



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**WADIHUDA INSTITUTE OF RESEARCH AND
ADVANCED STUDIES (WIRAS)**

VILAYANCODE PO, PILATHARA

670504

www.wiras.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Wadihuda Institute of Research and Advanced Studies (WIRAS), a prominent member of the Wadihuda group of Educational Institutions, established as a self-financing Institute in 2010. Affiliated with Kannur University in 2009 and duly recognized by the Government of Kerala, WIRAS stands as a beacon of quality higher education in the rural enclave of Vilayancode. It serves as a vital educational hub for the backward and minority communities in the vicinity, drawing students even from neighbouring districts in search of superior educational opportunities and the extensive support systems the Institution offers

Operating under the auspices of the Ta'aleemul Islam Trust, a non-profit organization dedicated to the upliftment of minority and underprivileged populations, WIRAS epitomizes the trust's mission to foster Educational Excellence, Community Advancement, Social Welfare, and Women's Empowerment. The establishment of WIRAS aligns with the trust's overarching objective, reflecting a commitment to serving society through education and empowerment.

Recognized as a minority institution by the National Commission for Minority Educational Institutions, WIRAS is steadfast in its pursuit of excellence and inclusivity. Guided by the vision of becoming a centre of excellence and nurturing leaders for the betterment of society, WIRAS fosters a culture of care and inclusivity that embraces universal brotherhood. Moral values are integral to the institution's ethos, with a concerted effort to instil ethical principles and character development in its students.

To further highlight its dedication to advancing accessibility and equity in education, WIRAS also supports a number of student support programmes, such as scholarships, free hostel accommodations for economically disadvantaged students, tuition fee reductions, a special scholarship programme, and hostel accommodations for orphan students. These initiatives reflect the institution's steadfast commitment to social responsibility and community welfare in addition to its devotion to academic success.

Vision

"To be a centre of excellence, nurturing leaders to develop an ideal society."

The vision statement of Wadihuda Group of Institutions, "To be a centre of excellence, nurturing leaders to develop an ideal society," highlights our ambition to be a leading educational institution that shapes future leaders. Let's break it down:

- **Centre of Excellence:** This signifies Wadihuda's aspiration to provide top-notch education, equipping students with strong academic foundations and necessary skills.
- **Nurturing Leaders:** Wadihuda envisions an institute which is much more than just academic excellence. We aim to cultivate leadership qualities in our students, fostering individuals who can take initiative, inspire others, and contribute positively to society.
- **Developing an Ideal Society:** The vision doesn't just focus on individual success. Wadihuda hopes their

graduates will actively work towards building a better society, one that aligns with their ideals. This "ideal society" encompasses aspects like universal brotherhood, justice, equality, fraternity, prosperity etc.

Overall, the vision statement emphasizes Wadihuda's commitment to excellence in education and its role in preparing future leaders who will shape a better world.

Mission

- To focus on building a caring and inclusive culture through sensitizing the student populace.
- To invest in inculcating human, social and ethical values by promoting reflective practices
- To strive for a progressive, just and egalitarian social order by ensuring equal opportunity to all.
- To encourage global perspectives on tolerance and understanding for the prevalence of universal brotherhood.
- To manifest as a learning organization through continuous research and adoption of best practices.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- A proactive and supportive management, which is strengthened by its service minded attitude
- Conveniently located adjacent to NH-66 with close proximity to bus stop
- Services of well-qualified, competent and committed faculty
- Student-teacher rapport conducive to interpersonal skill
- Well-structured tutorial system
- "WIRAS Leaders Academy" to nurture leadership qualities among students
- Professional counsellors service to all stakeholders
- Effective orientation programmes and workshops on teaching methodologies, ICT in teaching-learning, research methodologies, etc.
- Planned outreach programs to develop ethical and social values among the students.
- Professional and Global opportunities through skill development training and certificate courses
- Highly supportive Parent Teacher Association taking part in all areas of development.
- Guaranteed transparency in admission, administration and assessment.
- Gender-sensitive and zero-tolerance campus
- Green audited campus with water, energy and waste management strategies like Rain Water Harvesting, Solar Power Plant, Biogas Plant, Herbal Garden, Fruit Garden etc.
- Linkages and functional MoUs with National/International HEIs and Industries
- Management supports social inclusion with scholarships benefiting 80% of students.
- The campus features a digitally equipped library with INFLIBNET N-LIST access
- The classrooms, board room, seminar halls, and auditorium are enabled with ICT and Wi-Fi connectivity.
- Establishment of high quality library with wide variety of books will enrich learning experience.
- Spacious college ground accommodating facilities for varied kinds of sports items.
- Hostel facilities for girls and boys

Institutional Weakness

- Fund inflow of the institution is limited due to self financing status.
- Limited Internationalization strategies which could limit opportunities for cross-cultural learning and global exposure.
- Inadequate Industry-Relevant Curriculum resulting in a gap between academic learning and industry requirements.
- Limited Entrepreneurship Exposure like start-up incubators, business plan competitions etc.

Institutional Opportunity

- Enhanced flexibility of NEP 2020 due to the presence of multiple departments within the institution.
- Expansion of Online Education in recent years created online learning platforms and virtual classrooms which can broaden access to education.
- Leverage of existing collaborations and Memoranda of Understanding (MoUs) with various agencies helps to enrich academic programs and foster research collaborations.
- Community Engagement Initiatives
- Good number of feeder schools presents a significant opportunity for the college to attract a substantial number of admissions
- Collaborations with esteemed industry leaders like IBM serve as a catalyst to elevate the quality of education and amplify student opportunities.
- Providing faculty and staff with financial support will help in their professional development and improve teachers profile.
- The management strategy of expanding academic program will help in revenue creation for resource generation.
- Adaptation of emerging trend like providing skill and job oriented courses as add-ons and certificate courses help the institution to remain relevant and responsive to changing student needs and market demands.

Institutional Challenge

- Temporal affiliation from University creates flexibility constrains.
- Uncertainty in marginal seat Increase results in Resource Allocation Dilemma
- The absence of government grants for self-financing institutions generates a meticulous effort for resource management.
- The complexities and delays arising from the involvement of multiple regulatory agencies create significant delay in policy and program implementation.
- Policies of funding agencies often fail to support self-financing colleges
- The absence of autonomous status poses a notable challenge, limiting the institution's flexibility in academic and administrative decision-making.
- The challenge of water scarcity during peak summer, compounded by the prevalence of hard laterite soil, poses significant obstacles for the institution to ensure adequate water supply for campus

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Wadihuda Institute of Research and Advanced Studies (WIRAS) demonstrates a robust framework for ensuring effective curriculum planning, delivery, and dissemination, as outlined in its institutional practices. The institution follows the curriculum and syllabus provided by Kannur University while incorporating enhancements at the departmental level to meet specific needs.

Oversight and planning are conducted by various bodies, including the College Council, CBCSS CELL, IQAC, and faculty members, ensuring organized implementation and evaluation of the curriculum. Continuous internal evaluation mechanisms, including internal exams, viva voce, and assignments, are facilitated by the CBCSS Cell to ensure transparency and accountability in assessment practices.

The institution integrates cross-cutting issues such as professional ethics, gender sensitization, human values, environment, and sustainability into its curriculum through various initiatives, including curricular integration, awareness programs, and volunteering activities.

Institution offers academic flexibility by providing add on and certificate courses. WIRAS fosters a supportive learning environment through induction programs, bridge courses, add-on courses, and certificate courses to cater to the diverse needs of students. In the past five years 81.38 % students enrolled in various certificate courses provided by the college and 75.99 % students are undertaking project work or field work/internships.

The institution places a strong emphasis on student engagement and feedback, collecting input from faculty, students, employers, and alumni to inform teaching-learning practices and curriculum improvement efforts.

WIRAS demonstrates a comprehensive approach to curriculum planning and dissemination, emphasizing student-centered learning, interdisciplinary collaboration, and holistic development, thus positioning itself as a leader in higher education.

Teaching-learning and Evaluation

At WIRAS, a robust framework is in place to ensure effective curriculum planning, delivery, and dissemination, fostering a holistic learning experience for its students. Over the past five years, the institution has consistently increased its enrollment percentage (78.8%), reflecting its commitment to providing accessible education. With this enrollment rate, WIRAS demonstrates its dedication to accommodating a growing number of students while maintaining transparency and efficiency in assessment mechanisms.

All full-time teachers are fully qualified, with half of them holding advanced degrees, ensuring a high standard of teaching and with a student-full time teacher ratio of 17.6%.

Curriculum delivery at WIRAS is guided by the syllabus provided by Kannur University, supplemented by departmental enhancements to meet specific needs.

WIRAS prioritizes student-centered learning through various methodologies such as experiential learning, participative learning, and problem-solving approaches. Engaging activities like lab works, exhibitions, group discussions, and peer teaching foster active student participation in the learning process. Additionally, initiatives like student exchange programs and flipped learning contribute to students' exposure and critical thinking abilities.

The institution integrates cross-cutting issues such as gender sensitization, human values, professional ethics, and environmental sustainability into its curriculum. Through seminars, awareness programs, and community-oriented activities, students are sensitized to these important issues, contributing to their holistic development as responsible citizens.

WIRAS ensures a transparent grievance redressal mechanism, with hierarchical systems in place for resolving complaints efficiently. Documentation, timely feedback, and stakeholder engagement further enhance accountability and transparency in the institution's operations.

The assessment practices at WIRAS are comprehensive, ensuring the attainment of Program Outcomes (POs) and Course Outcomes (COs) through structured evaluations aligned with academic standards and industry expectations. With a pass percentage of 84.59% over the last five years, WIRAS demonstrates its commitment to facilitating the academic growth and achievement of its students.

Research, Innovations and Extension

Over the past five years, the institution has demonstrated significant progress across various domains, reflecting its commitment to academic excellence, research, innovation, and community engagement.

With grants totaling over 15.8 lakhs received from different agencies, WIRAS has established a thriving innovation ecosystem, emphasizing awareness about Intellectual Property Rights (IPR) and fostering entrepreneurial endeavors through 85 workshops and seminars together. This commitment to innovation is further exemplified by the institution's support for research and academic landscape.

WIRAS's dedication to community engagement is evident through its extensive extension activities, particularly through the National Service Scheme (NSS). Initiatives such as anti-drug rallies, orphanage visits, flood relief efforts, and blood donation camps have sensitized students to social issues and instilled a sense of responsibility towards societal welfare. These activities not only contribute to holistic student development but also foster a spirit of empathy and community service among the student body.

WIRAS has actively pursued collaborations with industries and institutions, both nationally and internationally, with a high number of functional MoUs/linkages established for internships, on-the-job training, and collaborative research. These partnerships provide students with valuable opportunities for practical exposure, skill development, and industry-relevant experiences, thereby enhancing their employability and readiness for the professional world.

WIRAS's multifaceted approach encompasses academic rigor, research excellence, innovation, and social responsibility. By nurturing a culture of intellectual inquiry, fostering innovation and entrepreneurship, engaging in impactful community outreach, and forging collaborations with industry stakeholders.

WIRAS continues to uphold its commitment to academic excellence, societal welfare, and holistic student development. Through these collective efforts, WIRAS strives to make meaningful contributions to the academic, social, and economic fabric of society, empowering its students to become responsible global citizens and leaders in their respective fields.

Infrastructure and Learning Resources

WIRAS has sufficient back support of infrastructure, fostering a conducive environment for academic excellence, research, and holistic development. With a harmonious blend of functionality and aesthetics, the campus spans across two distinct blocks: The Academic Block and the Old Block, which house spacious classrooms and lecture halls equipped with essential ICT infrastructure such as audio systems, projectors, and computers.

The institution boasts seven specialized laboratories catering to various disciplines, including Computer Science, Psychology research, Chemistry, and Physics, facilitating hands-on learning and experimentation. Two convention halls provide venues for academic and extracurricular events, further enhancing the educational experience.

The campus's lush botanical garden, maintained through collaborative efforts with local authorities, offers tranquil spaces for relaxation and contemplation. Additionally, the institution's commitment to sustainability is evident through its waste management system, rainwater harvesting unit, and solar-powered infrastructure. The campus is equipped with state-of-the-art ICT facilities, including a broadband internet connection with a bandwidth of 300 Mbps, facilitating seamless access to online resources and collaborative tools.

The library, a hub of knowledge and information, offers diverse physical and digital resources, including books, journals, e-resources, and audiobooks, supported by an Integrated Library Management System (ILMS). The institution's IT infrastructure is continuously updated to ensure optimal performance and security, with extensive CCTV surveillance deployed for safety reinforcement. Robust Wi-Fi connectivity and computers available for student use across various labs and the library underscore the institution's commitment to equitable access to digital resources.

The proactive embrace of virtual learning platforms such as Webex and Moodle promotes flexibility and accessibility in education, empowering students and faculty to thrive in an increasingly digital world. With a high student-computer ratio and a good percentage expenditure on maintenance of physical and academic support facilities, WIRAS demonstrates a steadfast commitment to providing an enriching learning environment that fosters academic excellence, research, and holistic development.

