breastfeeding, led by the Women's Cell and various departments.

♦ **Counselling Services**

- The Jeevani Project offers mental health support and counselling sessions for students, conducted in collaboration with the Women's Cell.
- Focuses on emotional well-being, stress management, premarital counselling, and personal growth.

♦ **National & International Commemorative Days**

- Observances of significant days, such as International Women's Day, World Breastfeeding Week and Sexual Harassment Prevention Week, highlight gender-related issues through educational programs and campaigns.

♦ **Healthcare Centre**

- Specialized healthcare centre and sickroom available on campus.
- Ensures students have access to necessary medical treatment.
- Activities related to health education, including cancer awareness and workshops on breastfeeding, underline the college's focus on gender-responsive healthcare and well-being.

♦ **Awareness of Transgender and LGBTQ+ Issues**

- Initiatives enhance knowledge and understanding of transgender and LGBTQ+ matters.
- Create a secure environment for dialogue and promote acceptance among the student community.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**7.1.2**

**The Institution has facilities and initiatives for**

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

**Response:** A. 4 or All of the above

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

**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:** A. All of the above

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

#### 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:

K.A.H.M Unity Women's College serves as a paragon of diversity, tolerance, and peace via its many activities and endeavors. The college has made substantial progress in cultivating an environment that accepts a diverse array of cultural, regional, linguistic, communal, and socioeconomic backgrounds among its students and staff. These initiatives transcend simple celebrations of active sensitization campaigns, fostering a profound comprehension of constitutional commitments, values, rights, duties, and responsibilities of citizens.

#### ♦ Admission Policy

- Emphasizes inclusivity, ensuring equal consideration for marginalized groups, including OBC, SC, ST, and religious minorities.
- Creates opportunities for students from diverse socio-economic and cultural backgrounds to excel.

#### ♦ Cultural Exchange Programmes

- Established the "Ek Bharat Shreshtha Bharat" (EBSB) club in 2020 to promote cultural exchange between Kerala and Himachal Pradesh.
- Under the aegis of NSS, NCC, College Union and various Clubs, the college celebrates festivals like Christmas, Onam, and Bakrid, Ethnic Day, fostering unity and cultural appreciation among students and faculty, contributing to national integration.

#### ♦ Observing Days of National and International Significance

- Celebrates significant days like Gandhi Jayanti, Independence Day, Constitution Day, and

Republic Day, National Unity Day, Teachers' Day, International Day against Drug Abuse, World AIDS Day, International Day for Elimination of Violence Against Women and Human Rights Day, World Bamboo Day to instill awareness along with fostering global citizenship among students.

♦ **Values, Duties, and Professional Ethics**

- Training camp on professionalism, ethics and team building (Reboot), Unity Honouring Ceremony' 2023, Professional Development Programme under Q- circle of IQAC QMS, Professional Development Workshop: “NEP 2020 Reaccreditation and Quality Enhancement Initiatives”, UNITY GATE (Gifted and Talented Education), Induction Programme for First Year UG students and their Parents, Women Skill Park etc.

♦ **Constitutional Obligations**

- Conducts Mock Parliament sessions to educate students about governance and democratic processes.
- Electoral Literacy Club is instituted with the goal of sensitizing students about the importance of voting, voter registration, electoral processes and EVM and VVPAT familiarization.
- Legal awareness sessions are provided to the students under NSS.

♦ **Campus Displays and Student Handbook**

- Core values on inclusiveness, gender equity, environmental protection, national integration, energy management and divyangjan friendliness are displayed throughout the campus.
- Provides a student handbook detailing responsibilities and code of conduct to promote ethical behavior.
- Code of conduct for teachers, ministerial staff, Principal and Management are displayed in the college website.

♦ **Community Engagement**

- Engages the local community in initiatives promoting values, ethics, and inclusiveness through programmes like Palestine Solidarity Street Play, visit to Karunya Kendra to celebrate Onam with the differently abled, distribution of new clothes to the local people during Onam.