Student Support and Progression

The institution has made significant strides in providing support and opportunities for its students over the past five years. With very high percentage of students benefiting from scholarships, freeships, and other forms of financial assistance, the institution demonstrates a commitment to ensuring access to education for all. Moreover, capacity development and skills enhancement activities are organized regularly, covering areas such as soft skills, language and communication skills, life skills including yoga and physical fitness, and ICT/computing skills, thereby empowering students with a diverse skill set to excel in their academic and professional pursuits.

Additionally, career counseling and guidance are offered to two by third of students, facilitating informed decisions and holistic development. The institution prioritizes student welfare and grievance redressal, adopting comprehensive measures to address issues such as sexual harassment and ragging.

Implementation of guidelines from statutory/regulatory bodies, organization-wide awareness campaigns, mechanisms for grievance submission, and timely redressal through appropriate committees ensure a safe and supportive environment for all students. Moreover, with good percentage of students securing placements and

progressing to higher education, WIRAS underscores its commitment to facilitating career advancement and academic growth.

The institution takes pride in its students' achievements in state/national/international level examinations and awards/medals received for outstanding performance in sports/cultural activities over the last five years. The active participation of students in sports and cultural programs reflects their enthusiasm and talent.

The registered Alumni Association, 'Association of WIRAS Alumni and Staff' (AWAS), plays a pivotal role in the institution's development through financial and non-financial support. Alumni contribute generously, with high level of financial donations over the past five years, alongside providing academic and non-academic support through career guidance, scholarships, internships, and cultural programs. Alumni gatherings, both formal and informal, foster a strong sense of community and collaboration, reinforcing the bond between the institution and its graduates.

WIRAS's commitment to student support, academic excellence, and alumni engagement exemplifies its dedication to nurturing well-rounded individuals equipped to thrive in a dynamic world.

Governance, Leadership and Management

The Institution embodies a governance and leadership structure deeply rooted in its vision and mission, ensuring alignment with its overarching goals. Established in 2010 under the Ta'aleemul Islam Trust, the institution is committed to delivering exceptional education while nurturing leaders for an ideal society. Its vision, "To be a centre of excellence, nurturing leaders to develop an ideal society," resonates with its mission, which emphasizes building a caring and inclusive culture and transforming future generations. WIRAS's institutional practices reflect its dedication to realizing its vision and mission.

The perspective plan underscores inclusivity and a broad life vision, aligning with the principles of the National Education Policy (NEP). Initiatives include doubling intake, ensuring staff retention, launching new programs based on demand, infrastructure development, and fostering a research culture.

Decentralization and participation form the bedrock of WIRAS's governance model, facilitating effective decision-making and holistic development. Stakeholder involvement, from the Management Council to department heads, ensures that diverse perspectives contribute to the institution's strategic direction and operational effectiveness.

Financial management at WIRAS is characterized by transparency and efficiency. Leveraging various revenue streams such as tuition fees, donations, sponsorships, and investments, the institution sustains its operations and facilitates growth. Additionally, the implementation of e-governance across administrative functions ensures streamlined processes and accountability.

Staff welfare and development are paramount at WIRAS, evident through various initiatives aimed at enhancing faculty and staff well-being and professional growth. From financial support for attending conferences and workshops to career development incentives and welfare programs, the institution prioritizes the needs and aspirations of its personnel.

Quality assurance is ingrained in WIRAS's culture, with a robust Internal Quality Assurance Cell (IQAC) driving continuous improvement. Through policy development, stakeholder feedback mechanisms, faculty and

staff development programs, and promotion of best practices, the institution ensures adherence to quality standards and fosters excellence in all endeavors.

Active participation in quality audits such as Academic and Administrative Audits (AAA), Energy audit, Green audit etc. underscores WIRAS's commitment to excellence and continuous improvement. These initiatives collectively contribute to the institution's standing as a beacon of academic excellence and holistic development

Institutional Values and Best Practices

WIRAS has made commendable strides in promoting gender equity and sustainability, underscoring its commitment to social responsibility and inclusive practices. Through gender audits, it actively identifies and addresses areas for improvement, ensuring equal opportunities for all genders.

WIRAS embraces sustainable practices, with a focus on energy and water conservation, alongside the implementation of alternative energy sources. Its dedication to creating a green campus is evident through various initiatives, fostering environmental consciousness and reducing ecological footprint. Moreover, the campus is divyangyan-friendly, facilitating accessibility for all individuals.

Collaborations with external agencies further enhance sustainability efforts, while beyond-campus environmental promotions extend the institution's impact to the broader community. Cultural and linguistic diversity are celebrated and integrated into institutional policies, complemented by a staunch commitment to upholding human rights and constitutional obligations.

Best Practice I: **SPARK: Spreading Positivity and Accelerating Resilience in Kannur** is one of the best practices of the institute which aims to increase awareness about mental health and decrease stigma related to mental health, to build capacity of various stakeholders involved in the mental health sector, to deliver affordable and accessible mental health services and also aims to accelerate integrated mental health care in local communities. The practice which focuses on community mental health programs have significantly benefited diverse groups, including students, teachers, the elderly, people with disabilities, counselors, and care home faculties, fostering well-being and support networks.

Best Practice II: **Building Ability and Service Education (BASE)** Camp aims at the institution's promotion of volunteer service among students, both on and off-campus, exemplifies its dedication to community engagement and holistic development. Overall, these multifaceted initiatives reflect the institution's comprehensive approach to fostering equity, sustainability, diversity, and community well-being.

Institutional Distinctiveness: **ELEVATE- Empowering Learning for Evolving Self-Transformation.** Education at Wadihuda Institute of Research and Advanced Studies (WIRAS) serves as a powerful tool for personal transformation and community empowerment. By instilling confidence, providing value-based and skill-based education, and offering ongoing support, WIRAS ensures that every student, regardless of background, has the opportunity to unlock their potential and contribute positively to society.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	WADIHUDA INSTITUTE OF RESEARCH AND ADVANCED STUDIES (WIRAS)
Address	VILAYANCODE PO, PILATHARA
City	KANNUR
State	Kerala
Pin	670504
Website	www.wiras.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Aboo Ishaque P. K.	0497-2800614	9188910565	0497-2800614	iqac@wiraskannur.com
IQAC / CIQA coordinator	Nimitha K V	0497-2800194	9188910565	0497-2800194	principal@wiraskannur.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Institution Certificate (1).pdf
If Yes, Specify minority status	
Religious	Muslim
Linguistic	
Any Other	

Establishment Details				
State	University name	Document		
Kerala	Kannur University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
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	VILAYANCODE PO, PILATHARA	Rural	11	4697.34

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Psychology,Psychology	36	Plus Two	English	40	32
UG	BCA,Computer Science,	36	Plus Two	English	40	40
UG	BSc,Physics, Physics	36	Plus Two	English	25	4
UG	BCom,Commerce,Co operation	36	Plus Two	English	50	50
UG	BCom,Commerce,Computer Application	36	Plus Two	English	70	70
UG	BSc,Chemistry,Chemistry	36	Plus Two	English	15	0
UG	BA,English, English	36	Plus Two	English	30	0
UG	BBA,Management,	36	Plus Two	English	40	0
PG	MSc,Psychology,Counselling Psychology	24	Graduation	English	25	25
PG	MSc,Psychology,Applied Psychology	24	Graduation	English	12	0
PG	MCom,Commerce,Finance	24	Graduation	English	20	2
PG	MSc,Chemistry,Chemistry	24	Graduation	English	15	12

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				2				32			
Recruited	0	0	0	0	2	0	0	2	10	22	0	32
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						0
Recruited	0		0		0	0
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						20
Recruited	5		15		0	20
Yet to Recruit						0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	1	0	0	2
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	1	0	0	7	22	0	30
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	264	0	0	0	264
	Female	258	0	0	0	258
	Others	0	0	0	0	0
PG	Male	6	0	0	0	6
	Female	76	0	0	0	76
	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	4	1	0
	Female	6	2	1	1
	Others	0	0	0	0
ST	Male	1	0	0	0
	Female	2	1	1	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	23	18	12	11
	Female	47	41	39	33
	Others	0	0	0	0
Others	Male	64	68	49	29
	Female	92	73	101	79
	Others	0	0	0	0
Total		235	207	204	153

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Wadihuda Institute of Research and Advanced Studies (WIRAS), affiliated with Kannur University, is very much prepared for the Four Year Undergraduate Programmes (FYUGP) in alignment with the National Education Policy (NEP) of 2020, starting from the academic session of 2024-25, Through numerous orientation classes and workshops initiated by the University and College, WIRAS has diligently prepared its faculty and students for this transformative shift. With a robust offering of seven undergraduate and four postgraduate courses spanning multiple disciplines, WIRAS is well-equipped to embrace this educational evolution. Leveraging its diverse academic portfolio, the institution is poised to introduce innovative multidisciplinary and interdisciplinary courses, combining fields such as Arts with Science, Arts with Commerce, and Science with Commerce. To nurture a culture of interdisciplinary learning, WIRAS has already initiated various certificate and value-added courses.
2. Academic bank of credits (ABC):	Affiliated with Kannur University, Wadihuda Institute of Research and Advanced Studies (WIRAS) has seamlessly integrated into the university's administrative framework, including the implementation of the ABC system initiated by the Single Window Cell on 03-09-2022 across campuses and affiliated colleges. Since 2022, WIRAS has diligently adopted the ABC system, encouraging every student to register on the ABC portal. To facilitate this process, comprehensive training and support are provided to assist individual students in creating their IDs on the portal, which has become mandatory for the completion of the student admission process. Moreover, in alignment with the university's choice-based credit system, both students and faculty members at WIRAS are well-familiarized with the credit system.
3. Skill development:	WIRAS recognizes skill-based education as a cornerstone of student development, and the institute has undertaken numerous initiatives to integrate this ethos into its educational framework. Complementing the curriculum, WIRAS has introduced additional measures to facilitate the effective implementation of internships, industrial visits, projects, and practicums, fostering practical learning experiences for students.

	<p>To bolster these efforts, strategic partnerships have been forged through various Memorandums of Understanding (MoUs) with industrial leaders and government agencies, enhancing opportunities for real-world exposure and hands-on learning. Furthermore, skill-based workshops, certificate courses, Value added courses and guest lecture series featuring prominent leaders in relevant fields have been organized, enriching students' understanding and practical skills. With the advent of the National Education Policy (NEP) 2020, these experiences serve as invaluable assets for both teachers and students, enabling them to navigate and engage with diverse skill-based courses effectively. Leveraging state-of-the-art laboratories, computer labs, and a cadre of quality teachers spanning different domains, WIRAS is poised to showcase its efficiency and commitment to skill-based education, further solidifying its position as a hub for holistic student development.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Deeply entrenched in the rich cultural and traditional practices that have shaped India's heritage, the Indian Knowledge System finds vibrant expression at Wadihuda Institute of Research and Advanced Studies (WIRAS), nestled in a culturally rich rural landscape where the revered ritual art form of Teyyam thrives. Embracing the ethos of cultural diversity and inclusivity, WIRAS wholeheartedly celebrates the festivals of various religions, urging students to don traditional attire and showcase cultural arts, thereby fostering a deep appreciation for India's multifaceted tapestry of traditions. The traditional food fest conducting every year by the Students is another highlight. Complementing this cultural immersion, the Physical Education Department offers specialized training in yoga and meditation, nurturing students' physical and mental well-being. Furthermore, recognizing the profound significance of Kerala's folk arts, including 'Folk songs,' 'Vattapattu,' and 'Daffmuttu,' WIRAS provides dedicated training and support, thereby ensuring the preservation and propagation of these invaluable cultural treasures. The institution provide the option of Malayalam (Regional Language) and Hindi as Additional Language for the students. The curriculum also have sufficient content on IKS. Through these multifaceted initiatives, WIRAS not</p>

	only enriches the academic journey but also instills in its students a profound sense of pride and connection to their cultural heritage.
5. Focus on Outcome based education (OBE):	The Institution has implemented Outcome-Based Education (OBE) across all its courses, integrating Programme Outcomes, Programme Specific Outcomes, and Course Outcomes into the curriculum. Prior to commencing each course, students receive comprehensive knowledge about these distinct outcomes and their interconnection with higher outcome levels. To assess students' understanding, Bloom's taxonomy is employed, ensuring thorough evaluation of each outcome. Notably, Course Outcomes are clearly delineated within examination question papers, facilitating students' comprehension and alignment with learning objectives. Previously, faculty members manually calculated course outcome attainment level, but now, with the adoption of the college's Database Management System 'EMBASE,' this process has been automated. Post-evaluation, actions are taken based on the results to enhance learning outcomes effectively.
6. Distance education/online education:	The institution has no distance/Online education system. Online education was provided only during the 'Corona' Pandemic period through various platforms like Google meet, Zoom Moodle etc.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The College established the Electoral Literacy Club (ELC) in 2022, and it operates in tandem with the National Service Scheme (NSS). The NSS Program Officer serves as the faculty coordinator, while the principal serves as the ELC's chairperson. Additionally, two students have been designated as Student Coordinators. There are 150 students that belong to the club. The club's main goal is to raise student awareness of democratic rights, which include the ability to vote in elections.
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?	The electoral literacy club comprises faculty members and student organizers designated by the college, and the ELC is still actively in operation. Moreover, the ELC is renowned for its

	<p>representational methodology. Its faculty members are 1. Dr. Aboo Ishaque P K 2. Ms. Dhanya K M 3. Ms. Nimitha K V 3. Mr. Anand T T The student coordinators are Musavvir Ali and Muhammed Sadiq of B.Com II semester.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The College Electoral Literacy Club, in collaboration with the NSS Unit, organized an impactful awareness program aimed at encouraging students to register for electors' photo ID cards. The session was conducted by Rajesh Payyaratta, the Booth Level Officer (BLO) from Cheruthazham, in the college auditorium. Other Major programmes include 1. Voter Registration camp for the eligible students in the campus. 2. Voter education camp held in different areas for senior citizens and people with disabilities. 3. Guest lectures on voter awareness were given to students enrolled on campus. 4. National Voters Day observation - The NSS Unit of WIRAS, in collaboration with IQAC, celebrated National Voters Day on January 25, 2023. On account of this, a pencil drawing competition was conducted.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Yes, Since establishment our college has been playing a pivotal role in promoting democratic engagement within our community. Serving as an electoral booth for Ward 7 of Cheruthazham Grama Panchayath, we take our responsibility seriously in fostering electoral literacy and participation. Leading up to elections, our volunteers conduct electoral surveys and organize awareness programs in nearby areas.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Each year, the Electoral Literacy Club (ELC) of our college collaborates with the District Election Office Kannur to organize a series of activities aimed at encouraging youth to enroll themselves as voters in the electoral list. Working under the leadership of the NSS, our students actively engage with nearby communities, urging citizens to exercise their right to vote for the candidates who best represent their interests.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
604	532	477	414	400

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

2 Teachers

2.1

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

Response: 55

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
34	29	26	26	24

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
166.16	420.15	64.30	24.48	24.92

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

EFFECTIVE CURRICULUM DELIVERY

As an affiliated institute of Kannur University, it follows the curriculum and syllabus created by the aforementioned university in its entirety for all programs and adds enhancements as needed at the departmental level.

BODIES FOR PLANNING AND IMPLEMENTATION

The College Council, which is the highest authority within the institution, **creates an annual schedule** of academic programs. During the academic year, **CBCSS CELL** ensures that the curriculum is implemented in an organized manner for its successful delivery in collaboration with the College Council, IQAC, and faculty members from respective departments.

- The college convenes a meeting at the commencement of the year for discussing the required infrastructural investments. Suggestions from department Heads are taken into consideration.
- At the **Staff Council**, principal outlines calendar strategies based on previous year's evaluations for teachers.
- The institutional and departmental academic calendars are designed in accordance with the university academic calendar. Periodic follow-up of the **academic calendar** is done under the supervision of departments and the college council.
- Departments convene at the beginning of each semester to discuss innovative curricular implementation practices and prepare **semester plans**.
- A **General working timetable and departmental timetables** are prepared by the General Timetable Committee (ad hoc) and departments respectively under the supervision of the Principal.
- The CBCSS Cell guarantees a transparent and **continuous internal evaluation mechanism** involving internal exams, viva voce, assignments, seminars, etc. It functions under the patronage of the CBCSS Cell, conducting two internal exams per semester. To facilitate best academic performance, IQAC, in close collaboration with the CBCSS Coordination Committee, has been implementing Continuous Internal Evaluation (CIE) with the following scheme every semester.
- Departments are tasked with submitting **semester reports biannually**. IQAC and the College Council review these reports to ensure effective curriculum delivery.
- **Feedback forms** pertaining to curriculum delivery are collected from faculty members, students, employers, and alumni. These are maintained in all departments for the effective functioning of teaching-learning practices.

- Group assignments, and projects are undertaken by the students. Seminars, workshops are duly conducted by the departments concerned to strengthen the students' academic record.
- College Council and IQAC oversee the timely submission of **departmental action plans, teaching plans** etc.
- A Tutorial system is in place to ensure the attendance and discipline of the students.
- Monthly activities are devised in advance and systematically documented by the respective departments.

EFFECTIVE CURRICULUM DISSEMINATION PATHWAYS

- A **Five-day induction program** is conducted every year for undergraduate and postgraduate freshmen. Under the supervision of the Induction committee, general induction sessions and separate sessions are spearheaded by each department.
- Bridge courses, add-on courses and certificate courses are provided by respective departments.
- ICT-enabled, invigorating learner-centric methods via platforms like Google Classroom, e-resources, video lectures are also initiated. Question banks are offered to students.
- Departmental programs, including workshops, practical etc., aimed at instilling myriad essential skills among students.
- The library offers a collection of subject-specific books, books on general knowledge, careers, research journals, magazines, fiction etc.

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

1.2 Academic Flexibility

1.2.1

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

Response: 28

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

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 70.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
451	301	405	288	277

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

CURRICULUM INTEGRATED WITH THE CROSS CUTTING ISSUE

GENDER SENSITIZATION

- **Curricular Integration:** **Gender Equity-related courses** are included in the curriculum.
- **Eradication of Gender Disparities:** The women cell attends to the needs of girl students, thus reducing gender disparities and ensuring the privileges of girl students. It also prepares students to identify, address and overcome gender bias.
- **Gender Inclusive Admission:** The campus strictly keeps up with a **gender-neutral admission policy**. It creates an inclusive and diverse educational environment.
- **Celebration of special days:** NSS unit take initiative to celebrate all national and international special days which makes the students identify its historical importance, cultural tradition and raises awareness on important issues.
- **Seminars and Awareness Classes:** The Women's Cell and other departments conducts seminars imparting knowledge on gender awareness. Language department conducts debates, poster making contests on gender issues.

HUMAN VALUES

- **Curriculum Integration:** The curriculum covers topics related to human values such as democracy, secularism, moral development, etc.
- **Inculcation of human values:** Activities such as **blood donation camp, cleaning drives, awareness rally and computer literacy** are carried out through NSS, Nature Club, and Green Club.
- **Institutional Care:** **Students pay frequent visits to old age homes, rehabilitation centers, etc.** NSS volunteers pay visits to nearby homes and collect the details of bedridden people. One of the disciplinary actions for students involves, with parental consent, sending them to nearby palliative care centers to serve patients.
- **Volunteering activities:** Students are encouraged to take up the role of a volunteer and spend some quality time serving specially abled children, palliative patients, during times of pandemics and natural calamities especially during the time of flood etc.
- **Awareness campaigns:** Pupils and the public are given awareness on special occasions such as observations of international days on Human Values-Human right day, Human Fraternity day, International day of Peace etc. Various departments organises awareness programs and campaigns to focus the issues related to the days.

PROFESSIONAL ETHICS

- **Curriculum Integration:** The curriculum followed by the students includes modules on professional ethics.
- Conducted sessions on income tax and GST filing.
- Faculties and students are provided with seminars on IPR (Intellectual Property Rights).
- **Interaction with experts:** Students are given awareness of work ethics and professional etiquette through sessions with trained experts.
- Certificate courses comprise contents pertaining to professional ethics.

ENVIRONMENT AND SUSTAINABILITY

- Curricular Integration: Courses and chapters/modules related to environment and sustainability are included in the curriculum.
- **Green campus initiative:** Plastic free campus, green and clean initiatives are taken up by the 3 prominent clubs of the college specifically formed for the purpose, namely, Green Club, Nature Club and NSS.
- Mangrove Conservation Program: An expert session was provided to the students by the Physics Department jointly with NSS.
- **Green and Energy Audit** is conducted on a regular basis.

Observation of special days: Various days connected to the environment and sustainability are observed on campus. Observing these important days also bring students together, fostering a sense of unity and harmony in the institution.

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

1.3.2

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

Response: 75.99

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

Response: 459

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

1.4 Feedback System

1.4.1

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

Response: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 82.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
235	207	204	153	141

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
285	230	259	190	180

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: 75.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
155	135	144	88	85

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

2022-23	2021-22	2020-21	2019-20	2018-19
198	162	186	134	128

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 17.76

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:

EXPERIENTIAL LEARNING

- Various experiential learning methods are practiced in the college. Curriculum prescribed activities are also conducted to enhance experiential learning. Students are engaged in **counselling field work** to embrace the demands of Gen Z. The campus practices experiential learning by blending **counselling field work with the theoretical framework**.
- **Lab works and Sessions:** College labs are designed to enable hands-on experimentation in order to enhance students' understanding of complex scientific course material.
- **Exhibitions:** Exhibitions of various departments offer untapped potential for communicating social, cultural and scientific information to inculcate attitudes and cognitive skills. In addition to celebrating diversity of thought, they can stimulate innovation. Departments of Psychology, Commerce and Computer Science conduct exhibitions to demonstrate their achievements and inspire the freshman into the new learning atmosphere.
- **Internships:** Students are encourage to do internships to gain experience from respective industries.

PARTICIPATIVE LEARNING

It emphasizes active participation and engagement from students in the learning process. Our faculties employed games, discussions, brainstorming in their classroom situation.

- **Association Activities:** This strives to bring out the latent talent of the students by way of organizing and conducting a plethora of activities such as fests, Quiz and other activities. The department association ensures the participation, learning of the students.
- **Peer teaching:** Peer group learning is made available to slow learners as well as to absentees. By teaching others, learners solidify their own grasp of the material. This teaching method is useful for our students to revise their portions and improve their confidence.
- **Conferences and paper presentations:** Attending conferences and paper presentations expands their intellectual horizons by providing a platform for students and researchers to engage with the leading researchers in their field. Students from various departments are encouraged to participate in conferences.
- **Group Discussions:** The success of an experiential learning activity can be determined by discussions and reflections.
- **Interaction with alumnae:** Alumnae can serve as mentors and guides for students, providing them with personalized advice and support as they navigate their academic, professional journeys.
- **Flipped learning** is an instructional strategy in which students are given the opportunity to assume the role of the teacher or instructor. Through this method Students have more control over learning and they improve their skills with expert insights, communication.
- **Meet the Entrepreneur:** It serves as a valuable stepping stone for aspiring entrepreneurs, transforming theoretical knowledge into practical skills.our departments conduct such programs to inspire our students and make them understand the skills that are required to run a business.

PROBLEM-SOLVING METHODOLOGIES

- **Projects:** Imbibing the curriculum prescribed by the university, students have the opportunity to **work on projects**, which expands their problem-solving skills, widens their critical and logical

reasoning abilities.

- **Hands-on Training:** This enables students to demonstrate and indulge in a real-life work environment. It improves their employability skills.
- **Community-oriented activities:** The institution believes in attaining a common goal of encouraging community service through college policies by turning it into a learning experience.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
34	29	26	26	24

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

2.4.2

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

Response: 43.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	15	11	8	10

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The college strictly adheres to the guidelines prescribed by Kannur University for internal assessment. The CBCSS Cell ensures its transparency by implementing the following:

- **Academic Calendar:** The college releases an academic calendar annually in consultation with the norms of the university. The examination dates are specified in advance.
- **Internal Examinations:** Two internal examinations are conducted and monitored by the CBCSS Cell along with the Academic Council on a centralized basis.
- **External Examination:** The University conducts external exams at the end of each semester.
- **Weightage:** The students are assessed and evaluated on the basis of internal and external examinations. The weightage for the internal exam is 20% and 80% for the external examination.
- **Unit tests:** Respective subject faculties conduct unit tests at the end of each module to ensure systematic study and better performance in the university exams.
- **Assignments:** Topics supplementing the prescribed syllabus are provided as assignment topics in advance.
- **Seminars:** Students present seminars on topics supplementing the syllabus using Audio-Visual Aids, which indeed is evaluated in terms of structure, content, presentation, and interaction.
- **Projects:** Students are assigned a project and a guide who provides the required guidance and feedback.

- **Viva-voce:** Viva-voce examinations test the theoretical and application knowledge of the students with respect to their chosen course.
- **Consolidated Internal Marks:** The consolidated course-wise internal marks are uploaded to the university website within the stipulated time and verified by the Head of the respective Departments.