♦ **Day Celebrations and Commemorative Events**

- To promote awareness, inclusivity, education, unity and positive change among students and staff, the college celebrates days like World Arabic Language Day, Wet Land Day, World Environment Day, Ozone Day Celebration, International Yoga Day Celebration, World Blood Donor Day Celebration, National Mathematics Day, Gandhi Jayanti, World Breast Feeding Week, Reading Day, World Mental Health Day, World Immunization Day, Unity Day, Mother Language Day, NSS Day, Cancer Day, National Energy Conservation Day, Hindi Day, Children's Day and NCC Day.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

### **BEST PRACTICE I**

**Title of the Practice: Institutional Social Responsibility of Unity (ISRU): Empowering Communities through Outreach Activities Aligning with UN SDGs**

#### **Description**

**ISRU** is the Community Outreach Project of the institution ensuring socially responsible learning for transforming lives, through active participation of students, staff, and the governing body giving focus to Eleven different SDGs out of seventeen set by United Nations.

#### **Objective of the Practice**

- ♦ Ensure that students, faculty, and the governing body actively engage in socially responsible learning activities.
- ♦ Addressing a range of social requirements, including health, education, economic growth, and environmental sustainability, these initiatives seek to be in line with the Sustainable Development Goals (SDGs) and build a sustainable future.

#### **The Context**

To promote holistic learning, the college implemented the ISRU project after realising the value of social responsibility of higher education students. The ISRU's programmes emphasise the value of community service in developing socially conscious people and are in line with the global SDGs.

#### **The Practice**

A broad range of initiatives aimed at addressing diverse societal concerns are part of the ISRU approach. Prominent endeavours consist of:

- ♦ **Health and Well-Being:** The college coordinated a few health-related initiatives, including visits to assisted living facilities, conducting anti-drug awareness, AIDS awareness and blood donation campaigns, providing nutritional education, promoting self-sustenance through kitchen and medicinal gardens at home, and fund-raising for palliative care across several years.
- ♦ **Environmental Sustainability:** The college's dedication to combating climate change and safeguarding the environment is exemplified by its flood relief efforts, tree planting drives,

different cleaning projects, sessions to promote eco-friendly items like paper bags, eco pens etc., educating the community about the three R's (reduce, reuse, recycle) through workshops, swap shops and other related activities.

- ♦ **Economic Growth and Education:** Programmes to support long-term economic growth specially of the marginal group (including women and backward community) through education include training sessions on soft skills and stock trading, digital financing literacy, and the encouragement of young entrepreneurs.
- ♦ **Social Equality and Inclusivity:** Through outreach initiatives including poverty surveys, housing construction for low-income families (Snehabhavanam), and assistance for people with disabilities in the form of funding, support for their entrepreneurial ventures, showing concern for the old and the ailing, creating audio book for the blind, workshops to popularise the sign language etc. ISRU concentrates on minimising social inequities.

### Evidence of success

- ♦ The initiatives have reached thousands of recipients. The college's partnerships with regional organisations, such as Manjeri Municipality, also increased the programmes' efficacy and reach.
- ♦ Visible impacts of initiatives among the community dwellers include:
  - Improved health practices.
  - Hunger Free Manjeri
  - Achieve Gender Equality and Empower Women
  - Expanded green canopy.
  - Greater environmental responsibility.
  - Enhanced digital and financial literacy.
  - Greater support for marginalized groups contributing
  - overall societal growth and inclusivity.

### Problems Encountered and Resources Required:

- ♦ The primary obstacle faced was the inability to reach out to all potential stakeholders.
- ♦ It was challenging to make sure every programme had the resources, money, labour, and logistical support it needed.
- ♦ The increasing quantity of participants necessitated sufficient resources, including transportation, materials for dispersal, and more trained staff to run campaigns and seminars.

Nevertheless, these difficulties were effectively resolved with ongoing assistance from the college administration and outside collaborations.

## BEST PRACTICE II

**Title of the Practice: SMART CAMPUS: Where Technology Meets Excellence (A Sophisticated, Multifaceted, Advanced, Research based, and Technology enabled Ecosystem for Empowering Students as 21st Century Learners)**

### Objective of the Practice

- ♦ To integrate advanced digital technologies into the campus environment, fostering a seamless learning experience.
- ♦ To enhance the quality of education and administrative efficiency through smart classrooms, digital learning platforms and automated systems.

### The Context

At our institution, the integration of ICT tools across all classrooms, including Smart TVs, projectors, and LAN connectivity, creates an interactive and dynamic learning environment. Additionally, Moodle LMS and Embase ERP streamline online teaching and administrative processes, enhancing both academic and operational efficiency.

### The Practice

- ♦ Teachers use Smart TVs, projectors, and other visual aids to enhance lesson delivery, making complex concepts easier to understand.
- ♦ Students are encouraged to make use of these tools for presentations, fostering active participation and improving their technical proficiency.
- ♦ Moodle LMS serves as a key platform for course management. Through this system, teachers upload reading materials, assignments, and quizzes, while also facilitating discussions through forums. This allows students to engage with the course content outside the classroom, providing flexibility and extending learning beyond traditional settings.
- ♦ G Suite supports real-time collaboration, where teachers and students use tools like Google Docs and Meet for document sharing and video conferencing, thus enabling remote learning and project discussions.
- ♦ The digital resource room in the Department of English and Commerce, Soft Computing lab attached to Department of Mathematics, and IOT lab of the Department of Computer Science, in addition to the Network Resource Centre at the Shihab Thangal Library offer research scholars and students a dedicated space to work.
- ♦ The MIELES Digital Studio allows for the creation of high-quality e-content, which enhances learning by producing digital resources that can be accessed remotely.

**Evidence of Success**

- ♦ Teachers report higher student engagement in classrooms, as interactive tools make lessons more dynamic and interesting.
- ♦ The use of Moodle LMS has resulted in greater access to course materials and allowed for continuous learning, as students can review content and complete assignments at their own pace.
- ♦ The automation of administrative processes through Embase ERP has also resulted in more efficient management of academic functions. This has reduced manual paperwork and streamlined communication between faculty and administration.
- ♦ The free Wi-Fi provided across the campus ensures seamless access to these digital resources, further supporting both students and teachers in their academic pursuits.

**Problems Encountered and Resources Required**

- ♦ Technical issues such as occasional internet outages and the need for regular maintenance of digital equipment have posed obstacles.
- ♦ Not all students have access to personal devices, such as laptops or tablets, which limits their ability to fully engage with online platforms like Moodle LMS.
- ♦ There is also a need for continued professional development to ensure that teachers are well-versed in the latest digital tools and teaching methods.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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:**

**Education to Emancipation: Women's Journey to Self-actualization through 5 Es: Education, Employability, Entrepreneurship,**



## Empowerment and Emancipation

KAHM Unity Women's College, Manjeri, demonstrates strong commitment to women's empowerment and community engagement through innovative and inclusive educational practices. Established in 1991, this institution is the first women's college in the state in the aided sector after delinking the pre-degree course. With 32 years of success in the Kerala higher education sector, the college has significantly contributed to the empowerment of women through education, fostering the development of an egalitarian society. This mission has enabled the institution to contribute to social upliftment, financial autonomy, security, and the growth of the women workforce in the state and nation.

The distinctiveness of the institution lies in its focus on **“Education to Emancipation: Women's Journey to Self-actualization”**. Under the aegis of the Internal Quality Assurance Cell (IQAC), the college has organized various programmes at the department level, through clubs, cells, and forums, and with support from the alumni association to achieve this goal. The institution organises its efforts around five strategic focus areas: **education, employment, entrepreneurship, empowerment, and emancipation.**

1. **Education:** Providing quality education with a 94.91% pass rate, integrating ICT, professional skills, and personal development to prepare students for societal contributions.
2. **Employment:** Facilitating job placements for 65% of graduates through career guidance, mock tests, and on-the-job training, fostering economic independence.
3. **Entrepreneurship:** Encouraging entrepreneurial initiatives via workshops and programs, enabling students to create businesses and achieve financial success.
4. **Empowerment:** Focusing on holistic development through workshops on personal growth, gender awareness, and health, enhancing decision-making abilities.
5. **Emancipation:** Supporting first-generation learners and marginalized students through targeted programs, fostering social justice and equality to create agents of change.