Grievance Redressal Mechanism

- **Hierarchical System for Grievance Redressal :** At the College level, Internal Grievance Redressal Cell (IGRC) has the supreme authority of redressal of grievances. They are followed by the Departmental Grievance Redressal Cell (DGRC) of every department concerned. The complaints are filed with Departmental Grievance Redressal Cell (DGRC) by the students. If not satisfied, it is handed over to IGRC.
- **Documentation :** The college maintains the academic record of each student which will be preserved in the college for a period of 6 years from the last date of the end semester examination. Complaints shall be submitted by the student to the course teacher first. If the student feels that justice is denied, he or she can submit an appeal to HOD and thereafter to the Principal, further appeal may be submitted by the student to the Controller of Examinations, Kannur University.
- **Student's Grievance Redressal:** The internal marks published and verified by the HODs are made available to students and ample time is provided to address any grievances.
- **Attendance shortage:** Students who fall below 75% are informed on an early basis and are tracked thereafter.
- **PTA meeting:** A PTA meeting is officially convened by the departments concerned, which is a platform for open discussion on the academic progress of students and disciplinary issues.
- **Complaint Box:** Complaint boxes are kept to facilitate easy submission of complaints. Students are given the liberty of addressing their grievances anonymously.
- **Grievance Portal:** Facility of lodging complaints online is also available, ensuring quick redressal.
- **External Examination Redressal :** Students can lodge the grievances connected with external examinations directly to the Redressal Cell of the University or through the Principal.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) for all Programs offered by the institution **are stated and displayed on the website**. As the college is affiliated to the Kannur University, it takes initiatives to follow the POs, PSOs and COs framed by the University.

Apart from POs and COs mentioned by the university, the institution also has framed POs and COs by introducing certificate courses designed in tune with industry requirements.

The main objectives of Programme Outcomes are:

- **Critical Thinking and Creativity** - Programme Outcomes seeks to enable critical thinking, logical reasoning, multiple perspectives and creativity.
- **Effective Citizenship** - Channelizing students to appreciate values particularly patriotism and the like.
- **Interdisciplinarity** - Students are given the opportunity to muster up knowledge in various fields, apart from their main courses concerned, enhancing cross curricular integration.
- **Professional breakthrough** - To excel in their respective professions, the programme outcomes are designed in accordance to this objective.

DISSEMINATION OF PROGRAMME OUTCOMES AND COURSE OUTCOMES

- **College Website** : The official website of the college has detailed descriptions about the relevant POs and COs.
- **Nodal Officer and Teachers** : The nodal officer of the institution and teaching faculties who are engaged in the admission process explain the POs to the students.
- **Induction Programme** : The POs will be explained to parents and students together in the first session of the induction ceremony. In addition to that, the COs will be explained to the students during their department wise induction programme.
- **Interactions with Alumni** : Students get a chance to interact with the alumni who would in turn share their experiences with regard to the achievement of programme outcomes and the respective course outcomes.
- **Faculties Engagement in Seminars / Workshops related to OBE** - The faculties are encouraged to attend seminars and workshops conducted via offline as well as online mode both on and off the campus pertaining to Outcome Based Education.

ASSESSMENT OF ATTAINMENT OF POs AND COs

- **University End Semester Examination**: The University examinations are conducted at the end of each semester by Kannur University to assess the attainment of credits for each course. The taxonomy domain-based theoretical and logical questions are asked. The evaluation is done by external subject experts from different institutions decided by the university in a centralized valuation system.
- **Continuous Evaluation**: Continuous internal evaluations are carried out by the institution to assess the performance of students in class participation, preparations of case studies, fieldwork, participation in group discussions, internal exams, performances in seminars or workshops, paper presentations, content writing, etc. The attainment is assessed out of 10 marks for the UG and 15 marks for the PG course. Internal exams consist of questions that were mapped to course

outcomes using Bloom's taxonomy methods.

- **Feedback:** The IQAC conducts feedback surveys.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The institution places a paramount emphasis on ensuring students' attainment of Program Outcomes (PO) and Course Outcomes (CO), recognizing their significance in shaping well-rounded and competent graduates. Beyond conventional evaluation methods, the college has adopted a multifaceted approach to continuously monitor and interact with students, thereby facilitating a comprehensive understanding and achievement of outcomes.

The Assessment Process Overview delineates a structured framework encompassing both direct and indirect assessment methods. The direct method, accounting for 90% of the weightage, involves a rigorous evaluation through semester exams, internal/midterm exams, assignments, seminars, and discussions. Internal assessments, constituting 20% of the weightage, are meticulously designed to align with COs and cognitive levels, ensuring a robust assessment mechanism. Meanwhile, the remaining 80% of marks derived from university-level semester exams ascertain alignment with the rigorous standards set by the university.

Complementing the direct method, the indirect method holds a 10% weightage and entails feedback systems from students, parents, and employers. This holistic approach not only provides valuable insights into students' holistic development but also fosters accountability and transparency in the assessment process.

Central to the attainment procedure is the definition of Program Outcomes (POs) and Program Specific Outcomes (PSOs) as per university curriculum guidelines, alongside the definition of Course Outcomes (COs) in alignment with curriculum requirements. Matrix creation facilitates the establishment of linkages between POs, PSOs, and COs, ensuring a coherent and cohesive educational framework. Question paper setting, guided by Bloom's taxonomy and cognitive levels, further enhances the alignment between assessments and desired outcomes.

Post-assessment, a meticulous evaluation process involves the entry of marks into a specialized mark entry sheet, subsequently uploaded to software for streamlined record-keeping and analysis. Weightage allocation for internal assessments is meticulously calibrated based on subject difficulty and departmental

decisions, with benchmarks established to gauge performance levels effectively. A crucial aspect of the assessment process is gap analysis, which identifies disparities between desired outcomes and current performance levels. This iterative process informs targeted interventions and enhancements to bridge identified gaps effectively. Course attainment calculation integrates data from both direct and indirect assessments, automated through specialized software. This streamlined approach ensures accuracy, efficiency, and consistency in evaluating students' attainment of COs.

Step by Step Evaluation Process

- COs, POs and PSOs are defined as per university curriculum guidelines
- PO-CO Mapping, verified by concerned department heads.
- Question Paper Setting with COs and Cognitive level
- Evaluation of Answer sheet.
- Weightage Allocation and Benchmark Creation.
- Gap Analysis
- Course Attainment Calculation
- Attainment levels for COs derived from both direct and indirect assessments, automated through software.

The institution's comprehensive approach to PO and CO attainment underscores its commitment to academic excellence and student success. By aligning assessment practices with academic standards and industry expectations, the institution equips students with the requisite knowledge, skills, and competencies to thrive in diverse professional contexts.

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

2.6.3

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

Response: 84.74

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

2022-23	2021-22	2020-21	2019-20	2018-19
140	126	121	107	100

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

2022-23	2021-22	2020-21	2019-20	2018-19
190	145	133	116	117

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.68

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Innovation Ecosystem

The institution conducts workshops and seminars on intellectual property rights (IPR) and industry-academia innovative practices. The institution explicitly commends the awards for research won by teachers from the psychology department. Our college provides support for orientation on research and innovation. Students are trained on advanced research equipment and facilities at our research lab. Students from our college have been contributing to setting up start-up ventures with the support of staff, authorities and Entrepreneurship Development (ED) Club.

Research and Development Cell accelerates research culture among staff and students. Staff and Students are engaged in research activities and share their ideas and opinions for future research activities. It assists educators, researchers and students in understanding research methodology. Besides,

it also provides skill-building programmes to improve the abilities of instructors and students.

Seminars and workshops for dissemination and exchange of research ideas:

Faculty members are conducting seminars and workshops for the wider research community to appeal to students in research programs. In-service teachers are already trained and appointed after a proper evaluation of their knowledge and skills. It also provides good motivation and learning experiences for teachers.

Dissemination of knowledge by students

Training camps for sports and games are handled by our students in cooperation with the department of physical education. The language classes of WIRAS initiate and constantly monitor peer teaching in the class, where the students impart knowledge about the basics of phonetics such as pitch, intonation, voice modulation, etc.

Research Lab It provides students with the opportunity to develop and practice procedural skills. It also offers students an excellent platform to develop relationships with their faculty members. It is, in fact, a space for staff and students to develop their knowledge regarding research, which indeed inspires them to take the next step towards the publication of their papers and presentation of the same. Students' records and dissertations are kept for further reference.

Entrepreneurship Development Club initiated start-ups such as e-commerce, catering, event management, digital marketing, food production, farming, fashion design, craft, bottle art, tourism, etc. Workshops and seminars are conducted on research methodology, IPR, and entrepreneurship.

Learning Management System is a piece of software that lets users design, organize, and carry out online classes and instructional initiatives. This platform provides employers and students with a way to enhance their knowledge in the digital space.

The Intellectual Property Right cell provides a competitive edge to our institution. It is accessible to our students to express their innovative ideas, and it also provides proper guidance on the scope of developing that idea into an innovative product.

Indian knowledge system our college follows Indian knowledge system which is alluded to our curriculum .It encompasses a rich tapestry of philosophy, spirituality, science and arts. our psychology department conducted a seminar on “Indian Philosophy of personality”. The Mahabharata for e.g. is maintained and repeated creative use if its themes and episodes. While researching on linguistics and phonetics students conducted research on Mundakopanishd, Vedas, Upanishads, Yoga sutras.

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

3.2.2

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

Response: 85

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

2022-23	2021-22	2020-21	2019-20	2018-19
31	32	9	6	7

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

3.3 Research Publications and Awards**3.3.1**

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

Response: 0.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	2	2	8

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

3.3.2

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

Response: 0.27

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	1	1	7

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

3.4 Extension Activities

3.4.1

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

Response:

National Service Scheme : A variety of activities are organised by our NSS every year to channelize the energy and idealism of the younger generation into creative pursuits. It helps to develop their personality and inner feelings towards community welfare. Extension activities are carried out in order to sensitise students to social issues, spirit of volunteering and humanism.

Anti-drug Rally : On November 1st 2022, the NSS Unit of the Institution launched an anti-drug rally to eradicate drug abuse among the youth.

Orphanage Visit : Our students visited Peace village to celebrate Onam. Students took the initiative to conduct such activities and provide financial help for the organisation.

The Happiness Centre : Psychology department is handling the functioning of the happiness centre for the students who are facing stress and tension. They were conducting various programmes in the college with the coordination of the psychology department.

WIRAS Flood Relief for Crisis and Disaster Management: As a part of disaster management, students with the help of NSS conducted relief programmes especially at Mattool and Kadannappalli regions. The students of the college were active participated in the construction activities of Housing project initiated by Ta'aleemul Islam Trust.

Blood Donation Camp : Blood donation camps were held at WIRAS in collaboration with Blood Donors Kerala, Kannur. Students from WIRAS frequently visit nearby hospitals and donate blood in collaboration with Blood Donors Kerala as well.

Involvement in Covid 19 Support : During Covid 19 lockdown Students were actively involved to provide help for those who were in emergency need. Food, Medicine, Hostel as quarantine centre , Online Counseling were provided with the help of NSS volunteers and psychology department.

District Child Protection Unit : WIRAS organized a District child Protection Unit by joining hands together with the Women and Child Development cell. Classes, training programmes were conducted by volunteers from every department.

Trash Free Sea: Chootad Beach Cleaning : The NSS Unit in association with GREEN CLUB had organised Beach Cleaning Drive "TRASH FREE SEA" on 16/03/2023. Through this our volunteers uphold the value of protecting our natural resources.

Kulappuram Canal Restoration : On December 14, NSS unit WIRAS with collaboration of Kulappuram Vayanasala cleaned and restored a canal at Kulappuram.

'WE SMILE' Rehabilitation Centre Visit : NSS Unit of WIRAS visited We Smile Rehabilitation Centre for mentally challenged, Kozhikode. This visit not only raised awareness but also underscored the commitment of NSS Volunteers in making a positive impact on the lives of those facing mental health challenges.

Reading Day Celebration : NSS Volunteers celebrated National Reading Day to honour Puthuvayil Narayana Panicker. The NSS Unit collected books from volunteers which were donated to the library of St. Mary's U P School. This was a significant event aimed at promoting literacy and fostering love for reading.

Children's Day Celebration : Marking the celebration of Children's Day, the NSS volunteers organised a program at Karunya Nikethan School of Deaf in Vilayancode.

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

3.4.2

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

Response:

The institution excels in community engagement, earning recognition from various organizations for their efforts in voluntary blood donation, sustainable development, disability support, educational outreach, disaster relief, and environmental conservation.

- **Certificate of Appreciation for Voluntary Blood Donation Camp:** WIRAS NSS Unit 48 organized a voluntary blood donation camp with the support of the Blood Centre on June 14, 2022, at the Government Medical College, Kannur. This initiative was highly appreciated by the Kerala State AIDS Control Society/Kerala State Blood Transfusion Council.
- **Certificate of Appreciation from Blood Donors Kerala:** The students of the Institution demonstrated outstanding dedication to the noble act of blood donation. They have received certificates of appreciation from Blood Donors Kerala during the academic years (2017-2018, 2019-2020, 2021-2022), contributing a total of 190 units of blood.
- **Letter of Recognition from Blood Donors Kannur:** Blood Donors Kerala, Kannur District Committee, extends their sincere appreciation to Institution for the outstanding contribution to blood donation efforts. The college has received letters of recognition on August 9, 2021, and October 23, 2019.
- **Letter of Appreciation from SUSTHIRA:** Our college received a letter of appreciation from SUSTHIRA Center for Sustainable Development Studies for active participation in their green audit initiative on January 24, 2021. This organization endeavors to promote sustainability, reduce environmental impact, and foster sustainable development in Kerala.
- **Certificate of Kindness on World Disability Day:** The P.G Department of Psychology at WIRAS received a certificate of kindness for their dedicated service on World Disability Day (REVIVE-2021) from CHMRI, a Comprehensive Rehabilitation Institute in Malabar.
- **Certificate of Appreciation from ASEP-I:** The P.G Department of Psychology at WIRAS

received a certificate of appreciation from ASEP-I (Association for Solution Focused Practices India) in 2023 for participating in an international Training Conference on Brief Psychotherapies and the Annual Meet of ASFP-I.