### Education

- ♦ **Introduction to the Works of Physics Nobel Laureates.**
  - Fosters an understanding of current scientific achievements and encourages students to engage with cutting-edge research in physics.
- ♦ **Awareness Program on N-List and Open Access Resources**
  - Promotes information literacy and accessibility to academic resources, essential for effective learning and research in higher education.
- ♦ **English for Professional Speaking**
  - Enhances communication skills, a crucial component of professional development and effective education.
- ♦ **Weekly Seminar Series-Enhancing Student Research and Presentation Skills**
  - Regular seminars support the development of research skills and confidence in presenting, which are vital for academic success.
- ♦ **Motivation for Higher Education in Reputed Universities and Institutes**

- Inspires students to pursue further education, highlighting pathways to advanced learning and career opportunities.
- **Student publications as ISBN book chapters and ISSN Journal articles**
- **Student paper presentations**
- **Effective integration of NEP 2020**
- **Job oriented certificate courses to bridge the gap between industry and academia.**
- **Research Based Projects**

## **Employment**

- **Placement Drives**
  - Facilitates job placements for students, making it a vital initiative for employment opportunities.
- **Job Prospects in Medical Coding**
  - Provides insights into career options in a specific field, helping students explore potential job paths.
- **Orientation and Mock Test for CAT**
  - Preparing students for competitive exams like the CAT enhances their chances of securing placements in reputable institutions.
- **Career and Research Opportunities in Social Sciences**
  - Informs students about various career options and research paths, broadening their employment prospects.
- **Introduction of IELTS**
  - Helps students improve their English language skills for better job prospects, particularly in international settings.
- **ABACUS Training for problem solving skills**
- **15 Day on the job training programme.**
- **Job oriented certificate course on Fashion Designing and Food processing.**
- **Driving skill training through Center for Life Skill Development.**
- **6500 students benefitted from career guidance and support.**
- **36 Hour Employability Skill Programme in association with Mahindra Pride Classrooms through women skill park for 39 students.**

## **Empowerment**

- ♦ **Theatre as a Catalyst for Personality Development: Workshop**
  - Uses theatre to enhance self-expression and confidence, empowering participants to develop their personalities.
- ♦ **Empowerment and Anti-Gender Discrimination Session**
  - Addresses gender discrimination and promotes empowerment through awareness and education, fostering a more equitable environment.
- ♦ **Session on Mental Health and Counselling and Inauguration of Jeevani Project**
  - Emphasizes mental health awareness and provides support, empowering students to address their mental well-being.

- **Women, Technology and Creativity: Campus Photography Competition**
  - Encourages women to engage with technology creatively, promoting confidence and empowerment in their skills and abilities.
- **Trauma Care Club Inauguration**
  - Provides resources and support for trauma care, empowering individuals with the knowledge and tools to help themselves and others.
- **Women Skill Park for Enhancing Employability**
- **Gender Audit**
- **Women Cell Blog**
- **Flash Talk - An Initiative by Horn Your Leadership(HYL Club) under IQAC**
- **Media Club for sensitising socio political issues.**

## Entrepreneurship

- **Entrepreneurship Awareness Programme: "Empowering Women Entrepreneurs - From Vision to Venture"**
  - Focuses on empowering women to become entrepreneurs, providing them with the skills and knowledge needed to turn their ideas into businesses.
- **Earn While Learn Programme**
  - Allows students to gain practical experience while earning, empowering them to become financially independent and develop essential skills.
- **Workshop on Wooden Mural Art**
  - Workshop empowers participants by enhancing their artistic skills and fostering self-expression, which can boost confidence.
- **Promoting Alumni Entrepreneurs Through Extension Counter - Alumni Entrepreneurs Mela - Teamio 2K23**
  - Connects current students with successful alumni entrepreneurs, providing mentorship and inspiration, which empowers students to pursue their entrepreneurial dreams.
- **Motivational Talks**
  - Aims to inspire and empower students by sharing success stories and strategies for overcoming challenges, helping them to believe in their potential.