- **Certificate of Appreciation from Madhyamam Educafe 2023:** The Institution received a certificate of appreciation for its outstanding contribution to Madhyamam Educafe 2023 held in Kannur. The Psychology department also actively participated by providing Multiple Intelligence tests.
- **Certificate of Gratitude from Madhyamam Health Care Trust:** Our college received a certificate of gratitude from Madhyamam Health Care Trust. Our students lent their wholehearted support and financial assistance to the trust.
- **Certificate of Appreciation from People's Foundation, Calicut:** WIRAS received an appreciation letter from People's Foundation, Calicut, for providing hope and assistance to 25 million families in Wayanad during the flood.
- **Certificate of Recognition for Computer Literacy Program:** The Department of Computer Science at WIRAS received a certificate of recognition from E K Nayanar Memorial Cultural Centre, Cheruthazham, for the Computer Literacy program conducted for Kudumbasree and Anganwadi students.
- **Certificate of Recognition for E-Waste Campaign:** The Department of Computer Science at WIRAS received a certificate of recognition from Red Star Kovval for conducting the E-Waste Campaign.
- **Certificate of Appreciation from Indian Association for the Blind:** The Institution received a certificate of appreciation from the Indian Association for the Blind for the students' commitments towards voluntary contribution during the year 2019-2020 for the empowerment of persons with visual challenges.

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

3.4.3

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

Response: 58

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	15	3	14	12

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

3.5 Collaboration

3.5.1

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

Response: 33

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The college boasts of extensive physical facilities tailored to enrich the teaching-learning process. A harmonious blend of functionality and aesthetics characterizes the campus, fostering an environment conducive to unparalleled educational experiences. Spanning across the sprawling grounds are two distinct blocks: Academic block and the Old block, housing all classrooms and lecture halls. The presence of a well-equipped canteen further complements the students' needs, providing a space for nourishment and relaxation. Moreover, the sports facilities stand as a testament to the institution's commitment to nurturing not just intellect but also physical well-being, aiming to mold a generation with robust minds and bodies.

Classrooms and Laboratories:

Twenty-five airy and commodious classrooms stand as bastions of interactive learning, furnished with appropriate seating, ample lighting, and essential ICT infrastructure. Each department is equipped with cutting-edge tools such as projectors, laptops, and computer systems, augmenting traditional teaching methodologies. The college houses seven specialized laboratories catering to various disciplines, including Computer Science, Psychology research and experimentation, Chemistry and Physics. Additionally, the auditorium and seminar halls are outfitted with state-of-the-art ICT facilities, providing venues for academic and extracurricular events alike.

Campus:

The meticulously maintained botanical garden serves as a living repository of diverse plant species, showcasing ornamental, wild, medicinal, and economically significant plants. Collaborative efforts with local authorities, exemplified by initiatives like The Kunjyongalam Maanga Kootayma and Haritha Mission, have contributed to enriching the greenery on campus. Comfortable seating arrangements amidst the verdant foliage and sports grounds offer students and faculty tranquil spaces for relaxation and contemplation. Complementing these amenities, the canteen provides essential services with adherence to stringent food safety standards. The campus's waste management system ensures compliance with environmental regulations, reflecting the institution's commitment to sustainability and responsible stewardship.

ICT facilities:

The institution boasts state-of-the-art ICT facilities across its premises, encompassing twenty-five classrooms, a seminar hall, auditorium, and administrative offices. With broadband internet connections offering a bandwidth of 300 Mbps, students and faculty have seamless access to online resources and collaborative tools. A total of 127 computers strategically located throughout the campus further enhance digital learning opportunities. Virtual learning is facilitated through platforms like WEBEX, MOODLE and Google Classroom, providing a dynamic and interactive environment for educational engagement and resource sharing.

Cultural Activities:

Cultural performances are staged in the auditorium with 500 seating capacity. The seminar hall, auditorium and Amphitheatre are also used for cultural activities.

Outdoor and indoor sports facilities:

- Multipurpose playground/ Football ground.
- Standard Sepak Takraw Court.
- Standard Volleyball Court.
- Badminton Court.
- Table Tennis
- The Auditorium and Football ground is used for any further indoor and outdoor games.

Physical Fitness:

A well-maintained Open gymnasium and Yoga centre with allocated equipment and provisions.

Other facilities in the campus:

- Girls' and Boys' hostels.
- Conference room/board room.
- Departmental staff rooms.
- Counselling Centre.
- Sick rooms and Comfort rooms.
- Napkin vending machines and Incinerators.
- Water purifiers.
- Washrooms.
- Rainwater Harvesting Unit.
- Solar censored lights and panel.
- Bio-Gas plant and composting.
- Ramps and other facilities for differently abled students.
- Transportation facility.
- Stationery Store.
- Canteen.
- Prayer area.

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

4.1.2

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

Response: 32.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
19.88	188.90	17.58	0.79	1.03

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

4.2 Library as a Learning Resource**4.2.1**

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

Response:

The college is well advanced with a very spacious library that serves as a hub of knowledge and information. It provides diverse books, journals, magazines, CDs, Newspapers, Question bank and digital resources catering to students' academic needs and intellectual curiosities across various disciplines.

- The library was automated in the year 2018 using KOHA Integrated Library Management System.
- In 2023 the software was changed to EMBASE and imported all databases from Koha and started bar-coding library documents and users' cards for quick circulation process.

The library provides the following facilities:

- The library has a collection of Books, Journals, magazines, Newspapers, E-Resources, Question bank, CDs, etc.
- Uses EMBASE, for its in-house activities and has Web-OPAC which allow users to search a book through various fields such as author, title, subject, keyword, etc.
- Books are classified using 'Dewey Decimal Classification' system and are arranged in the shelf accordingly.
- All the books have been barcoded and issue and return process are carried out at the circulation desk using the barcoded ID cards.
- The library provides facilities such as Circulation Counter, New Arrival Display, Periodical Display, Digital Library, Stack Area etc.
- Institutional resources like previous year's question papers, student's project /dissertation are made available to the users through D Space.
- Access to online resources such as INFLIBNET, N-LIST consortia
- Digital library has sufficient computers with internet access.
- The library is equipped with Amazon Alexa and Audible subscription and resources to support visually impaired students.
- Additionally, the library provides equipment for accessing the audiobooks and websites.

Working hours: 9.00 am to 5.00 pm on all working days.

LIBRARY RESOURCES

Learning Resources	Count
Books	4830
Journals	13
Magazines	20
Newspapers	5
CD	32
E- Books (Via N-LIST & DELNET)	1,99,500+
E-Journals	6000+

E-RESOURCES

- **N-LIST**

Our college is registered for the N-LIST programme, which is an initiative of Ministry of Human Resource Development (MHRD) under the National Mission on Education through ICT.

- **NATIONAL DIGITAL LIBRARY OF INDIA (NDLI)**

National Digital library of India is a project under the MHRD, India. The objective is to collect and collate metadata and provide full text index from several national and international digital libraries, as well as other relevant sources.

- **DELNET**

The College has also been accepted as an institutional member of DELNET. DELNET-Developing Library Network, New Delhi is a major resource sharing library Network in India.

OPEN ACCESS RESOURCES

- Shodhganga
- Shodhgangotri
- NDLI
- Directory of Open Access Journals (DOAJ) and Books (DOAB)

LIBRARY SECTIONS

- Circulation Section
- Stack Area
- Reference Section
- Periodical Section
- Newspaper Section
- Career Corner
- Reprographic section
- Digital Library
- Technical Section

LIBRARY SERVICES

- Book Lending Service
- Reference Service
- New Arrival Display
- Access to INFLIBNET - NLIST
- Online Public Access Catalogue (Web OPAC)
- Reprographic Service
- Downloading of information from N-LIST and other open sources
- Assistance to users for literature search both print and online.
- NDLI Club Registration provided a platform to conduct learning- oriented events

INFRASTRUCTURE OF LIBRARY

- Digital entry/exit register
- CCTV Surveillance for Security reinforcement
- High Speed Internet
- Seating and reading facilities for 50 people at a time

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The institution's dedication to embracing state-of-the-art IT infrastructure permeates every aspect of campus life, revolutionizing communication, collaboration, and educational delivery. With a steadfast commitment to enhancing teaching and learning experiences, advanced **IT resources are seamlessly integrated into classrooms, seminar halls, auditoriums, and administrative spaces**. These spaces are equipped with cutting-edge equipment such as **LCD/LED displays, projectors, computers, lapel microphones and sound systems** empowering educators to create dynamic and interactive learning environments that cater to diverse learning styles and preferences.

Beyond physical spaces, the campus's comprehensive IT infrastructure extends to robust **Wi-Fi connectivity and broadband internet access of 300 Mbps**. This ubiquitous online access ensures that students, faculty, and staff can engage in academic pursuits, research endeavors, and extracurricular activities with ease. Such connectivity serves as a cornerstone of digital fluency, equipping individuals with the tools and resources needed to thrive in an increasingly interconnected and technology-driven world.

In prioritizing security and safety, the institution has implemented **extensive CCTV camera coverage** throughout the campus, bolstered by a broadcasting intercom system that enhances communication and emergency response capabilities. A campus announcement system is also available at Principal Office.

The institution's commitment to equitable access to digital resources is evident in the availability of **127 computers** for student use across various labs and the library. These resources underscore the institution's commitment to providing equitable access to digital resources and opportunities for academic enrichment. By ensuring that students have access to cutting-edge technology, the institution fosters a culture of innovation and digital literacy, empowering individuals to harness the power of technology to drive positive change in their communities.

The institution's proactive embrace of virtual learning platforms, including **Webex, Moodle etc.** further underscores its adaptability and readiness to embrace modern pedagogical approaches. These platforms facilitate seamless online education, enabling educators to deliver engaging and interactive lessons while providing students with access to a wealth of educational resources and materials. By leveraging these

platforms, the institution promotes flexibility and accessibility in education, ensuring that all students have the opportunity to succeed regardless of their circumstances.

The library serves as a hub for scholarly exploration and research, offering specialized facilities and software such as **EMBASE, BOOKMAGIC, and MESHLOGIC**. Earlier library was connected with Koha Software system. Access to e-resources through platforms like **NLIST, DELNET, and NDL**, coupled with institutional repositories like **D-SPACE and DIGI DRIVE**, enriches the research ecosystem and empowers both students and faculty to engage in meaningful scholarly pursuits. The availability of such resources underscores the institution's commitment to fostering a culture of research and inquiry, enabling individuals to push the boundaries of knowledge and innovation.

The institution leverages learning management systems such as Google Suite and Google Classroom to streamline administrative processes and foster collaboration among stakeholders. Active engagement on social media platforms and the provision of educational content through YouTube channels further enhance the institution's digital footprint and outreach efforts, promoting transparency and accessibility in communication.

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

4.3.2

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

Response: 5.21

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

Response: 116

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 5.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
15.89	8.99	7.90	3.21	2.99

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 86.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
546	486	393	347	322

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: B. 3 of the above

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

5.1.3

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

Response: 72.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
600	530	234	236	151

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 52.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
79	57	60	58	81

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

2022-23	2021-22	2020-21	2019-20	2018-19
162	121	119	120	120

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

5.2.2

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

Response: 10.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	4	6	5	17

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

5.3 Student Participation and Activities

5.3.1

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

Response: 11

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	2	1	6

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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

Response: 28.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
39	24	18	15	48

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

5.4 Alumni Engagement

5.4.1

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

Response:

The college has a registered alumni Association which works wholeheartedly for the betterment of the institution. The alumni association is registered under District Registry Office, Kannur (Society Registration Act XXI and the registration number is KNR/CA/117/2024. The association consists of Members of Alumni and Staffs.

The alumni association, Association of WIRAS Alumni and Staff (AWAS), of WIRAS significantly contributes to both academic and non-academic development within the institution. Even prior to formal registration, AWAS has been instrumental in providing substantial financial and non-financial support. Through organized events and meets, the association bolsters student scholarships, boosts student morale, and enhances the reputation of the college. AWAS's unwavering dedication plays a pivotal role in fostering a thriving community and advancing the institution's mission.

ALUMNI MEET

Alumni meet ups are organised so that alumni can share their experiences in the college, after college, career etc.

- Each department has its own alumni groups which helps to maintain a strong bond with the institution and specially with the department concerned. Meetings of alumni with staff of the department are held when required. Various programs are organised in the college with the support of alumni
- Batch wise alumni meet ups are also organised
- Informal meetings were also organised outside the campus
- Alumni relationships have completely changed since the emergence of social media. By establishing alumni groups and profiles on social media sites like Instagram, WIRAS has begun to leverage the influence of their former students.

ACADEMIC SUPPORT

ALUMNI ENGAGEMENT AND SUPPORT

Alumni engagement plays a pivotal role in enriching the educational experience through induction programs, guest lectures, and scholarship opportunities. It bridges the gap between academia and the professional world.

- Alumnus are invited as resource persons to provide sessions on career guidance, higher education options, fellowships etc.
- Students are given opportunities to interact with alumnus so that the current students get expert insight and motivation to pursue their dreams from former students.
- Donations as scholarships for needy students are provided by alumni, individually and collectively through Alumni Association.
- The association provides the college with as much assistance as possible in helping students get internships and positions in reputable organisations.
- They acquire a variety of endowment funds and distribute stipends to worthy students on need-cum-merit basis. Guest lectures delivered by alumni allow students to glean real-world perspectives, industry trends, and practical advice, enhancing their understanding of their field of study and future career.
- Alumni-funded scholarships alleviate financial burdens and reward academic excellence and extracurricular achievements, motivating students to strive for success. Through active involvement, alumni demonstrate their commitment to the institution's growth and the success.

NON ACADEMIC SUPPORT

- Alumni association organises Iftar meet at college during the month of Ramdan.
- The alumni put forward proposals for and carry out special projects, such as conferences, seminars, infrastructure projects, and technical initiatives.

ALUMNI GET TOGETHER

Batch reunions are organised to create and maintain an active network of alumnus. The get together motivates them to participate actively and contribute to the development of the institution.

- Batch wise get-together
- Alumni cultural program

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The institution was established in 2010, is a non-profit organisation in Kerala, affiliated with Kannur University. This institution is a part of the Ta'aleemul Islam Trust, dedicated to provide top-notch education to learners from diverse backgrounds. It offers courses in **management, science, commerce and arts**. The institution aims to advance the educational and social status of all members, including the underprivileged, with a vision of nurturing leaders for an ideal society.

VISION

The pursuit of quality and holistic development of everyone connected to the institution are guaranteed by the college's vision : **"To be a centre of excellence, nurturing leaders to develop an ideal society."**

MISSION

The mission is very well connected with the Vision of the Institution. The mission focuses on building a **caring and inclusive culture** through sensitising the student populace; assisting in the transformation of future generations, and to **improve a broad life-vision that leads to the concept of universal brotherhood**.

PERSPECTIVE PLAN

The institution's perspective plan emphasizes inclusivity and a broad life vision, aligning with the core principles of the National Education Policy (NEP). By fostering a basic understanding of diverse disciplines and **equipping students with self-reliance skills**, the institution prepares them to thrive in a dynamic and evolving world. The institution continues to offer a diverse range of courses in **Science, Management, Arts, and Commerce**, providing students with ample choices to pursue their academic interests and career aspirations. Moreover, the perspective plan prioritizes the inclusion of add-on courses and value-added programs to further enrich student knowledge and enhance their skill sets, ensuring their readiness for future challenges and opportunities.

DECENTRALIZATION AND PARTICIPATION

Through the leadership of the Management, the institution leads its stakeholders to its vision, mission and core values in its day-to-day operations. The institution employs a decentralised, participatory approach to achieve its objectives, involving all stakeholders. The college operates on a decentralized governance model, where decision-making is distributed across various levels of authority. At the helm

sits the **Management Council**, responsible for setting overarching policies and strategic objectives. Below this, the **principal** serves as the institution's executive head, overseeing both academic and extracurricular aspects with support from the **College Council, statutory bodies, administrative office, PTA, and Alumni Association. Departmental heads** act as intermediaries between administration and faculty, ensuring effective communication within their respective departments. The Staff Council, in collaboration with the **Internal Quality Assurance Cell (IQAC)**, manages institutional bodies and functions, promoting continuous improvement. External stakeholders like the **PTA and Alumni Association** contribute financial support and cooperation, while the **Student Union** organizes extracurricular activities, enhancing campus life and representing student interests. **Teachers** actively participate in decision-making processes by serving as **representatives in various committees** and a bridge between students and administration. The bodies are promoting holistic development through instructional strategies and faculty development programs, aiming to enhance skills.

The institution, driven by its vision of excellence and inclusivity, embraces decentralization and participation to foster holistic development and prepare students for leadership in an ideal society.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

PERSPECTIVE PLAN

The institution has crafted a comprehensive perspective plan. At its core lies a steadfast commitment to enhancing the quality of education provided, ensuring that students receive a transformative learning experience. This commitment is further fortified by the pursuit of prestigious accreditations, including the esteemed NAAC accreditation. Embracing autonomy. Proactive efforts in securing grants for developmental activities. Ultimately, the institution's focus on student.

1. The number of intake doubled from 2017 to 2022
2. 90% staff retention throughout the assessment years
3. NAAC accreditation is being processed
4. Add on and Certificate courses
5. Launch of new University programs contingent upon the demand from the applicants. Courses

- like B.Sc Psychology commenced as a result.
6. Renovation of library
 7. ICT-enabled classrooms
 8. Research and development cell constituted to foster research culture.
 9. Establishment of a digital library.
 10. Increase in placements.
 11. Infrastructure developments
 12. Green campus initiatives.

EFFECTIVENESS OF INSTITUTIONAL BODIES

The institutional bodies play a pivotal role in ensuring the effective functioning and holistic development of the institution. At the helm is the **Management Council**, which orchestrates the institution's strategic direction, while the **Principal** oversees daily operations and academic decisions. The College Council, comprising Heads of Departments, drives academic excellence by enforcing curricular and extracurricular activities. The **IQAC** collaborates closely with the principal to instill a culture of continuous improvement. Various committees and cells, including the **Exam Cell, Admission Cell, and Women's Cell**, among others, work tirelessly to address diverse aspects of student welfare and institutional enhancement. The **Heads of Departments** and **Tutors** remain integral in nurturing students' holistic development through close engagement with parents and personalized guidance. Meanwhile, the Students' Union, in coordination with staff coordinators, spearheads extracurricular activities, fostering a vibrant campus culture.

POLICIES AND PROCEDURES

The Institution has developed its own set of policies and procedures based on the regulating authorities, for the smooth functioning of the institution. The policies include **Energy policy, Waste Management policy, Green policy, Environment policy, Policies on Website management, policy on student attendance, leave policy** etc. There are procedures on conduct of meetings, functioning of Union, conducting different activities etc. These policies are very much supportive in smooth functioning of the institution.

RECRUITMENT, SERVICE RULES AND PROCEDURES

Direct recruitment is used for staff appointments, adhering to official policies. Advertisements are circulated through social media and word-of-mouth. Candidates' resumes are reviewed, and selected applicants attend interviews with the Principal and Department Head.

STRATEGIC GOALS

Annually, the **Management Council and College Council** formulates strategic objectives.

- Draw in a top-notch and varied array of students by providing placement opportunities.
- Hire and retain talented and committed staff members
- Provide enticing facilities for learning and infrastructure.
- Indulge in a variety of theme-based collaborations with industries and institutions.
- Undertake and participate in national and international research.

DEPLOYMENT

The Management Council implemented a strategic plan to replace traditional chalk-talk instruction with alternative online platforms due to the collapse of the conventional teaching process during the COVID-19 pandemic

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

6.2.2

Institution implements e-governance in its operations

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

Response: B. 3 of the above

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

6.3 Faculty Empowerment Strategies**6.3.1**

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

Response:

The institution is keen in implementing a wide range of services and benefits for the intellectual improvement, socioeconomic wellbeing and satisfaction of the teaching and non-teaching staff.

STAFF APPRAISAL SYSTEM

Through the self-appraisal system, the faculties are getting an opportunity to analyze their strengths and weaknesses. It is useful for the institution as it gives better understanding about the staff. Formal and informal feedback is taken from students, staffs and Heads by the IQAC. Teachers submit a Self-appraisal every academic year which includes details about the courses handled, roles and responsibilities, research activities etc. The self appraisal details are verified with the help of supporting documents submitted by the faculty. There are questions relating to students satisfaction as well, which is been taken from students feedback. The faculties departmental performance is rated by the Heads of respective department. The faculties are also giving opportunities to give feedback about the performance of Heads of their department. It is verified by Principal. Annually, a result analysis is conducted by the management.

WELFARE PROGRAMMES OFFERED BY THE COLLEGE AS PER GOVERNMENT NORMS

- Teaching and Non-teaching staff are supported with Provident Fund, ESI Facility.
- Casual leave and duty leave are rendered to the staff.
- Maternity benefits are provided to women staff.

WELFARE MEASURES IMPLEMENTED BY THE COLLEGE

COMFORT

- Food and accommodation is free for faculties who are staying in College Hostel and free residential facilities are made available to the staff.
- Separate chambers are provided to each department with adequate seating, computer, printer, shelves etc.
- Drinking water facility is providing to all departments
- Free refreshment is provided to the staff
- Staff can access Canteen facility
- Free Wi-Fi facility and access to library facilities is provided to teachers
- Counselling services are rendered to staff
- Free transportation facility is made available to the staff

FINANCIAL SUPPORT

- Financial support will be extended to the staff in the case of an emergency.
- Teachers are paid during summer vacations.
- Salary had been paid without any deduction to employees during Covid 19.
- To overcome the sufferings of Corona Period, staffs are supported with Grocery Kit and other necessities
- Loan for buying laptop and mobile without interest etc. were given to staff during the time of

corona

- Fee concession at sister institutions for kids education
- Financial support for faculty tour.
- Provision of advanced salary in emergency cases.

RECREATION

- Special leave for religious festival
- Staff tours are conducted every year
- Teacher’s Day is celebrated in the campus
- Competitions for teachers were conducted for relaxation
- Staff recreation club organizes programmes on staff day and various occasions.

AVENUES FOR CAREER DEVELOPMENT

- Incentives are provided to teachers who are doing PhD.
- Fee reimbursement and Duty leave for attending FDP/ Workshop/ Seminar.
- Reimbursement of membership fee.
- Allowances are given to NET/MPhil qualified teachers.
- Periodic training was given to teaching staff on various teaching learning activities.
- Induction programs are organized for newly joined staff periodically.
- Conduct FDPs in Institution
- Opportunities are given to attend Refresher courses

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

6.3.2

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

Response: 51.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	19	13	10	11

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

6.3.3

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

Response: 60.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	31	13	11	14

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	11	1	0	0

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The institution has an effective, transparent and accountable financial management system. As a self-financing institution, the college receives **no financial aid from the government**. The management is raising the fund on their own. As the institute belongs to Ta'aleemul Islam Trust, which is **not profit motivated**, the generated revenue is availed to the fullest extent possible for the realisation of vision and mission of the college itself.

FINANCIAL RESOURCES

The institution's financial resources encompass various streams that sustain its operations and facilitate growth. **Tuition fees** constitute a significant portion. Additionally, **donations** from individuals and **sponsorships** play a vital role in augmenting the financial base. The institution also benefits from generous **contributions from teachers**, further enhancing its financial stability. Notably, **donations earmarked for scholarships** directly benefit students. Leveraging college **facilities for the School of Distance Education**, Kannur University, serves as an additional revenue source. Hostel fees and transportation charges contribute to the institution's revenue stream. The availability of project funds enables the institution to undertake innovative initiatives and research endeavors.

UTILISATION OF RESOURCES AND FUNDS

The institution efficiently allocates its resources and funds across various critical areas to ensure holistic development. **Staff salaries** are prioritized. **Investments in infrastructure** upkeep guarantee a conducive learning environment. **Seminars, conferences, and workshops** are organized to foster

academic growth, with **incentives for faculty pursuing higher education**. Financial support for **memberships, accreditations and registrations** encourages participation in professional development activities. **Extension activities** engage the community, promoting societal impact. **Hostel and residential amenities** cater to staff welfare, while facilities like the library and ICT ensure access to essential resources. **Financial assistance and scholarships** aid for deserving students, fostering inclusivity. Extracurricular activities enrich student life, promoting holistic growth.

For ensuring transparency and accountability in the mobilization and utilization of resources, the institution practices internal and external auditing every year.

- Vouchers, bills and cash flow are verified by the accountant of the college on a daily basis and by finance committee monthly. The details of purchases are properly recorded in the stock register
- Internal audit is conducted every year by the finance committee of Ta'aleemul Islam Trust. The finance committee consists of the Finance director, finance officer, Senior accountant /internal auditor and accountant.
- An external audit is done every year by a professional chartered accountant and prepares financial statements.