## Emancipation

- ♦ **Self Defence Sessions**
  - Empowers women by providing them with skills to protect themselves, promoting independence and self-confidence.
- ♦ **EmoShift: Mastering Emotional Regulation (Jeevani Cell)**
  - Focuses on emotional intelligence and personal growth, helping individuals manage their emotions and improve their mental well-being.
- ♦ **Vimukthi Against Drugs - Workshops**
  - Addresses substance abuse and promotes awareness, encouraging individuals to make informed choices and regain control over their lives.
- ♦ **Observance of Sexual Harassment Prevention Week**
  - Raises awareness about sexual harassment, advocating for rights and safety, and empowering individuals to stand against such issues.
- ♦ **Anti-dowry Campaigns**
  - Challenges societal norms around dowry, promoting gender equality and empowering

women to advocate for their rights.

♦ **Girls' Bikeathon on International Women's Day**

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

- Orientation to 650 students on SWAYAM/NPTEL courses by IQAC in association with NPTEL Local Chapter.
- Certificate course on employability skill programme to 439 students by IQAC in association with Mahindra Pride Classroom.
- Certificate courses on AI and Robotics by IQAC in association with Learn Logic.
- Triumph- Parental Induction Programme by IQAC.
- IQAC UNITY GATE (GIFTED AND TALENTED EDUCATION) functions as a platform for advanced learners.
- Faculty Focus is a platform by IQAC for intercollegial interdisciplinary discourses.
- IQAC and the college governing body has invited application for Unity Research Fellowship (URF) and short listed the candidate for carrying out the research on impact of unity college.
- Waiting for the approval of university research centre at the PG Department of Botany.
- Unity E- content development centre creates multimedia contents for students, staff and society.
- A fully automated, renovated, digitalised, library with ample e- resources.
- New Science block, RUSA Block and Expanded CH Auditorium with enhanced seating capacity.
- Human Library: The Dialogue studio is a platform for listening to human stories to explore and research.
- 45 new student societies have been formed by IQAC that enables strong social and cultural ties among students and staff, further enhancing social reformation through women.
- Educare free ships are initiated by IQAC.
- Q Circle/ Quality Circle is an initiative by IQAC for Quality Management System in all walks of the institution.
- RAP (Review, Assess and Plan) is an initiative for enhancing quality- oriented communication between staff and college governing body.
- *Voice of unity* is a social media platform of the institution which continuously mediate between institution and the public.
- Peer Assisted Language Learning (PALL) is an institutional initiative for remedial learning practices.
- Two Faculty workshops on four-year undergraduate programme and OBE were organised.
- Enterprise Resource Planning (ERP) of the institution is a total campus e- governance solution.
- Women's Job Fairs under IQAC, Training and Placement Cell (T&P Cell) and Career Guidance Cell (CGC) promoted employment.

### Unity E- content Link:

<https://youtube.com/@unitycontent-qu4yp?si=zQsMLC53yI-y5RC3>

### Unity popular YouTube Link:

[https://youtube.com/@voiceofunity-hy3fo?si=MAqN\\_H4LNCiWN1du](https://youtube.com/@voiceofunity-hy3fo?si=MAqN_H4LNCiWN1du)

### Unity Instagram link:

<https://youtube.com/@unitycontent-qu4yp?si=zQsMLC53yI-y5RC3>

**Unity Facebook Link:**

<https://www.facebook.com/share/17z5RShK22/?mibextid=LQQJ4d>

**Unity Alumni Facebook Link:**

<https://www.facebook.com/share/g/14VYqEjL7v/?mibextid=K35XfP>

**Concluding Remarks :**

In its 32 years of dedicated service, K.A.H.M. Unity Women's College, Manjeri, has unwaveringly advanced in its mission to empower and uplift the marginalized and educationally underserved women of Malappuram District. Established in 1991 under the Muslim Educational and Cultural Association (MECA), the college is the first aided institution exclusively dedicated to women's higher education in the district, transforming educational opportunities for women in the region. Affiliated to the University of Calicut, the college upholds a reputation for academic rigor and research excellence, now offering a comprehensive range of undergraduate, postgraduate, and research programs across core and subsidiary disciplines. The college has fully addressed the NAAC Peer Team's recommendations of the third cycle within its strategic plans to strengthen academic standards further. Embracing an Outcome-Based Education approach in alignment with the National Education Policy 2020, KAHM Unity Women's College integrates community engagement, cross-cutting issues, indian knowledge system and innovative practices into its curriculum. The institution prioritizes technology-enabled learning and fosters a culture of innovation, entrepreneurship, and student-led research addressing the critical regional, national, and global issues. To cultivate robust ecosystem for student growth, college has established an innovative ecosystem that prepares students for careers in the modern global economy. The newly established Women Skill Park aims to empower students and neighborhood women, equipping them to face the new world with courage and confidence. The college also emphasizes social responsibility through its Institutional Social Responsibility of Unity (ISRU) project aligned with SDGs, extending substantial support to the community and contributing to social reconstruction through women's education. College has established valuable linkages and MoUs with national and international organizations to expand academic and research collaborations. During the assessment period, the instituion has 92 functional MoUs with industry and academic instituions. With a fully solar-powered campus, the institution embodies a strong commitment to sustainability. Unity College is well aware of the challenges ahead yet remains confident in preparing its students to excel in a dynamic world, instilling in them resilience and the necessary skills to thrive. Over the 32 years, the college has contributed significantly to women's careers and financial independence.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>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)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :64</p> <p>Remark : DVV has considered the supporting document and made changes accordingly by considering Programs having minimum duration of 30 hours</p>																				
1.2.2	<p><b><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></b></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><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>1738</td><td>2415</td><td>557</td><td>318</td><td>156</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>1448</td><td>1689</td><td>520</td><td>302</td><td>78</td></tr></table> <p>Remark : DVV has considered the supporting document and made changes accordingly by removing duplicates and considering programs having minimum duration of 30 hours</p>	2023-24	2022-23	2021-22	2020-21	2019-20	1738	2415	557	318	156	2023-24	2022-23	2021-22	2020-21	2019-20	1448	1689	520	302	78
2023-24	2022-23	2021-22	2020-21	2019-20																	
1738	2415	557	318	156																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
1448	1689	520	302	78																	
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b></p> <p>Answer before DVV Verification : 1112</p> <p>Answer after DVV Verification: 1094</p> <p>Remark : DVV Has made changes by removing repeated students names from project details.</p>																				
2.1.2	<p><b><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></b></p> <p>2.1.2.1. <b>Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</b></p>																				

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
156	213	197	219	176

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
343	351	355	371	303

**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:

2023-24	2022-23	2021-22	2020-21	2019-20
248	236	221	215	205

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
525	521	462	458	430

Remark : DVV has considered the supporting document and made changes accordingly by Excluding general category and Filled seats not to exceed the earmarked one.

**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:

2023-24	2022-23	2021-22	2020-21	2019-20
58	59	57	44	50

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
75	75	76	74	72

Remark : DVV has considered supporting documents and made necessary changes.

**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:

2023-24	2022-23	2021-22	2020-21	2019-20
2.61991	2.5	14.90069	2.0	29.07900

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0.91375	0	0	0	0

Remark : DVV Has made changes by considering that there is no Research projects and edited the values as zero.

**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:

2023-24	2022-23	2021-22	2020-21	2019-20
51	64	37	36	7

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
46	62	38	34	7

Remark : DVV has considered the supporting document and made changes accordingly

**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:

2023-24	2022-23	2021-22	2020-21	2019-20
26	18	15	25	18

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
15	13	09	08	06

Remark : DVV has considered the supporting document and made changes accordingly

**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:

2023-24	2022-23	2021-22	2020-21	2019-20
102	127	33	22	50

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
58	34	10	15	28

Remark : DVV has considered the supporting document and made changes accordingly.

**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:

2023-24	2022-23	2021-22	2020-21	2019-20
46	63	53	23	41

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
28	51	48	07	24

Remark : DVV has considered the supporting document and made changes accordingly excluding National festivals and considering only activities for the benefit of community.

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

Answer before DVV Verification :

Answer After DVV Verification :59

Remark : DVV has considered the supporting document and made changes accordingly by considering only functional MOU Institution as on 23-24.

4.4.1	<p><b><i>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</i></b></p> <p><b>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)</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>156.15090</td><td>182.13556</td><td>121.47439</td><td>129.59120</td><td>161.43366</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>29.66372</td><td>13.72825</td><td>0</td><td>7.13</td><td>0</td></tr></table> <p>Remark : DVV Has made changes as per SOP and considered only repair and maintenance expenditure.</p>	2023-24	2022-23	2021-22	2020-21	2019-20	156.15090	182.13556	121.47439	129.59120	161.43366	2023-24	2022-23	2021-22	2020-21	2019-20	29.66372	13.72825	0	7.13	0
2023-24	2022-23	2021-22	2020-21	2019-20																	
156.15090	182.13556	121.47439	129.59120	161.43366																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
29.66372	13.72825	0	7.13	0																	
5.1.1	<p><b><i>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</i></b></p> <p><b>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</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>1014</td><td>1174</td><td>1439</td><td>1532</td><td>1230</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>396</td><td>820</td><td>1181</td><td>1341</td><td>1230</td></tr></table> <p>Remark : DVV has downgraded the value to zero as no Signed Financial statements are provided for supporting.</p>	2023-24	2022-23	2021-22	2020-21	2019-20	1014	1174	1439	1532	1230	2023-24	2022-23	2021-22	2020-21	2019-20	396	820	1181	1341	1230
2023-24	2022-23	2021-22	2020-21	2019-20																	
1014	1174	1439	1532	1230																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
396	820	1181	1341	1230																	
5.1.4	<p><b><i>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></b></p> <ol style="list-style-type: none"><li><b>1. Implementation of guidelines of statutory/regulatory bodies</b></li><li><b>2. Organisation wide awareness and undertakings on policies with zero tolerance</b></li><li><b>3. Mechanisms for submission of online/offline students’ grievances</b></li><li><b>4. Timely redressal of the grievances through appropriate committees</b></li></ol>																				

Answer before DVV Verification : A. All of the above  
 Answer After DVV Verification: C. 2 of the above  
 Remark : DVV has made changes as there is no mechanism for submission of online/offline student's grievances.

**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:

2023-24	2022-23	2021-22	2020-21	2019-20
13	45	24	2	8

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
08	22	21	0	04

Remark : DVV has made changes accordingly by considering only International, National and state level.

**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:

2023-24	2022-23	2021-22	2020-21	2019-20
69	64	53	34	35

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
56	50	52	30	38

Remark : DVV Has considered supporting documents made necessary changes accordingly by removing events other than Sports and culture activities.

**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 : DVV has considered the supporting document and made changes accordingly considering Screen shots are not valid.

**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:

2023-24	2022-23	2021-22	2020-21	2019-20
43	41	45	38	38

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
32	27	34	15	23

Remark : DVV has recheck the data as per SSR and made changes accordingly by considering teachers getting financial support more than or equals to 5000.

**2.Extended Profile Deviations**

ID	Extended Questions																								
1.1	<b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b> Answer before DVV Verification : 144 Answer after DVV Verification : 75																								
1.2	<b>Number of teaching staff / full time teachers year wise during the last five years</b>  Answer before DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>76</td><td>76</td><td>77</td><td>75</td><td>73</td></tr></table>  Answer After DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>75</td><td>75</td><td>76</td><td>74</td><td>72</td></tr></table>					2023-24	2022-23	2021-22	2020-21	2019-20	76	76	77	75	73	2023-24	2022-23	2021-22	2020-21	2019-20	75	75	76	74	72
2023-24	2022-23	2021-22	2020-21	2019-20																					
76	76	77	75	73																					
2023-24	2022-23	2021-22	2020-21	2019-20																					
75	75	76	74	72																					
2.1	<b>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</b>																								

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
342.91287	244.14763	185.22251	350.11528	179.34990

Answer After DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
187.96	200.25	133.81	141.71	176.63