The principal collects proposals of requirements from each department and submit the same to the management. The budget planning of the institution starts well in advance, in the month of December itself taking into consideration the proposals put forth by all departments of the college. The core committee analyzes the proposal and decides the strategies for fund allocation. The core committee also scrutinizes utilization of funds. The decentralization of financial power is attained by the delegations of financial power with core committee of the trust at its apex, followed by the Manager of the college, Executive officer of trust, Administrative officer and Principal based on the amount involved. The Core committee also scrutinizes the utilization of funds.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell of the Institution was officially constituted on January 6, 2021, by the academic council. Prior to the establishment of the IQAC, a dedicated **College Quality Cell** was

constituted on 20-10-2017, tasked with ensuring the all-round quality of the institution. This cell diligently oversaw various aspects, including student academic performance and examination standards. The introduction of the IQAC marked a significant step forward, aimed at enhancing both the quality and efficiency of the institution's academic and non-academic objectives. Its primary objective is to systematically review, assess, and improve the overall functioning and performance of the institution, aligning with established quality benchmarks and goals. It conducts academic and administrative audits once in two year to identify the area of improvement and provide valuable suggestions.

The quality assurance strategies include

Preparing Policies, Guidelines, and SoPs: The IQAC at WIRAS works closely with the academic leadership to develop comprehensive policies, guidelines, and Standard Operating Procedures (SoPs) aimed at **enhancing the quality of teaching and learning process**. Continuous **review and enhancement of the curriculum implementation and teaching methodologies** are undertaken by the IQAC to ensure relevance, currency, and effectiveness in meeting the educational objectives of WIRAS.

Developing Mechanisms: Establishes robust mechanisms and processes to ensure the quality of academic programs, infrastructure, and support services at WIRAS, aligning with established quality benchmarks and accreditation standards. It also Monitor and Evaluate Academic and Administrative Activities. The IQAC identify areas of strength and improvement, ensuring adherence to quality standards. **Collecting Feedback from Stakeholders and Addressing Quality Lapses:** Regularly collect feedback from various stakeholders including students, faculty, staff, and alumni to assess their satisfaction levels and identify any quality lapses. Action plans will be developed to address feedback and improve quality. It **Identifies Areas of Improvement** through systematic analysis and evaluation. After identifying the areas IQAC adopt different techniques and Methodology to improve the quality.

Improving quality, the IQAC adopts:

- 1. Faculty and Staff Development:** Organises professional development programs, workshops, and training sessions for faculty and staff members to enhance their teaching skills, research capabilities, and administrative competencies.
- 2. Research Development:** Promotes a culture of research and innovation among faculty and students by providing necessary support, resources, and incentives for research activities and collaborations.
- 3. Promoting Student Support:** Collaborates with various departments and support units to enhance student support services including counselling, career guidance, placement assistance, and academic mentoring.
- 4. Record Keeping and Documentation:** The IQAC maintains comprehensive records and documentation related to quality assurance processes, outcomes, and achievements for internal and external review purposes, ensuring transparency and accountability.
- 5. Promoting Best Practices:** The IQAC identifies, documents, and promotes best practices in teaching, learning, research, and administration to foster a culture of excellence and continuous improvement.
- 6. Monitor and practices OBE based education and Evaluation:** The institution diligently monitors and implements Outcome-Based Education (OBE) principles throughout its educational practices, ensuring alignment with predefined learning outcomes.
- 7. Conduct appraisal system:** providing a structured framework for evaluating their performance and contributions.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The institution has **systematically conducted gender audit from 2018-19 academic year to 2022-23 academic year**. The institution conducts a thorough analysis of **male and female participation** across various layers, including faculties, non-teaching staff, and students, to ensure gender equity and inclusivity at all levels. The audit not only monitors gender ratios but also **evaluates the effectiveness of initiatives aimed at gender equity and sensitization**. Additionally, it meticulously **examines the facilities available for the female population** on campus. Based on these comprehensive evaluations, the audit provides invaluable suggestions and recommendations to further enhance gender inclusivity and support mechanisms within the institution.

INSTITUTIONAL INITIATIVES FOR THE PROMOTION OF GENDER EQUITY

Ensuring equal rights and opportunities for all individuals is a cornerstone of our institution's ethos. Through regular gender equality campaigns conducted on campus, various stakeholders, including the Internal Quality Assurance Cell (IQAC), the college council, the college union and other clubs, squads, and committees, actively strive to **promote female representation across all decision-making panels**. This commitment to inclusivity extends beyond representation and is ingrained in our curriculum, which places a strong emphasis on gender-related issues. Students are encouraged to engage with these topics through readings and projects, fostering a deeper understanding of gender dynamics and social justice.

In tandem with educational efforts, the institution has established **internal mechanisms to ensure the safety and well-being** of all individuals. The **Internal Complaints Committee and Anti-Ragging Cell** provide a platform for female students to address concerns and discomforts openly, fostering a culture of accountability and support. Additionally, the Women Development Cell plays a pivotal role in promoting self-esteem and self-confidence among female students, organizing initiatives like Women's Fest to empower individuals to unleash their potential.

Practical measures complement these initiatives to create a campus environment conducive to gender equality and safety. **Separate restrooms for girls**, equipped with amenities like **sanitary napkin incinerators and vending machines**, prioritize female students' comfort and hygiene. The provision of a recreation room offers a stress-free space for relaxation, particularly beneficial for those with health concerns. Moreover, round-the-clock security measures, including **24/7 security guards and CCTV surveillance**, reinforce a sense of safety and security for all members of the campus community.

The institution recognizes the importance of providing **equal opportunities for both men and women**

in extracurricular activities and educational opportunities. Students, accompanied by both male and female faculty members, participate in educational trips, fostering collaboration and inclusivity. Additionally, counseling services are readily available to support students in navigating personal and academic challenges, irrespective of gender.

The institution is committed to fostering a campus culture that values and promotes gender equality, safety, and inclusivity. Through a combination of educational initiatives, institutional mechanisms, and practical measures, we strive to create an environment where all individuals, regardless of gender, can thrive and succeed. As we continue to uphold these values, we envision a future where gender equality is not only a principle but a lived reality for all members of our community.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: B. 3 of the above

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

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The

institutional environment and energy initiatives are confirmed through the following

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

Response: C. Any 2 of the above

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

7.1.4

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

Response:

The academic, non-academic process of the institution aims at tolerance, harmony and impartiality. The efforts made are listed below:

- The students and Faculties are admitted and appointed without any discrimination on the basis of caste and creed and thus promoting diversity. Qualified staff and meritorious students from different socio-economic and linguistic fields are part of this fraternity.
- During the admission, a compassionate environment is fostered by giving equal opportunities to all the communities, minorities, girls and differently abled students.
- Special timetable is scheduled on Fridays so that minority students can offer prayers in the prayer hall on campus.
- Flood relief camps are arranged in the college hostel and post-flood support is extended to people irrespective of caste, creed, religion and region.
- Fee concession and Scholarships are provided by the management on the basis of merit to

economically backward students.

- A conducive environment is provided through collaborative learning where students come together to focus on their distinctive interests and talents, transcending class and caste barriers.
- Linguistic diversity is upheld as the college offers three-second languages to choose from, including Hindi, Arabic and Malayalam, apart from offering English.
- In language courses, there are essays and extracts dealing with the linguistic, regional, and cultural diversity of the nation.
- The Women's cell inculcates values of gender sensitization and caters to the needs of girl students coming from diverse backgrounds.
- Students often visit old age homes, Blind federation and palliative care units, thus developing a positive attitude towards the diversity of the society.
- To facilitate diversity, religious and cultural festivals like Onam, Eid, Christmas, Holi, etc are celebrated extensively.
- The management distributed a special kit (grocery items) to all the employees during the COVID-Pandemic.
- Skill Development Programs embracing Women rights, Health and Fitness, Campaign for “One Time Registration” (Kerala PSC), Training on PPT Presentation, Interview Techniques and Skills were conducted by the Student Progression and welfare committee.
- The Department of Languages conducted programmes on improving language Skills for all the Students.
- International Day of Older Persons was observed on October 1, where the students shared information regarding Geriatrics and created awareness. Alzheimer’s Day was also observed in the campus.
- World Aids Day is observed every year, creating solidarity with those afflicted with the disease and to unite in the fight against HIV.
- Giving Importance to linguistic disparities, Hindi Diwas and Arabic Day is observed by conducting various programs and competitions by the Literary Club of the college.

Sensitisation of students and employees to constitutional obligations

- Courses reflecting knowledge on the Constitution are imparted in the programmes.
- Campus elections are held in a parliamentary mode to give students first hand experience of the election process.
- Azadi Ka Amrit Mahotsav was celebrated by portraying a wall painting signifying the freedom fights in India.
- Guidance on Government Scholarships and other career development programmes are provided for all students.
- Human Rights day is observed to uphold the rights of the citizens. Many programmes are conducted as a part of this day.
- The formation of Electoral Literacy club

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice I: SPARK: Spreading Positivity and Accelerating Resilience in Kannur (A Community Mental Health Initiative of WIRAS)

Objectives

- To increase awareness about mental health and decrease stigma related to mental health
- To build capacity of various stakeholders involved in mental health sector
- To deliver affordable and accessible mental health services
- Accelerating integrated mental health care in local communities

Context

This program operates within a global context where mental health challenges are prevalent, yet access to care and understanding are limited. By addressing awareness, capacity building, service delivery, and research, this program aims to create a supportive and informed environment where individuals can access the mental health care they need, free from stigma and discrimination. Mental Health and the Sustainable Development Goals

- Increase awareness and decrease stigma (SDG 3.4, 3.5)
- Build capacity of stakeholders (SDG 17.17)
- Deliver affordable and accessible services (SDG 3.8)
- Contribute to knowledge through research (SDG 17.6)

The Practice

Awareness Programs

- **Mental Health Day** Campaigns and Publics events
- **Positive Parenting** Sessions to Parents and Community members
- **Inclusion Summit:** two day residential camp was organized for autistic students and their parents
- **Campaigns:** Online campaign, Pamphlet distribution, Rally, Street plays and Speeches at major community centres.
- **Sensitizing students** on mental health challenges faced by marginalized groups through interactive sessions with experts

Capacity Building

- **Buddies Training:** Training for student volunteers to assist children with Autism
- **School Counsellors Trainings:** Counselling Skills and Case Taking
- **Sculpting a psychologist:** Therapy training to students
- **Workshops** for students and alumni on SFBT, CBT, Case Taking
- **Training Counsellors:** School Counsellor Training at DCPO Kannur and Kasargod, Dreams – Breads:
- **Kaiyodu Kai Korthu:** Training for care home staff
- **Parenting Workshops**

Affordable Mental Health Care Services

- **Access Clinics-** Mental Health camps are conducted at various villages along with Minar focusing Diagnosis, Referrals and conducting Tests.
- **Walk in Clinic:** Accessible clinic for students where prebooking is not needed
- **Counselling Services:** Ideal Counselling Center, Centers at Hope, Kaoser, Progressive and Minar
- **Tele Counselling** services during natural calamities
- **Community engagements:** Free Mental Health Camps, Visits and Surveys.

Collaborations

- DCPO Kannur and Kasargod
- DMHP Kannur (Flood)
- Schools in Kannur and Kasargod District
- Rehabilitation Centers: Akkara Foundation, Hope Rehab Center, Vajanajyothi Deaddiction Center, Minar Palliative Care

Evidence of Success

- Increase in the number of beneficiaries availing counselling services at counselling center. Total number of cases 748 with an annual increase of 20 percentage benefitted through both online and offline counselling which includes general public, Parents, Students and faculties of the institution.
- 37 students (Buddies) were trained to assist autistic kids and 42 parents were trained to deal effectively with autistic children.
- Prevented suicide and serious mental health issues of students and in local community.
- Feedback from stakeholders shows trainings and awareness programs helping in changing the mindset of people and increase in number of people seeking professional help for mental health.

Problems encountered and resources required

- Practice and preaching of unqualified professionals creating confusion among the public.
- Lack of funding and available resources.
- Frequent changes in academic schedules and being hectic

Best Practice II: Building Ability and Service Education (BASE) Camp

Objectives

- To nurture a culture of selflessness and support within both students and faculties,
- To offer immediate aid and solidarity to communities during times of crisis
- To advocate mental wellness and fortitude by providing counselling services.
- To inculcate a strong sense of social duty among its members.

Context

Following the 2018 Kerala floods, WIRAS recognized the institutional responsibility in social service and established the Service Learning Hub.

Practice

- **Assistance During Kerala Flood:** In response to the 2018 Kerala flood, the institution promptly volunteered to reach essential resources to affected communities collaborating with the People Foundation and Ideal Relief Wing
- **Counselling Services During Crises:** By recognizing the significant impact of emergencies on mental health, the 'IDEAL Counselling Center' offered crucial support to affected individuals. During both the Kerala floods and the COVID-19 pandemic, this center played a pivotal role, providing free Counselling sessions accessible online.
- **COVID-19 Support Involvement:** During the COVID-19 lockdown, students and staff actively engaged in providing emergency assistance such as food, medicine, and Counselling. College hostel was converted to quarantine center.
- **Blood Donation Campaigns:** Organizing regular blood donation drives has become a cornerstone of the institution's commitment to community service, with over 100 students and faculty participating in each drive.
- **Kulappuram Canal Rejuvenation:** Collaborating with Kulappuram Vayanasala, the NSS unit reconstructed a canal on December 14, 2019, benefiting the local residents.
- **Empowering Visually Challenged Individuals:** Throughout the academic year 2019-20, WIRAS dedicated efforts to empower visually challenged individuals in partnership with organizations like the Indian Association of Blind.
- **Anti-Drug Rally:** The NSS Unit volunteered in anti-drug rally on November 1st, 2022, aimed at combating drug abuse among the youth.
- **Rehab Center Visits:** Students visits rehabilitation centers like, Hope Rehabilitation Center, Peace Village, Minar, Guardian Angels Reh, and 'We Smile' Rehabilitation Center and interacted with inmates and offered necessary services time to time. They also celebrate Onam, organize activities and providing financial assistance to the organization.
- **District Child Protection Unit:** Collaborating with the Women and Child Development cell, the institution organised trainings and sessions.
- **Trash-Free Sea Initiative:** The NSS Unit, in collaboration with the GREEN CLUB, organized beach cleaning drives under this initiative on March 16, 2023, at Chootad Beach.

Evidence of Success

- Aided 25 families in Neerittadi, Wayanad, in a crucial rehabilitation effort during Kerala flood.
- 200 people, spreading in four panchayaths got benefitted through counselling services provided by the faculties and students at flood affected areas in Kannur District.

- 82 people got benefitted through online counselling during covid 19
- Aid and services provided to various rehabilitation services helped in improving services provided at these centers.

Problems Encountered and Resources Required

- Financial and material resources hindered the effectiveness of the initiative's response during the crisis.
- Logistical Challenges limiting the coverage of area and the number of beneficiaries of the projects.
- In some cases, communities may be resistant to outside assistance that impede the effectiveness of relief efforts

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

ELEVATE: Empowering Learning for Evolving Self-Transformation

Education serves as a powerful catalyst for personal transformation, empowering individuals to unlock their innate potential and catalyze positive change within themselves and their communities. By engaging in the process of learning, individuals not only gain access to valuable knowledge but also cultivate critical thinking skills and develop a deeper understanding of the complexities of the world. This empowerment fosters a sense of agency, inspiring proactive engagement and altruistic endeavors aimed at addressing societal challenges.

Content:

The institution operates within three primary domains to facilitate comprehensive transformation among its students. Firstly, it focuses on instilling confidence across all student demographics to pursue higher education confidently. Secondly, it emphasizes providing value-based and skill-based education that encourages students to introspect and unearth their potential, thereby enabling them to explore diverse opportunities and contribute effectively to the betterment of the nation. Finally, the institution is committed to offering ongoing support to students even after they complete their studies, ensuring their continued growth and success beyond the academic realm.

Educational Promotion and Support

Situated in a socially and economically disadvantaged area, our commitment to advancing higher education holds significant weight. We are deeply concerned that no student should be deprived of educational opportunities due to financial constraints or lack of basic facilities. Hence, we have undertaken considerable efforts to ensure that every aspiring student within the vicinity of the institution, has access to the resources needed to fulfill their academic aspirations. Despite the challenges we face as a self-financing college, we have spared number of effort in identifying and providing comprehensive support, including financial assistance and other essential resources. The outcomes of these endeavors have been exceptionally gratifying, with numerous students availing themselves of these opportunities and experiencing transformative benefits in their lives.

Instilling confidence by holding hand

- **Meritorious Scholarship:** The program stands as a beacon of opportunity, recognizing and rewarding the academic excellence of deserving students within the institution. Leveraging early data, the program has successfully identified and honored a cohort of talented individuals whose dedication to learning has set them apart. we empowers students to pursue their academic goals with renewed vigor and determination.
- **Support to Disadvantaged Communities:** Individuals or communities who lack access to essential resources and opportunities, often due to social, economic and systemic barriers or with physical or mental frailties has to get access to higher education. The institution has provided with different inclusive policies and support service to such students. Merit cum means scholarship, remote area scholarship, scholarship for economically weaker sections etc. are some of the example. Students are also offered various forms of financial assistance, including tuition fee waivers, hostel fee exemptions, transportation support, and more. Over 80% of our student body benefit from either scholarships or freeships, ensuring that financial constraints do not hinder their pursuit of education.
- **Orphan Care:** The Wadihuda Institute of Research and Advanced Studies with the support of its parent trust 'Ta'aleemul Isam' ensures quality education to numerous orphan students. Students who lost either of the parent or both has been considered and provide them free education opportunities which will help them preventing exploitation, abuses and ensure psychological well-being.

Providing value-based and Skill-based education

At WIRAS, we recognize the importance of nurturing not only intellectual growth but also moral, emotional, and practical development. Our distinctive approach to education focuses on integrating values and skills into every aspect of the learning experience, fostering self-discovery and contributing to nation-building.

Our curriculum is designed to offer a comprehensive blend of value-based and skill- based education. In addition to academic courses, we offer value-added courses and certificate programs that equip students with practical skills and knowledge relevant to their chosen fields. Through collaborations with industry partners and experts, students have access to expert lectures, and real-world experiences that enrich their learning journey and prepare them for the demands of the professional world.

The Young Leaders Academy at WIRAS College is a specialized program dedicated to cultivating

leadership skills among students. Through workshops, seminars, and experiential learning, students develop communication, problem-solving, and ethical leadership abilities, empowering them to make meaningful contributions to society. We understand the importance of holistic development, which is why we offer a range of enrichment activities aimed at nurturing students' physical, mental, and spiritual well-being. Our campus features facilities for physical education, yoga, and meditation, providing students with opportunities to cultivate a healthy lifestyle and manage stress effectively. Additionally, our prayer center serves as a space for spiritual reflection and connection, fostering a sense of inner peace and balance.

We believe in celebrating diversity and promoting a sense of belonging among our students. Through the celebration of important days and cultural events, we honor and embrace the rich tapestry of traditions and heritage that make up our community. Competitions, service extension activities, club activities, and student union involvement further enhance students' personal growth and leadership skills, empowering them to make a positive impact both within and beyond the campus.

Support that never ends

The Institution is dedicated to supporting students well beyond their academic journey. Through a range of initiatives, we ensure that our graduates are equipped to thrive in both their professional and personal lives. From alumni networking events to career placement services, we provide ongoing support to facilitate lifelong success. Our alumni engagement efforts foster a strong sense of community, offering opportunities for graduates to reconnect, share experiences, and continue their personal and professional growth journey together. Our dedicated placement cell works tirelessly to match students with suitable job opportunities, internships, and career pathways, while our experienced counsellors provide personalized guidance and assistance with higher education pursuits.

In addition to career support, WIRAS offers unique opportunities within our institution and sister institutions, allowing graduates to explore diverse career pathways and contribute to our collective mission of academic excellence and innovation. Furthermore, our focus on entrepreneurship development empowers students to turn their ideas into successful ventures, with mentorship programs, workshops, and nurture support available to guide them along their entrepreneurial journey.

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

5. CONCLUSION

Additional Information :

- Affiliated with the renowned 'Wadihuda' group, our institution is a prominent member of the leading education consortium in Kannur District, Kerala.
- The institution consistently produces university rank holders and numerous students achieve A and A+ grades annually.
- A student from our institution received the prestigious Chief Minister's 'Vidyarthi Pratibha Pusakaram' award in 2023.
- A student from WIRAS participated in the National Integration Camp (NIC) on February 2020.
- Through the dedicated efforts of our NSS unit, the Chittilappalli Foundation sanctioned Rs.4 lakhs under their Housing scheme to support an economically disadvantaged widow.
- Implimentation of Four Year Under Gratuate Programms from the academic year 2024-2025 under the direction of Kannur University.
- Collaboration with Talking-Helps Foundation, Netherlands.

Concluding Remarks :

Wadihuda Institute of Research and Advanced Studies has been steadfast in its commitment to providing inclusive and holistic education to students from all walks of life since its inception in 2010. Throughout its journey, the institution has prioritized the delivery of high-quality education and the well-being of all its stakeholders. Following the guiding principles of its parent Trust, 'Ta'aleemul Islam', the institution operates as a non-profit entity, championing the noble value of Universal Brotherhood. Offering nine distinct programs spanning Arts, Science, Commerce, and Management streams, WIRAS fosters a comprehensive educational approach. Our dedication to excellence is evident through our state-of-the-art ICT facilities, robust IT infrastructure, highly qualified faculty, innovative teaching and learning practices, impactful research outcomes, and innovative library and laboratories. Furthermore, our initiatives and policies on environmental sustainability, waste management, gender equality, and more underscore WIRAS's unwavering commitment to the betterment of society. As we strive for accreditation, these endeavors serve as crucial steps for the institution to assess its progress and pave the way for future initiatives aimed at nurturing a quality-driven populace.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :28</p> <p>Remark : DVV has made changes as per available information.</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>536</td> <td>358</td> <td>452</td> <td>335</td> <td>294</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>451</td> <td>301</td> <td>405</td> <td>288</td> <td>277</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per available information.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	536	358	452	335	294	2022-23	2021-22	2020-21	2019-20	2018-19	451	301	405	288	277
2022-23	2021-22	2020-21	2019-20	2018-19																	
536	358	452	335	294																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
451	301	405	288	277																	
1.4.1	<p><i>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</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: C. Feedback collected and analysed</p> <p>Remark : DVV has made changes as per available information.</p>																				
2.1.2	<p><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19															
2022-23	2021-22	2020-21	2019-20	2018-19																	

165	148	153	109	101
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
155	135	144	88	85

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:

2022-23	2021-22	2020-21	2019-20	2018-19
198	162	186	134	128

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
198	162	186	134	128

Remark : DVV has made changes as per available information.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
19	17	13	10	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	15	11	8	10

Remark : DVV has made changes as per available information.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
6.3	6.9	0.6	0	2

Answer After DVV Verification :

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

Remark : DVV has made changes as there is no proper data provided.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	2	1	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	2	2	8

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	2	1	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	1	1	7

Remark : DVV has made changes as per the report shared by HEI.

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

3.4.3.1. Number of extension and outreach Programs conducted in collaboration with

industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	18	5	18	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	15	3	14	12

Remark : DVV has made changes as per the report shared by HEI.

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 :33

Remark : DVV has made changes as per available information.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
44.53	354.76	34.28	1.73	2.00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19.88	188.90	17.58	0.79	1.03

Remark : DVV has made changes as per available information.

4.3.2 Student – Computer ratio (Data for the latest completed academic year)**4.3.2.1. Number of computers available for students usage during the latest completed academic year:**

Answer before DVV Verification : 127

Answer after DVV Verification: 116

Remark : DVV has made changes as per available information.

4.4.1	<p>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</p> <p>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)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 427 1046 562"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>34.28</td> <td>20.12</td> <td>9.99</td> <td>4.38</td> <td>4.89</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 640 1046 775"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>15.89</td> <td>8.99</td> <td>7.90</td> <td>3.21</td> <td>2.99</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per available information.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	34.28	20.12	9.99	4.38	4.89	2022-23	2021-22	2020-21	2019-20	2018-19	15.89	8.99	7.90	3.21	2.99										
2022-23	2021-22	2020-21	2019-20	2018-19																											
34.28	20.12	9.99	4.38	4.89																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
15.89	8.99	7.90	3.21	2.99																											
5.1.2	<p>Following capacity development and skills enhancement activities are organised for improving students' capability</p> <ol style="list-style-type: none"> 1. <i>Soft skills</i> 2. <i>Language and communication skills</i> 3. <i>Life skills (Yoga, physical fitness, health and hygiene)</i> 4. <i>ICT/computing skills</i> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has made changes as per the report shared by HEI.</p>																														
5.2.1	<p>Percentage of placement of outgoing students and students progressing to higher education during the last five years</p> <p>5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1615 1046 1749"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>102</td> <td>70</td> <td>68</td> <td>71</td> <td>99</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1827 1046 1962"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>79</td> <td>57</td> <td>60</td> <td>58</td> <td>81</td> </tr> </tbody> </table> <p>5.2.1.2. Number of outgoing students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 2040 1046 2085"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	102	70	68	71	99	2022-23	2021-22	2020-21	2019-20	2018-19	79	57	60	58	81	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																											
102	70	68	71	99																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
79	57	60	58	81																											
2022-23	2021-22	2020-21	2019-20	2018-19																											

2022-23	2021-22	2020-21	2019-20	2018-19
162	121	119	120	120

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
162	121	119	120	120

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	5	7	6	18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	4	6	5	17

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	2	1	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	2	1	6

Remark : DVV has reworked and arrived the same values.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
50	35	28	20	67

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
39	24	18	15	48

Remark : DVV has made changes as per the report shared by HEI.

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 made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
21	20	13	11	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18	19	13	10	11

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
28	39	17	14	18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
24	31	13	11	14

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	11	1	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	11	1	0	0

Remark : DVV has made changes as per the report shared by HEI.

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.**

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

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

Remark : DVV has made changes as per the report shared by HEI.

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**

	<p>3. Water conservation 4. Green campus initiatives 5. Disabled-friendly, barrier free environment</p> <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has made changes as per the report shared by HEI.</p>
7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <p>1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made changes as per the report shared by HEI.</p>

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations