



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MANNANIYA COLLEGE OF ARTS AND SCIENCE

**MANNANIYA COLLEGE OF ARTS AND SCIENCE PANGODE KALLARA
695609**

www.mannaniyacollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Mannaniya College of Arts and Science, affiliated to the University of Kerala, is established in 1995. The college situated at Pangode, a remote village in Thiruvananthapuram district, owes its existence to the farsighted vision of Jamiya Mannaniya Islamiya Charitable Society, a congregation of erudite Muslim religious scholars. This co-educational institution is aided by the Government of Kerala and has also been recognized as an Institution with the Minority Status by National Commission for Minority Educational Institutions. The college has been included in the 2(f) and 12(B) categories of UGC since 2004. The college offers 4 UG programmes and 1 PG programme under the regular aided scheme. The UG and PG students are admitted to programmes based on the centralized allotment system of the University of Kerala. The college has a well-qualified and dynamic faculty that regularly upskills to enrich teaching, research and outreach processes. The institute has adequate infrastructure facilities to support Information and Communication Technology (ICT) based teaching and learning process. The institute strives to improve the socio-economic status of the economically weaker section by providing opportunities of education. Mannaniya College of arts and Science is committed to provide value-based education by frequently improving the services to produce qualified and competent graduates and to transform itself into a Centre of Global Excellence.

The SSR Cycle 1 has been prepared by the college IQAC committee by gathering requisite information from the internal as well as external sources and consolidating the same in the format provided by NAAC. The major portion of the information has been consolidated within the seven criteria devised by the NAAC.

Vision

Mannaniya College of Arts and Science aspires to be a leading educational institution in Kerala as a centre of excellence by providing quality education, ensuring skill development training with the aid of technology to augment its potential for a world class leadership by the societal commitment to people and by building a climate of unity, enthusiasm and hope to work towards the optimum welfare for the maximum number of people so as to develop a better society for the next generation.

Mission

- Achieving excellence, developing potential, improving skills, becoming effective, and leading to success.
- Conceptualizing postmodern classroom strategies, curricular objectives, and evaluation measures
- Facilitating a context-sensitive, location-specific teaching /learning atmosphere based on local linguistic and socio cultural particularities.
- Integrating digital technology through the utilization of 'state of the art' infrastructure and learning resources.

- Developing a new paradigm that is student-centered, environment friendly and ‘all-inclusive learner support system’; so as to prepare students to be contributors of knowledge and not just merely recipients of knowledge.
- Making the college a ‘symbol of excellence’, a ‘model of efficiency’, and an example, in terms of academic standards, skill development, autonomy, accountability and self-sustainability based on the framework of governance, leadership and management
- Aiming at core competency development through ‘work-based community engagement’ and ‘community –based’ action research.
- Developing empathy, compassion and commitment to local community life.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The college situated in a rural area providing excellence in education, especially to women aided by the support of a financially stable management with a vision, that provides academic freedom to the college and faculty members that strives to improve quality and competitiveness in students. It has a supportive Alumni spread across to the Middle East countries which extends unstinted support. Training programmes and orientation courses are offered periodically to student and faculty to boost up the competency. A clean and safe college campus which promotes sustainability, gender, cultural and ethnic equalities, and arts/ sports facilities, including physical fitness and counselling centres provides ample opportunity for developing physical and mental fitness of students. Facilitated by these amenities the college primarily caters to the socially and economically weaker section hailing from rural background, the large majority of whom are supported by scholarships. The college implements novel initiatives including Scholar Support Program (SSP), Additional Skill Acquisition Program (ASAP) and Walk with the Scholar (WWS) of State Government which promote and fortify career goals of students. Amiable yet earnest and devoted relationship fostered among the faculty members and students of the college renders the task of attaining the lofty objectives of the college easier, more fascinating and much rewarding

Institutional Weakness

The college being located in a remote, economically and socially backward area, updating to a more advanced technology in teaching learning process was a not an easy task. On discerning these lacunae in implementing the ICT enabled teaching–learning process, the College Governing Body has taken initiatives to provide free wi-fi access in the campus. There is a general decline in the quality of students of arts and science colleges owing to the bright students opting for medical-engineering and other technical courses. Majority of our students are first generation learners. Girl students hailing from minority communities with orthodox mindset prefer to settle with family responsibilities after marriage and it gets reflected in their academic performance. As technical courses are not offered in our institution, direct campus recruitment is relatively low. Delay in appointing permanent faculty and staff due to the deferment of administrative policies and financial crisis of the authority impedes in introducing innovative inter-disciplinary courses.

Institutional Opportunity

Majority of the faculty members in the college are youngsters, and all have high credentials in their academic and extracurricular activities and possess good attributes such as sincerity, self-motivation and hard work. The college with its unparalleled human and infrastructure resources can channelize further studies on sustainable development and offer courses which are globally relevant. College can improve the skill-oriented programmes to enhance the employability of students through linkage with the state and central government skill development initiatives. It needs to increase awareness among the marginal sections of the society regarding the importance of higher education. The different platforms like placement cell, innovation hub and entrepreneurship cell, research and publication cell, visualise to further booster up efforts to provide abundant opportunities and sufficient exposure by means of field visits and internships, training and coaching facilities for both our students and faculty members to flourish well. In addition to this, the institute is planning to extend the existing UG program of chemistry, to a master degree programme/PG, and to eventually convert the department to a research department based on theoretical chemistry. Since the setting cost of a theoretical chemistry lab is less compared to that of an experimental lab, which require high cost instruments, and extensive scientific research can be carried out in a less expensive manner.

Institutional Challenge

A wider majority of our students hail from very conservative and educationally challenged families who have the distinction of being the first generation learners in the family. Student dropouts especially of girls after marriage too has been found to be an institutional challenge both in terms of loss of resources and opportunities. Through the effective intervention of the college by sensitisation of educationally deprived parents regarding the importance of higher education by means of special PTA meets such as Mothers' PTA, and through counselling sessions for the truant students, we have subsidised the level of drop outs substantially but nevertheless remains as a formidable challenge to be tackled. A large proportion of our students are educated in remote rural school with minimum infrastructure and facilities and hence they are devoid of sufficient exposure and shows learning as well as skill deficiencies. These disorient the students and weaken their academic base and creates considerable learning gaps. This lacuna poses as an institutional challenge demanding strenuous steps to overcome it. The issue of absenteeism owing to the constraints experienced by students with respect to the insufficient transportation facility, especially for the students from inaccessible and secluded tribal areas also pose as a challenge to the college. Undesirable lagging of programmes as a consequence of the University often failing to keep up with the academic calendar citing various reasons, is another formidable issue that creates academic hassles.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college follows the theoretical and methodological frame work of the university curriculum and executes its values and expectations in the most scientifically organised and practical manner prioritizing the beneficiary. Our institution visualizes the beneficiary requirements balancing the global and local perspective and primarily caters to the needs of the minority communities. Hence, we supplement our curricular activities appropriately to suit the goals and values upheld by our Institution. The college has five courses in toto out of

which one is a masters programme and the other four are UG Programmes. The college is affiliated to the University of Kerala and hence, the curricula and syllabuses prescribed by the university are implemented and assiduously followed. Hence, the college diligently abides by the University academic calendar, University curriculum, syllabi, and an ergonomically designed college semester plan, a master time table, a curriculum delivery action plan schedule, a curriculum handbook, and college calendar corresponding to it. In addition to these, certain utilitarian certificate programmes and skill development courses are also introduced to supplement the needs of the students. A reasonable representation of our teachers in the Board of Studies and in the Curriculum Revision Workshops ensure the syllabus to be in accordance with the prevailing needs of the era. All the UG and PG courses are under Choice Based Credit and Semester System (CBCSS) and Elective System. In the curriculum of all the courses, at least one paper discuss the cross cutting issues like gender concerns, human rights, environment and professional ethics. Besides these, certain other programmes are also conducted to promote these issues. The students in UG and PG undertake field projects and internships as part of the fulfillment of their degrees. The institution maintains a mechanism for collecting feedback and suggestions from students, parents, teachers and alumni to bridge the syllabus to the present needs and to the emerging trends of academic inventions and concepts..

Teaching-learning and Evaluation

The UG and PG students are admitted to programmes based on the centralized allotment system of the University of Kerala. The SC, ST and OBC reservation policies of Government of Kerala are strictly abided during this process. After the admission, the slow and advanced learners are identified through interviews, induction program and continuous assessment. Remedial classes and Scholar Support Program are provided to uplift the slow learners. Advanced learners are motivated by Walk With Scholar (WWS) program. Through WWS, they are guided and counselled by both internal and external mentors. Regular parent interaction, tutorial and mentoring system help to evaluate and enhance the student's interest in studies and character formation.

The college has adopted ICT teaching-learning methods. The college has a library with INFLIBNET facility. The faculty are equipped to utilize the learning accessories like multimedia projector, laptop, computer, tablet, interactive board, visualizer, Wi-Fi, internet etc based on their requirements.

The student evaluation is based on the University norms- formative and summative. The internal evaluation system of this institution is very transparent. The internal marks are published during the last week of respective semesters. The students are notified to verify their marks and with their concurrence, the final internal marks are uploaded to the University site. The internal examination is conducted modelled on the University question pattern. The students are thus acquainted with the University examination pattern and perform well.

The college is sensitive to the special needs of the differently abled students. To enable them to have ease in their mobility, the college has the facilities like wheel chair, ramps, rails etc. Scribes are provided by the institution to deserving candidates for the University examination.

Teaching-learning process is carried out through meticulous planning. The teaching faculty frequently upgrade their knowledge through refresher course, orientation program, short term course and research. These help the college to achieve the desired learning outcomes in the teaching-learning process. Appropriate counselling and mentoring services given to the students to improve their personality, learning skills, social awareness and mould them into ideal citizens of the country.

Research, Innovations and Extension

Research plays a significant role in modifying and updating Knowledge. The Institution encourages faculty members to submit research proposals and conduct research initiatives to facilitate the research and extension activities. Many teachers of this institution have published their research papers in UGC approved journals of national and international repute with good impact factors. An incubation Centre (Creativity Hub) is functioning well in the institution for the overall personality development of the student community. The extension activities carried out in association with the ED club, Mannaniya Innovative Talents (MINT), Nature Club, Women's Study Unit, Health and Fitness Club and Green Army showcases the potential of our students. A professionally guided counselling Centre and a service oriented Swatch Bharat Mission effectively function to aid the public and the students of this institution. The institution have been acclaimed for the exemplary model of extension activity extended by our National service scheme along with creating responsibilities and awareness among students. A few of the commendable activities and initiatives carried out by our two NSS units are organisation of Blood Donation Camps, Environment Awareness Programmes, Health Camps, rallies to develop social awareness, road safety and cancer awareness Programmes. The National Service Scheme had extended inimitable relief assistance during the time of flood by providing food, medicine and essential items to the affected people in different parts of Kerala. The institution provides ideal incentives to teachers who receive state, national and international recognitions. The institution had secured awards during many years for the best NSS unit, the best programme officer, and best NSS volunteer. The institution has signed memorandum of understanding (MoU) with four institutions to provide on-the-job training, community school Service, IT and Personality Development Training to the students. There is a stated code of ethics implemented in the campus to check malpractices and plagiarism in research. Intellectual Property Right (IPR) cell has been constituted and conducted a relevant workshop to disseminate its doctrines.

Infrastructure and Learning Resources

The campus spreads across 16 acres of picturesque land, providing a green and serene ambience for both teaching and learning. There are 16 classrooms which are well equipped and sufficiently spacious. Most of the classrooms are ICT enabled for reinforcing the teaching and learning process. The college has a spacious seminar hall, an embellished mini conference room and a smart classroom. The college has adequate lab facilities and an expansive computer lab for enriching IT infrastructure. Internet and Wi-Fi facility is made available to the entire college premises. For effective and efficient learning, the college has started a youtube channel in which audio and video tutorials are uploaded and made available which allows self learning at student's own pace. Library is functioning in a well furnished spacious hall with an area of 2200 square feet. The library is nourished with 10375 Books, 20 General Periodicals, 20 Journals and 10 Dailies. Separate book collections bestowed under Walk with a Scholar and Scholar Support Programs are compiled methodically for the concerned users. The library subscribes to NLIST from INFLIBNET, which enables the clientele an access to an extensive treasury of e-books and e-journals free of cost. An internet browsing centre attached to the library has a number of computers and ancillaries with Wi-Fi connection and provides searching facilities to both the staff and students. The remote access to the N-List e-resources has been provided to the users by creating a login ID and a password of their own. The National Digital Library of India is also made available to users through individual login ID and password. The library is automated with the Integrated Library Management Software-LIBSOFT 4.1 version with OPAC and Web OPAC facility. An online version of Plagiarism-check-software namely plagiarism Checker X is installed to check and ensure the uniqueness of the projects and dissertations of the students. The college has sufficient outdoor and indoor sports and games equipments and facilities. The Health and Fitness Club, Gymnasium, Yoga Centre and the myriad cultural

activities organised are purposive to promote the holistic development of students.

Student Support and Progression

More than 80% of our students are availing various scholarships and the percentage is steadily increasing owing to the diligent institutional guidance and persistent faculty intervention. The capability enhancement programmes under the auspices of the Walk With Scholar, SSP and Creativity Hub, the Vocational and Educational Training (VET) provided by ED club and MINT, brace students to acquire various skills and equip hundreds of students to gain employability and managerial skills and groom them for the new age jobs and work culture. Timely redressal of student grievances is made possible through the concerted effort of the faculty, various cells, and by ensuring the presence of a lady representative (the Vice-Chairman) in the ICC. For empowering the under privileged students the Career Guidance and Placement Cell have organized a few campus interviews and placement opportunities of companies like Eureka Forbes, Family Plastics and ESAF bank. WWS, ED club and placement cell organised lot of student enrichment training programs, motivational visits, mock interviews, group discussion and industrial visits to familiarize employability skills which instills confidence in them for attending interviews and facilitates them to appear for competitive examinations and provides adequate reference materials. The PG department fortifies students in preparing for UGC-CSIR NET examinations by conducting orientation classes and tutorial sessions. The elected college union members under their various officiating positions act as the Student Council and involves in planning and executing various activities inside and outside the campus. Since 2014, the Alumni Association 'Mannaniya Mates', with 1086 members and an executive body of 13 members, act as the best stake holder and ambassadors of the institution by supporting and facilitating various outreach programmes and by their direct intervention in all matters of quality enhancement with endowments for excellence, Career Orientation Programmes, active participation in Disaster Management efforts, donation of seed money for open air auditorium and so on.

Governance, Leadership and Management

The vision and mission of the institution explicitly articulates its noble aim of educating and empowering the rural community, especially the minorities in the locality. The utmost goal of the institution is to become a unique centre of learning excellence, while enabling the students to express their latent talent. Academic development strategic planning and the execution of a strategic programme are implemented in consultation with the board of directors of the management, after discussing the issues, challenges and problems faced by the academic fraternity of the college. The governance and leadership of the institution is executed through the Managing Committee, the Principal and the Head of the departments, the statutory and non statutory Committees such as the College Council, the Admission Committee and the Academic Committee. In order to achieve a decentralized authority and a participative management, a three tier system has been designed in tune with our envisaged vision and mission. The Grievance and Redressal Cell and the ICC intervene in a timely and effective manner to resolve the grievances of the students and the staff. The college has prioritized faculty empowerment strategies as part of its quality improvement programmes by conducting numerous training programmes and a periodical self appraisal system so as to motivate the faculty and the administrative staff to excel. An internal and external auditing is performed annually by the statutory agencies. The college academic committee looks into matters of resource mobilization and optimal utilization of resources, and offers a good number of endowments and awards for academic excellence every year. Periodical reviews of the teaching learning process are conducted by the academic committee by means of a structured and methodological design for the effective implementation of the review process in teaching and learning. Internal Quality Assurance Cell (IQAC) is instrumental in the developmental decisions of the institution as well as infrastructural and academic

development. The IQAC frames schedule for meetings at the beginning of each semester in consultation with different departments, assesses their progress and thus takes initiatives in all the endeavours of the institution.

Institutional Values and Best Practices

The institute has organised several gender equity promotion programs. Safeguard and security of the students, especially women's safety is given the foremost priority by the institution. The college has a counselling centre and a spacious and comfortable common room, for enhancing their overall performance and wellness through healthy recreation. The installation of a biogas plant in the campus reflects the college's positive attitude towards renewable energy initiatives. The college authority maintains a proper waste management system. To harvest the rain water in the campus, two tank with 1000 L capacities are installed in the premises. The institute is following a number of green practices in the campus for ensuring the sustainability of the environment. Amenities such as wheel chairs, ramps, rails, restrooms ensure the wellness and comfort of differently abled students. They also provided by , scribes for examination, skill development programmes and personal counselling services. The institute commensurately addresses the locality- specific advantages and disadvantages. The initiatives such as executing visa translations and dry rubber content analysis aid the public. The annual handbook on the code of conduct indicates the standard procedures and practices of the institution. Several activities are visualised to increase consciousness about national identities and symbols as well on our Fundamental Duties and other constitutional obligations. Human values and professional ethics have been ingrained in the university syllabus. Programmes to promote universal values and to endorse unity and integrity national festivals and birth anniversaries of the great Indian personalities are conducted. The institute conducts seminars, workshops and lectures to commemorate eminent personalities and their invaluable contributions. Academic activities are properly channelized through different academic organisations. The rapport between of the Chairman, board of directors, the Manager, the Principal, the College Council and the student union renders transparence to the structured administrative set up and for steering the auxiliary functions of the college. The college undertakes best practices such Philanthropy and Theme Centred Interaction (TCI) to address the problems anguishing the society and to make the teaching learning process effective and transformative.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MANNANIYA COLLEGE OF ARTS AND SCIENCE
Address	Mannaniya College of Arts and Science Pangode Kallara
City	THIRUVANANTHAPURAM
State	Kerala
Pin	695609
Website	www.mannaniyacollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	NAZEER P	0472-2869210	9847602083	-	mannaniya@gmail.com
IQAC / CIQA coordinator	Parameswaran Ashok Nair	-	6238555430	-	pashoknair@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid and Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority certificate.PDF
If Yes, Specify minority status	
Religious	Muslim
Linguistic	
Any Other	

Establishment Details				
Date of establishment of the college	03-07-1995			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Kerala	University of Kerala	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	18-06-2004	View Document		
12B of UGC	18-06-2004	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Mannaniya College of Arts and Science Pangode Kallara	Rural	15.5	3500

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,Chemistry	36	plus two	English	29	29
UG	BCom,Commerce	36	plus two	English	48	48
UG	BCom,Commerce	36	plus two	English	49	49
UG	BA,Islamic History	36	plus two	English	50	49
PG	MCom,Commerce	24	plus two	English	23	23

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				8				12			
Recruited	0	0	0	0	4	4	0	8	6	6	0	12
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				6			
Recruited	0	0	0	0	0	0	0	0	2	4	0	6
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				15
Recruited	14	1	0	15
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	1	2	0	3
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.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	3	2	0	3	3	0	11
M.Phil.	0	0	0	1	2	0	1	0	0	4
PG	0	0	0	0	0	0	2	3	0	5

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	4	0	5

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	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	180	0	0	0	180
	Female	315	1	0	0	316
	Others	0	0	0	0	0
PG	Male	8	0	0	0	8
	Female	40	0	0	0	40
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	27	23	18	21
	Female	32	28	32	36
	Others	0	0	0	0
ST	Male	1	0	0	0
	Female	0	1	1	2
	Others	0	0	0	0
OBC	Male	23	22	17	19
	Female	106	98	103	88
	Others	0	0	0	0
General	Male	137	118	98	80
	Female	218	216	214	179
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		544	506	483	425

3. Extended Profile

3.1 Program

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

Response: 231

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
5	5	5	5	5

3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
544	506	483	425	422

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
74	72	80	64	66

File Description	Document
Institutional data in prescribed format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
173	143	135	118	128

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2018-19	2017-18	2016-17	2015-16	2014-15
20	22	22	22	23

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
22	22	22	22	23

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 19

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

2018-19	2017-18	2016-17	2015-16	2014-15
65.08	42.57	42.38	42.13	53.48

Number of computers

Response: 28

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Mannaniya College of Arts and Science is affiliated to the University of Kerala. The College has four undergraduate and one postgraduate programme. The College follows the curriculum framed by the **University of Kerala** in order to operationalize its values and expectations most scientifically and with practical purposes for the beneficiary. We visualize the beneficiary requirements globally and locally and look into the needs of the minority.

The major highlights and activities pertaining to curriculum transaction are listed as below:

- Programmes and academic activities are implemented as per the **Master Time Table** and the **Department Time Table** and directly under the supervision of the Principal.
- The **CLMC** (College Level Monitoring Committee) and **DLMC** (Department Level Monitoring Committee) operate academic activities based on the guidelines of the University.
- **IQAC** conducts regular meetings to plan and regulate the curriculum implementation and its effective delivery.
- The college maintains an **Academic Committee** to point out the curriculum focus and highlight the priority areas and to conduct ongoing staff discussions to finalize the path to implementation and assure the maximum student learning and optimum well being.
- **Lesson plans** (faculty working documents) are maintained and evaluated by Heads of Department or Principal.
- The college maintains **University Academic Calendar, Syllabus, Curriculum Handbook, College Calendar**, etc
- **Special Consultation Hours** are allowed to the students for discussing and clearing doubts and difficult areas of the concerned subjects.
- **ICT supportive teaching /learning** processes are promoted.
- All faculty members are aided with information access.
- **Internship, industrial visit and institutional visits** are part of the curriculum transaction
- Input/intake process is augmented through **structured workshops for the faculty**.
- The College library is equipped with sufficient books, online access such as **INFLIBNET, NLIST**, and **WEBOPAC** and also provides access of e-books.
- **Invited Talks** are organized for the benefit of teachers and students
- **Student evaluation and assessment** is based on **Credit and Semester System**, introduced by the University.
- Certain other **Certificate or Diploma Programmes** are introduced for enriching the knowledge of the students.
- To provide guidance to **slow learners**, Government funded **Scholar Support Programme (SSP), consultation hours and remedial coaching** are provided.
- **Walk with a Scholar (WWS)** programme, a Government funded scheme is provided to support the

advanced learners.

- **KSCSTE** (Kerala State council for Science and Technology Environment) funded programmes are conducted in the college.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 9

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
6	1	1	1	0

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Details of the certificate/Diploma programs	View Document
Any additional information	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 73.39

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3	2	2	4	5

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

<p>1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>Response: 32.9</p>	
<p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 76</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Details of the new courses introduced	View Document

<p>1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</p> <p>Response: 100</p>	
<p>1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.</p> <p>Response: 5</p>	
File Description	Document
Name of the programs in which CBCS is implemented	View Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Any additional information	View Document

<p>1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</p> <p>Response: 7.27</p>	
<p>1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years</p>	

2018-19	2017-18	2016-17	2015-16	2014-15
95	44	23	23	0

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

Response:

The college has a two tier system to integrate cross cutting issues into the curriculum structure. The first one is the introduction of those issues that are suggested by the University as part of the curriculum content which are to be covered across subjects and thus they can act as connector across disciplines. The major suggestive cross- cutting issues prescribed across the syllabi are gender issues, environment studies, sustainability and development, professional ethics, human rights, etc. The first Degree programme syllabus structure, for example, is divided into, language, core subject, elective, foundation course, open course etc. However, these issues will not overload the course but at the same time promote interdisciplinary thinking and collaborative learning.

The syllabus of the BA/BSc/BCom Degree programme is embedded with cross- cutting themes. Such themes are distributed in different course content and specifically detailed in course description, even when many are not given and marked as separate course titles. However, there are courses like writings on contemporary issues (for I Semester BA/B.Sc) and, *Environmental Studies* for second semester BA & B.Sc students and the first semester B Com, with cooperation and Tourism as optional studies. For 2018 admission, one module called *Human Population and Environmental studies* has been prescribed. The course titled, *Entrepreneurship Development* gender issues are incorporated. The course on *Company Administration* reflects thoughts and knowledge on professional development. The three courses, namely, *Capital Market* and *Indian Financial Market*, and *Auditing* provide professional ethics and professional etiquettes. Another course, titled *Management and Administration* provides societal values and peaceful coexistence and management of human beings. There is a course in B.Com named “**Methodology and Perspectives of Business Education**” which discusses business ethics and social ethics. The Course “**Informatics and Cyber Law**” deals with cyber ethics, security issues and privacy issues. Total of 26 courses among all programmes are related to the issues like gender, environment, sustainability, human values and professional ethics

The second system of integrating cross-cutting issues in the curricular activities is through the operation and involvement of the various committees and administrative Bodies functioning in the college.

The committees such as, **Women Grievance cell, Human Rights ,WSU, MYTRI Gender Forum, Nature club**, etc conduct different co curricular activities and programs that address such **cross cutting themes. Debates, Seminars, and conferences** on these issues have resulted in the fruitful enrichment of the curriculum.

Theme Centered Interaction (TCI) Workshops are conducted under the aegis of **Walk with a Scholar (WWS)** programme which promoted personality development and evoked professional ethics in the students. Other programmes like Wetlands Day Celebrations, Environmental day awareness classes and Seminars on Sustainable development generated awareness on environmental and sustainability issues. The other programmes like Invited talk with famous women, the meet with a transperson, breast cancer awareness class, etc dealt with certain gender specific issues.

File Description	Document
Any Additional Information	View Document
Link for Additional Information	View Document

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 2

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 2

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 39.71

1.3.3.1 Number of students undertaking field projects or internships

Response: 216

File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

<p>1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise</p> <p>A. Any 4 of the above</p> <p>B. Any 3 of the above</p> <p>C. Any 2 of the above</p> <p>D. Any 1 of the above</p> <p>Response: A. Any 4 of the above</p>	
File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

<p>1.4.2 Feedback processes of the institution may be classified as follows:</p> <p>A. Feedback collected, analysed and action taken and feedback available on website</p> <p>B. Feedback collected, analysed and action has been taken</p> <p>C. Feedback collected and analysed</p> <p>D. Feedback collected</p> <p>Response: C. Feedback collected and analysed</p>	
File Description	Document
Any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0.08

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	0	0	0

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 99.66

2.1.2.1 Number of students admitted year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
198	191	208	164	164

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
199	191	208	164	166

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 95.93

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

2018-19	2017-18	2016-17	2015-16	2014-15
73	72	66	64	65

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

Learner Assessment:

UG and PG students are admitted as per the University admission norms. Admission is based on a centralized allotment system of the University of Kerala. The institution has many methods to evaluate the knowledge and skills of the students. An interview is conducted at the college level during the admission process as an assessment mechanism. During this process, the following information are collected:

- Reasons for selecting the course;
- Their inclination in the respective subject;
- Expectations about their career and academic progression;
- Basic knowledge in English, General Awareness and Mathematics;
- Involvement in sports, cultural and social activities.

An induction program is conducted by Dr.Dilshad Bin Ashraf (Assistant Professor, Department of Psychology) for the newly admitted students. He submitted a report about the newly admitted students. Academic and personal traits of the students, as assessed by him, are presented in the report.

Students are assessed in multiple ways and at multiple levels during the course. University has provided an embedded evaluation system (formative and summative) as part of Choice Based Credit and Semester System (CBCSS). The continuous assessment helps to evaluate the learning pace of the student. It enables classification of students into slow and advanced learners. The college academic committee regularly

monitors the performance of students. Students who face difficulties in achieving their academic goals are given special attention and measures are taken to support them. Interaction with parents are arranged intermittently.

Learners are assessed based on their intellectual ability, sensibility and creativity. Based on their behavior, learning style and thinking pattern a few programs are specifically designed for them.

Measures taken to support slow learners:

- Scholar support program;
- Remedial coaching;
- Special consultation hours;
- Peer teaching

Measures taken to enhance performance of advanced learners:

- Walk with scholar
- ASAP
- Special consultation hours
- Research forum
- Career guidance and placement cell

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.2.2 Student - Full time teacher ratio

Response: 20.92

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.55

2.2.3.1 Number of differently abled students on rolls

Response: 3

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document
Any other document submitted by the Institution to a Government agency giving this information	View Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

The institution has developed many systems and methodologies for enhancing the teaching-learning process of students in the field of experiential learning, participative learning and problem-solving methodologies.

Experiential Learning Practices

- **Industrial and field visits** are regularly organized by all the departments, nature club and ED club
- **Motivational visit** to nationally reputed universities and institutions are conducted by WWS
- **On the job training and internships** were regularly organized for B.Com TTM and M.Com students
- ED club initiatives like **trade fair, exhibitions, Mehfil Mehandi Hub** enhance the entrepreneurship skills among the students
- **Book sale campaign** of the Creativity Hub instils management skills among students.
- **Talent meet** organized by the creativity Hub help the students to imbibe the success formulas of great personalities and institutions.
- **Human Values**-Nurturing human values in students are the most essential objective of education. Students are actively involved in Red ribbon club, Pain and palliative care, Swachh Bharath and Blood donation camps.

Participative learning Strategies

- **TCI workshop** is a leadership development programmes based on positive psychology principles, that produced considerable attitudinal change among the students and staff.
- **Creativity hub** organized lot of participative learning programmes for the skill development of the students.
- **Student support programmes**- Personal and collective responsibility were inculcated among the students through various clubs and chapters. Our students organized various seminars/ workshops/ conferences/ debates/ quiz competitions to update and improve their inherent skills as well as their knowledge domain.
- **Classroom enactments** and **Role Plays** during the teaching-learning process.

- A **Research Forum** to promote the research aptitude and inquisitive skill.
- **Innovative student centric hubs** like Creativity hub, MINT, ED club with teacher-in-charge to share and express students' ideas, knowledge and skills.
- **Reading competition** – Every year Malayalm Vedhi conducts a reading competition, which promotes the habit of reading books
- **Environmental consciousness** is promoted to various initiatives like Nature club, green army and Swachh Bharat Mission.
- ICT aided seminar presentation and assignments, Case study analysis, Group discussions, Helper groups, Flip teaching, Booklet preparation, Service learning, **Knowledge sharing programme**, Debate and Quiz competitions.
- **Skill enrichment Courses-** The institution encourage enrolment of students in online courses such as Spoken Tutorial by IIT Bombay
- **Radio Mandio-** The college has started a radio broadcast programme in the campus to promote reporting program designing and communication skills.

Problem solving methodologies

- **5 O' clock club** and the app developed for the purpose helped students in waking up early in the morning and to engage in creative reading habit.
- A **UniQue mobile app** was developed by Team Mulberry (Edu-Tech start-up of our college) for compiling Kerala University Question Bank. We also developed **On Time** attendance manager, mobile app for attendance management system.
- **Peer counselors** help to sort out personal and learning issues faced by their peers.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 50

2.3.2.1 Number of teachers using ICT

Response: 13

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues**Response:** 20.92**2.3.3.1 Number of mentors**

Response: 26

File Description**Document**

Any additional information

[View Document](#)**2.3.4 Innovation and creativity in teaching-learning****Response:**

The institution has adopted various initiatives to bring innovation and creativity in teaching learning process.

E-Resources:-An e-resource center is attached with the library which provides searching and browsing facilities to both students and faculties . Library subscribes **N-List** from **INFLIBNET** which contains 31, 35,000 e-books and over 6000 e-journals at free of cost. The remote access of N-List e-resources is provided by creating Login ID and Passwords to users. The **National Digital Library** is also using through Login ID and Passwords and its link is provided in the library page of college website. Global online access to our library catalogue is provided through **Web OPAC. Shodhganga, Open Doar** and other **open access repositories** can be used on demand. An online version of Plagiarism check software namely **plagiarism Checker X** is installed to check the uniqueness of the projects and dissertations of the students.

Eminent Alumni Interaction:-Each Department and alumni association conducted various seminars and workshops lead by eminent alumni members

Team Mulberry:-Team Mulberry is the Edu-Tech start up launched in our college in for making technology related IT products which will help in teaching learning process. The team already released three mobile apps

- 1.Mobile App for 5 O Clock club
- 2.On time - Attendance app for the college
- 3.Unique (App for Kerala university question bank)

Audio resource library:-The introduction of audio resources in teaching and learning is an alternative to print, which helps the students to digest the topic in easier way. The faculties of our college record their topic as voice clips and upload it to our college website. The students can download the voice clips from the website and use this when they want to listen.

Publications:-Magazines, books and manuscripts are releasing every year as a innovative tool for learning.

YouTube channel:-Our College started a You Tube channel and use this channel to share the class room

videos, which helps the students to watch and re-watch the difficult topic until they get clear idea about the topic.

Spoken Tutorial:-The Spoken Tutorial is an innovative project of IIT Bombay through which the students can learn a particular Free and Open Source Software (FOSS) like Linux, Scilab, LaTeX, PHP & MySQL, Java, C, C++, Libero Office and Libero Calc. via an easy Video tool- **Spoken Tutorial**. We successfully completed two courses Libero Office Suit Writer, Libero Office Suit Calc. Dr. Parameswaran Ashok Nair, Head of the Department of Mathematics and Dr. Shijina A.S, Assistant Professor of Commerce registered as the organizer and invigilator of the course respectively.

File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality

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

Response: 98.18

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 46.15

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
12	9	9	10	10

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years**Response:** 10.19

2.4.3.1 Total experience of full-time teachers

Response: 265

File Description**Document**

Any additional information

[View Document](#)**2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years****Response:** 0

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description**Document**

Institutional data in prescribed format

[View Document](#)**2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years****Response:** 9.01

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	2	2

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

Many advanced techniques are employed in this institution for the effectiveness of the Continuous Internal Evaluation system. University of Kerala has introduced **Choice Based Credit and Semester System (CBCSS)** in all affiliated colleges. **Continuous Internal Evaluation (CIE)** is based on a framework instituted by the University of Kerala. The structure of CIE is as given below:

The total marks for internal evaluation is 20 out of 100 for a course. The balance 80 marks are for the University Examination. Out of the 20 marks maximum of 5 marks is awarded for attendance, 5 marks for assignment/ seminar and 10 marks for test paper. The CIE is conducted by the course instructor. The model question papers for the internal examinations are set in the University examination pattern. Internal tests help the students to get practice and equip them to attend the University examination with confidence. The internal evaluation is based on formative evaluation.

The curriculum also includes a **project** work in the final semester. Maximum marks for the project work is 100. External examiners evaluate the project and conducts viva voce. Marks are awarded based on the quality of the project and performance in viva voce. Project-based learning helps students to suggest solutions to real-world problems and issues

Grace marks for extracurricular activities such as NSS are provided at the University level during the final semester results. The institution provides both direct and indirect methods of evaluation. The internal marks are conveyed to the students personally for their information and acceptance. If students find any discrepancy in their internal assessment marks, they can approach the concerned instructor for the rectification of the marks. If grievances are not properly addressed, they can approach the **Department Level Monitoring Committee (DLMC)**. If the grievances are still not rectified, they can further approach the **College Level Monitoring Committee (CLMC)**.

The **Academic committee** monitors the quality of question papers, assignments and seminar presentations of the students. The Academic committee also evaluates the learning experience and achievement of the learners attending a programme. It reviews the results and recommends actions to improve the results.

After the University examinations, Centralized valuation camps are conducted by the University of Kerala for timely valuation and declaration of results, and our teaching fraternity promptly contributes by participation.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

The institution has a transparent and robust system for internal assessment. There is a centralized system for the faultless conduct of internal examination. The internal examinations are conducted under CCTV surveillance. The method of internal assessment is based on University assigned pattern. The students are informed of the evaluation methods at the commencement of program itself, so that they can plan and schedule their studies accordingly. The evaluation process is done mainly based on the regularity of attendance, punctuality and academic performance of the students.

Internal assessment is based on:

- (1) Internal Examination
- (2) Assignment/Seminar
- (3) Attendance

1. Internal Examination

One test paper is conducted in a semester as per University norms for UG students. For PG students, two test papers are conducted and the highest mark scored among them is considered.

2. Assignment/Seminar

Assignment/Seminar is provided in accordance with the requirements of the course, particularly based on the module/chapter/unit. Students at the senior level are required to critically examine problems, topics, theories, new information, and challenges and prepare a coherent argument within a specific learning context. For PG students, both seminar presentation and assignment are compulsory. Presentation varies from topic to topic or subject to subject. The general format for a presentation is as shown below:

- Concept Review
- Description
- Analysis
- Interpretation
- Personal Reflection
- Discussion
- Feedback and comments from the teachers

3. Attendance

At the end of each semester, the attendance of the students is calculated. According to the percentage of attendance, the internal marks are awarded.

The marks awarded for internal assessment for each category will be duly informed to the students and the genuine grievances of the students are redressed after proper scrutiny. Only after this procedure of rectification, the final internal marks are uploaded in the University site.

The fairness of internal evaluation is also ensured by conducting periodic faculty assessment by students. Feedback is collected from students and the major findings are communicated to the Principal through reports. The Principal gives the faculty members necessary suggestions and instructions for rectification and improvement.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

The students have to undergo two types of evaluation during a semester. These are Continuous Internal Evaluation and End of Semester Examination conducted by the University of Kerala. Every course is assigned 100 marks, out of which 20 marks are for internal evaluation and 80 marks are for external examination conducted by the University.

The institution has an effective system to make the examination related grievances transparent, time bound and efficient. There is a centralized system for the conduct of internal examinations. Both the internal and University examinations are conducted under CCTV surveillance. The grievance redressal system of the institution addresses and resolves the grievances of students regarding marks of internal assessment. The grievance redressal system is a three tier system.

Department Level

As per University norms, the college conducts an internal examination in each semester for the UG students. For the PG students, two internal examinations are conducted and the best of two is considered. The answer scripts are corrected by the concerned teaching faculty and are given back to the students within two weeks after the examination. Any doubts or enquiries raised by the students are cleared by the respective teachers. Tabulation related errors, if any, are corrected by the examiner and the corrected marks are updated against the name of the concerned student. The students are free to approach the concerned subject teacher any time to get clarification regarding their internal marks. The consolidated mark sheets are filed in the respective Departments. If the students have any exam related grievances, they are free to

give their written complaints to the Department Level Monitoring Committee (DLMC). The complaints are discussed in the Department at the earliest.

College Level

In case the student is not satisfied with DLMC, he/she can approach the College Level Monitoring Committee (CLMC). The internal marks are uploaded in the University site only after clearing the complaints, if any.

University Level

If the student is not satisfied with CLMC, he/she can approach the University Level Monitoring Committee (ULMC).

The student can approach the Controller of Examinations to rectify the complaints, if any, related to the University examination.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

The normal academic period of the institution is from June to March. University of Kerala publishes the general academic calendar for all affiliated colleges. It is mandatory for the college to strictly follow the academic calendar which is available on the University website. The academic schedule will give a clear picture of all the major academic events. The calendar shows the internal examination and University examination dates. The academic calendar helps the students to plan their activities well in advance.

- The faculty members prepare lesson plans as per the academic calendar.
- Dates of submission of assignments and seminars are communicated to the students in line with the academic calendar.
- The Internal Evaluation process is strictly based on the academic calendar of the University.
- There is a centralized system for the conduct of internal examinations. The internal examinations are conducted once in a semester as per the academic calendar.
- Before the end semester examinations, the internal examination dates are declared by the Academic Committee based on the University Academic Calendar. The question papers are set by concerned course instructors based on University model question paper.

As the University opens the portal according to the schedule, the affiliated colleges will have to upload the internal marks online. The affiliated colleges should remain prepared for the examinations as per the academic calendar formulated by the University of Kerala. The college strictly adheres to the academic

calendar.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

Programme outcomes (PO), programme specific outcomes (PSO) and course outcomes (CO) of the five courses offered by the college are cited in the college website. The educational objectives and learning outcomes are clearly shown in the course outline of each course given by the University as a part of the syllabus and curriculum. The programme outcomes are the skills, the subject content knowledge and the aptitude developed subsequently at the end of a three/two year programme. Programme specific outcomes are those graduate attributes obtained at the end of a programme. It will show the ability and skill of a student. The course outcomes are those that determine the cognitive process intended out of a course. Hence PO and CO are linked together. The University has given mandatory courses, open courses etc for the successful completion of the programme.

There are two streams of courses under Bachelor of Commerce in the college: Cooperation and Tourism. The outcome of the course is to build up knowledgeable graduates with the capacity to understand and interact in the modern globalised business and economic world. The course provides them with the knowledge, skills and ability to analyze the modern economy. In addition to this, the graduates are equipped for advanced careers in the field of accounting, marketing, tourism and management.

The course outcomes for a Bachelor degree in Science are many. The course helps to achieve advanced skills required in a scientifically developed world. The students attain immense subject knowledge, understanding and skills. The course outcomes comprise of building intellectual skills, problem solving ability, critical and creative thinking etc.

BA degree in Islamic History is a course in great demand. The programme creates interest on aspects of culture, history and politics. Out of the many outcomes of the course, building knowledge and the capacity to apply the acquired knowledge is most important. Some of the expected outcomes are awareness about culture and rights of life, social and moral values and developing the ability for critical and creative thinking etc.

The PO, PSO and CO is communicated to the stakeholders through multiple means like college calendar and website. These are conveyed to the newcomers to the institution during the induction programme.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The University has developed curriculum and syllabus for each course of study. Programme objectives and learning outcomes are clearly stated for the purpose of maximum attainment. It is the duty of the institution to attain optimum achievement in each programme. Through different teaching-learning process, the college performs to achieve maximum of the expected outcome. At the end of every semester, programme/course evaluation is conducted by each department. Continuous internal evaluation process helps the faculty to assess the level of understanding of the course materials and its effectiveness. The internal evaluation extends throughout the semester. It is based on the internal examination, attendance and assignment/seminar. Formative assessment is done by the University of Kerala at the end of each semester.

- **Assignment/seminar:** During a semester, an assignment/seminar is given to UG students for each course. For PG students, an assignment and a seminar presentation is compulsory during a semester period. The marks of the seminar/assignment are considered for the internal assessment.
- **Internal examination:** An internal examination is conducted for UG students in each semester. For PG students, two internal examinations are conducted and the best of two is considered.
- **Projects:** Group projects and individual projects are given for UG and PG students. This helps to evaluate the course outcome.
- **End semester examination:** Formative assessment is done by the end semester examination and practical examinations which are conducted by the University of Kerala to evaluate the programme outcome.
- **Viva-voce:** Viva-voce is conducted at the end of the programme by the University. The marks of viva-voce are also considered to evaluate the programme outcome.
- **Analysis of higher studies and employment:** Each Department updates the details of students who pursue higher education and secure jobs.

Regular **parent - teacher meetings** help to evolve a, healthy and conducive atmosphere for the smooth functioning of the institution. These interactions help the institution to get a realistic evaluation of various courses, outcomes and programmes among the students.

Continuous skill upgradation and orientation/refresher courses are imparted to the faculty in order to acquaint with the new and innovative developments in their respective fields of specialization. This helps the faculty to deploy more effective methods in teaching to get optimal outcome from the designated courses/programmes conducted in the college.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.3 Average pass percentage of Students

Response: 55.49

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 96

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 173

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.32

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description

Document

List of project and grant details

[View Document](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 5

3.1.2.1 Number of teachers recognised as research guides

Response: 1

File Description

Document

Any additional information

[View Document](#)

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0

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

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 20

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

Mannaniya Creativity Hub

Mannaniya creativity hub started on September 2017, is aimed at the holistic development of students. A lot of creative activities and skill development programs were organised such as seminars, quiz competitions, elocution contests, debates, talent meet, palliative care services, day observances, photography contest, English speaking course, peer counselling course, publishing books, manuscript magazines etc. We are also extending our services to the community. We visualise to:

- Skill development of students
- Building up a positive attitude towards life.
- Support schools in serving students with issues that are interfering with school functioning.
- utilize the findings of psychology and related subjects for social well-being and change
- Provide psychological services to schools, colleges, orphanages, old age homes and other marginalised groups.
- undertake researches on social problems and social phenomena and bring out the findings to the attention of the general public and the civil authorities
- Develop psychological awareness in general public by publishing pamphlets, notices, journals and books

Entrepreneurship Development Cell

Entrepreneurship Development Cell is one of the vital component of our academic institution. It promotes entrepreneurial skills and qualities among the youth and provide a platform for students to make their own innovation as well as expertise in various fields and there by contributing towards the economic wellbeing of the nation as a whole. The ED Cell of Mannaniya College, Pangode envisages at inculcating entrepreneurial culture amongst the youth in order to equip, encourage and inspire by providing the skills, techniques and confidence to act as forerunners of entrepreneurship. ED Cell is formed under the registration of Department of Industries and Commerce, District Industries Centre (DIC), Govt of Kerala Reg. No: EDC / Tvm / 46 / 18. The Entrepreneurship Development Club opens a new world of opportunity to the students. The main motive is to nurture and develop entrepreneurial skills of the students..

MINT (Mannaniya Innovative Talents)

Mannaniya College is located in a rural area, a good majority of the people are economically and educationally backward. The institution true to its vision and mission wants to change this socio-economic situation of the locality to some extent. With this objective in mind the institution has setup “MINT (Mannaniya Innovative Talents) – a Vocational Training Centre” with the noble vision of upgrading the lives of female students and rural women. It is said that empowering a woman is almost equivalent to helping a family, and consecutively the society as a whole. The Mint attempts to empower women by giving training in various areas and skills so as to enable them to earn a comfortable income. Training sessions are organized by students trained in stitching, candle making, flower making, agarbathi making, soap manufacturing, paper bag production etc. This vocational training team of the college thus facilitates and benefits the local population along with empowering and enhancing the qualities of the student

community.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 4

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	1	0	0

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

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: No

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

Response: 0

3.3.3.1 How many Ph.Ds awarded within last five years

3.3.3.2 Number of teachers recognized as guides during the last five years

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

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

Response: 0.69

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	3	2	3	3

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

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

Response: 0.69

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

2018-19	2017-18	2016-17	2015-16	2014-15
5	6	3	1	0

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

Mannaniya College conducted many extension activities in the neighbourhood community designed to promote social participation of the students to benefit and empower the larger community and also instill humanitarian values. The following are the major initiatives.

Empower:- It is a school based behavioural and mental health service that collaborates with school-personnel to combine academic, behavioural and mental health supports to students in an effort to increase the likelihood of providing access to and benefits from mental health interventions. We are facilitating a range of evidence-based mental health interventions in schools of south Kerala. Under this scheme we conducted personal growth workshop, counselling services, mentoring services, training programmes for students, teachers and parents and personal growth book sales in nearby schools and colleges.

Palliative care services:- It is an initiative to inculcate empathy and humanity among volunteers. The unit consisted of 15 volunteers having genuine interest in social service activities. The team visits homes of aged people with terminal and geriatric diseases who are mostly bedridden, and those senior citizens who need psychological support and care.

Talent Meet:- The objective of the programme is to provide an opportunity to students to interact with talented personalities in the society and visit successful institutions or firms. The students will be motivated by hearing the life experiences, challenges faced and the pain behind their success. They may realize the need for smart work and dedication for their success.

Community School:- It is a tie up programme between our college and Heaven Tree Philanthropic Service Forum to develop unprivileged adolescent children in the community. Through this initiative we support and empower the adolescent population through different training programmes (self awareness training, assertive training, mindful training, sports training, counselling, mentoring services etc.)

Orphanage support programme:- Students and teachers of our college involved in many activities like counseling services, awareness programmes, mentoring, spoken English class, computer training etc to support and empower two orphanages nearby MannaniyaBanath orphanage (for girls) Mukkunnam and Mannaniya orphanage (for boys), Pangode.

Snehatheeram visits: - NSS unit of our college occasionally visit Snehatheeram, a psycho social rehabilitation centre for mentally challenged destitute women situated in Kallara.

Snehanidhi (Love fund):- It is a charity programme to support the poor people who are struggling with diseases.

Pusthaka Thottil (book cradle):- It is a NSS initiative to collect and donate books to nearby school students.

Nadiyodoppam:- Nadiyodoppam (with the river) is a initiative of NSS to protect and preserve the river.

Swachh Bharat Mission:- We conducted awareness programmes and cleaning drives in nearby market, nursery schools, tourist locations etc.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 1

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 36

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community

and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
13	9	9	2	3

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 40.25

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
281	251	483	0	0

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 128

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
47	13	23	28	17

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 4

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	1	0	0

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

Mannaniya College of Arts & Science is an outstanding educational institution affiliated to the University of Kerala. The institution owes its existence to the farsighted vision of Jamia Mannaniya Islamiya Charitable Society, a body of Muslim religious scholars. It is established in 1995 at Pangode, a developing Village, 50 kilometers east of Thiruvananthapuram district. The campus spreads on about 16 acres of picturesque land. The greenery and the scenery in and around the college provide a serene and tranquil atmosphere for teaching and learning.

- There are 16 **classrooms** in the college, which are spacious and majority equipped with ICT facilities.
- The College has three **laboratories**
 1. **Physics Lab**- functioning under the Department of Physics, well furnished, physics practical lab having a separate dark room for optics experiments.
 2. **Chemistry Lab** in the Department of Chemistry. It has sufficient number of equipment and facilities for bachelor degree students.
 3. **Computer Lab**- Even though no computer related courses in our college, we setup a well equipped computer lab, general for all departments.
- There is a **Seminar hall, a Smart Classroom and a mini Conference hall** in the college. It has all the modern audio-visual equipments. All the major academic Programs of the college are conducted in the Seminar Hall. The LCD projector, the computer and the sound system of the Seminar Hall provide the audience with an exquisite audio-visual experience.
- **Wi-Fi** facility is made available in the college campus for utilizing technology in the teaching learning process.
- The **library** of the college is a knowledge repository and is nourished with Books, General Periodicals, Journals and Dailies.
- **NLIST** from INFLIBNET, which enables the clientele to access of e-books and e-journals free of cost.
- An **internet browsing centre** attached to the library has a three computers and ancillaries with Wi-Fi connection and provides searching facilities to both staff and students.
- The **National Digital Library of India** is also making available to users through login ID and password.
- The library is automated with an Integrated Library Management Software-**LIBSOFT 4.1** version with **OPAC and Web OPAC facility**.
- **Remote access to Catalogue of Library** is available.
- An online version of **Plagiarism check software** namely plagiarism Checker X is installed to check the uniqueness of the projects and dissertations of the students.
- **Voice Amplifier** is provided to all departments to manage the classrooms in large strength.
- **Radio MANDIO**- Mannaniya Campus Radio is a new initiative through which enriched the

academic and non-academic cultures

File Description	Document
Any additional information	View Document

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

Response:

In order to achieve the all round development of students, the institution gives importance to the sports, games and cultural activities.

Sports and Games

The department of Physical Education has recognized the value of participating in Sports and physical activities as a means to develop the qualities such as, sportsman spirit, leadership, respect, group cohesion etc., may leads to social harmony. The Department conducted Inter Association games in eleven events and Athletics in fourteen disciplines. The Annual Athletic Meet of the College held on the second term of every year.

Outdoor Facilities

The College has a multi-purpose standard 200 meter track with 110 meter length and 70 meter breath apart from track and field in athletics, a football field, Volleyball court, Cricket field; Kabaddi Court, Soft ball field and Shuttle Badminton Courts are included in this specified area. Students used to utilize this area whenever they are free and in holidays.

- **Athletics Track**
- **Track and field facilities-** Long Jump Pit, Shot/Hammer Circle, Discuss Throw circle, Javelin Throw Sector, 200mTrack with 1.22 m width
- **Games facilities-** Foot Ball, Cricket, Volleyball, Softball, Kabaddi, Shuttle Badminton
- **Other Facilities-** High Jump Stand, Shot, Discuss, Javelin, Hammer, Badminton Rackets
- **Indoor Facilities:** Table Tennis Board, Caroms, Chess Boards, Fencing

Gymnasium

A well-equipped gymnasium is the major attraction of our College. The following are the equipments used in the gymnasium.

Items	Quantity
Multy Gym (10 station)	1
Smith machine	1
Cable cross over	1
Inner and Outer Thigh Machine	1

Bench Press	1
Abdominal fox	11
Orbitrack	1
Pushup Stand	2 set
Dumbells	8
Plates	225 kg
Rads	
Weighing Machine	1
Stadio meter	1

Yoga Centre

A Yoga centre is functioning in the college under the Department of Physical Education and Health and Fitness Club. Through this, regular yoga practices are provided to the staff and students of the college, which enriched the mental and physical strength. Every year, International Yoga Day celebration are conducted by the Department.

Health and Fitness Club

With a view to improve the ability to work effectively, to enjoy leisure time and to resist hypokinetic diseases, College has started health and fitness club. Under this banner the club organizes a number of programmes to the staff and students of this College such as Aerobic Dance training, Yoga training, Body Mass Index (BMI), Health Profile of entire students etc.

Arts Facilities

The college gives due importance to the development of cultural and arts skills of the students. In order to promote arts, a team consisting of teachers and students are selected every year. Arts competitions are held in the college periodically and students are participated in the University Arts Festivals.

File Description	Document
Any additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 47.37

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 9

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Link for additional information which is optional	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 26.91

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
21.38	3.325	5.15	11.00	29.75

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

The Mannaniya College of Arts and Science Library is functioning in a well furnished spacious hall with an area of 2200 square feet with 100 seating capacity. Library is nourished with 10375 Books, 20 General Periodicals, 20 Journals and 10 Dailies. Separate book collections under Walk with a Scholar and Scholar Support Programs are there for the concerned users. Library subscribes NLIST from INFLIBNET, which enables the clientele to access of e-books and e-journals free of cost. An internet browsing centre attached to the library has a number of computers and ancillaries with Wi-Fi connection and provides searching facilities to both staff and students. The library is automated with an Integrated Library Management Software-LIBSOFT with OPAC (Online Public Accessing Catalogue) facility. Library has WebOPAC and its link <http://mcas.libsoft.org> is provided in the college web site.

The Library Advisory Committee gives valuable suggestions and recommendations for the smooth functioning of the library. Plagiarism check software namely plagiarism checker x is installed to check the uniqueness of the projects and dissertations of the students. The remote access to the N-list e-resources is provided to the users by creating login ID and password of their own. The National Digital Library of India

is also making available to users through login ID and password.

The books in the library are arranged subject wise according to Dewey Decimal Classification Scheme. Orientation to users is given to make them aware of various reference sources and e-resources available in the library. Internship training is given to CLISc students of our own institution and neighboring colleges.

A Library and Literary Forum has been functioning in the college to organize some library extension activities like book talk, book introduction, meet the author, book exhibition etc. One or two representatives from each class and faculty members of language departments are the members of the forum. Reading day is celebrated in association with Department of Malayalam and a best reader award is given to motivate the reading habit of students. Reprography service, news paper clipping service, alert service and display of new arrivals are other features of the library.

Name of the software- LIBSOFT 2.1- 2010 onwards

Version LIBSOFT-4.1- 2018 onwards

Nature of Automation-Partially Automated.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

In addition to the General and subject wise collection of documents, the reference section of the library is enriched with some rare books which are not easily available through normal channels. Books purchased under walk with a scholar programme include successful lives of eminent personalities in various fields. Books on TCI provide inspiration and motivation for creative thinking. The library has a collection of handwritten magazines from Students Associations and NSS volunteers. Books compiled as growth work of Two day TCI workshop are really heart touching experiences of participant students. PhD Theses and Publications of the faculty members are collected and arranged in a separate section and labeled as “Institutional Pride”

4.2.2 – Rare book collection in the library

Sl. No.	Name of book	Name of Publisher
1	Van Rheed’s Horthus Malabaricus	University of Kerala
2	Malayalam Britannica	DC Books, Kottayam

3	Malayalam Lexicon	University of Kerala	
4	VijayaNagara Paintings	Publication Div. Govt. of India	
5	Wall paintings of western Himalayas	Publication Div. Govt. of India	
6	Art and Culture of North East India	Publication Div. Govt. of India	
7	The times Atlas of World History	Hammond, New Jersey	
8	Concise Atlas of the World :- Digital Mapping for the 21st Century	D.K; London	
9	Amruthavani (Quran in Malayalam verse)	K.G Raghavan Nair, IPH	
10	Keraleeya Oushadha Vijnanam	Patent cell, Directorate of Ayurveda Education	
11	Ayurveda Legacy of Kerala	„	
12	Textbook on Kaumarabritya	„	
13	Pharmacopia	Publication Div. Ayurveda College	
14	Roga Vijnan and Vikri Vijnan	„	
15	Roga Vijnanam and Vikrithi Vijnanam	„	
16	Special acts published from pre- independence period to till(in Malayalam)	Published by supdt. Govt. Press	
17	Collected works of Mahatma Gandhi	Publication Div. Govt. of India	
18	Special Reports, Handwritten magazines, Books on TCI and PhD Theses of Faculty Members	Organisations,Associations etc	

File Description	Document
Any additional information	View Document

4.2.3 Does the institution have the following:

1.e-journals

- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 1.56

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0.87	0.67	3.19	2.01	1.06

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 15.6

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 88

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

In our college, the computer lab was established in the year 1998 with six computers. Computer lab is shifted to new spacious room with 28 computers during the academic year 2012-13. An internet browsing centre was established in the library during 2017-18 to support e-learning. It helps the students to access e-resources and online repositories. A computer each is provided to the office and all the departments for smooth and efficient functioning.

The first internet connection in the college was provided by BSNL in 1998. In 2014, the broadband connection was shifted to Videonix Cablenet and Communication with 1 mbps. In 2017-18, the bandwidth was increased to 3 mbps. Wi-Fi was first introduced for the staff members in 2016. But later in 2018-19, Wi-Fi was made available in the entire campus for all staff and students.

All PG classrooms and one classroom in each UG department are equipped with LCD Projectors and Instalock Screen. In addition to these a smart classroom, ICT enabled seminar hall and mini conference hall are also installed to promote technology enabled education. Also, the library is automated with an Integrated Library Management Software-LIBSOFT with OPAC (Online Public Accessing Catalogue) facility (LIBSOFT 2.1- 2010 onwards). The new version LIBSOFT-4.1 is available since 2018. A limited edition of the online Plagiarism Checker X is available in the library at free of cost.

File Description	Document
Any additional information	View Document

4.3.2 Student - Computer ratio

Response: 19.43	
File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)	
>=50 MBPS	
35-50 MBPS	
20-35 MBPS	
5-20 MBPS	
Response: <5 MBPS	
File Description	Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)	
Response: Yes	
File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years				
Response: 59.59				
4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)				
2018-19	2017-18	2016-17	2015-16	2014-15
36.84	31.19	29.72	23.94	22

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

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

Response:

Mannaniya College of Arts and Science, Pangode has established proper systems and procedures for maintaining and utilizing physical, academic and other support facilities in the college. All the maintenance activities are vested with the College Management with adequate support from PTA. For the regular maintenance of the infrastructure, a management representative visit the college periodically and discuss with the Principal, IQAC Co-ordinator, Office Superintendent and the senior faculties.

Laboratory

The concerned Head of the Departments are in charge for the maintenance of the lab facilities. The lab assistant periodically maintains the lab equipments and amenities. The Stock Register is kept in each lab and is periodically certified by the HODs.

Library

Library is headed by a UGC Librarian who is responsible for proper maintenance and utilization of books and other facilities in the library. Library Assistant is responsible for proper maintenance of library and stock registers. The College Council also periodically reviews the maintenance of the library. A network resource centre is provided for the students to facilitate internet access and to browse e-resources.

Health and Fitness Club

The Health and fitness club is maintained by the Department of Physical Education. The Head of the Department properly maintains the gymnasium, yoga centre and other facilities. The necessary facilities are provided by college management. Students can use the health club as per the predetermined schedule.

Sports and Games

Outdoor and Indoor sports are conducted by the Department of Physical Education. The stock registers and sports equipments are properly maintained in the Department.

Computers and other ICT Facilities

The Computers are supported by UPS, Servo Stabilizers and automatic switch over generators. Air condition is also provided in the Computer Lab. Wi-Fi and internet facility is provided to the college campus as a whole. MANDIO (Mannaniya Radio) is made available to the students through public address system. All these maintenance are the responsibility of a technical committee that informs the requirements

of computer and ICT facilities and its repairs to the concerned authority. Maintenance expenses are met from the College Management Fund and from the Government Fund.

Classrooms and Other Facilities

For the proper running of the classes, the maintenance of class rooms and other physical facilities are entrusted to the two office attendants. Besides these, a PTA funded cleaning staff is also available to ensure cleanliness in the campus and premises. The common room and toilets are properly maintained by these staffs. The security staff ensures safety of the campus.

File Description	Document
Any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 80.42

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
421	334	425	367	356

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document
Any additional information	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 0.7

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
4	5	4	2	2

File Description	Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 71.48

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

2018-19	2017-18	2016-17	2015-16	2014-15
391	86	331	425	422

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

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**Response:** 7.51

5.1.5.1 Number of students attending VET year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
72	123	0	0	0

File Description**Document**

Details of the students benefited by VET

[View Document](#)

Any additional information

[View Document](#)**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases****Response:** Yes**File Description****Document**

Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee

[View Document](#)

Details of student grievances including sexual harassment and ragging cases

[View Document](#)**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 9.99

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

2018-19	2017-18	2016-17	2015-16	2014-15
9	17	11	19	11

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document
Any additional information	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 10.98

5.2.2.1 Number of outgoing students progressing to higher education

Response: 19

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

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 43.59

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
6	11	10	15	8

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
22	26	18	31	18

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document
Any additional information	View Document

5.3 Student Participation and Activities

5.3.1 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) during the last five years.

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

Student participation in college governance has a variety of advantages that can extend to the individual student, the institution and society at large. To encourage student participation in the governance, we included students representative in various governing bodies of the colleges other than the college union, which directly elected by the students in a parliamentary democratic model. The committees with active students representation as follows

Students Union

The members of the college union elected on parliamentary mode act as the student council. The office bearers of the governing student council of the college union are; chairman, vice chair person, general secretary, magazine editor, arts club secretary, university union councillor. A staff advisor selected every year supervises, advices and coordinates the various activities envisaged and executed by the college union.

College council

To assist and advice Principal in the internal affairs of the College a Council is constituted as per the Statute of the Kerala University. In the committee, a student representative is included.

IQAC

In order to enhance the quality education and sustenance of learning, with students representation the institution has set up an Internal Quality Assurance Cell (IQAC), which is mainly focuses to develop an overall performance of the institution. It enables to ensure that the optimisation of innovative teaching methods and evaluation. IQAC will remain as a catalytic of vibrant academic environment.

The Grievance Redressal Cell

With the student participation, The **Grievance Redressal Cell** was constituted to probe into the student grievances. The Cell attempts to address genuine problems and complaints of students whatever be the nature of the problem.

Anti Ragging Cell

The ant ragging cell is a committee which includes Principal, HoD's of various departments, PTA executive committee members, student representatives and the anti-ragging cell coordinator.

Minority Welfare Cell

With student representation, the minority welfare cell in Mannaniya College of Arts & Science, Thiruvanthapuram was constituted in the academic year 2015-16,

SC/ST Cell

SC/ST Cell of the college was established during the year 2013-14 for empowering the SC/ST students in this institution. The cell consists of a student representative and four senior members of the teaching faculty, and one among them is designated as Convenor of the cell.

OBC cell

OBC cell in the college was established in the academic year 2016-17 with the purpose of empowering the OBC communities in the region.

Internal complaint committee

The Internal Complaints Committee has been formed at Mannaniya college of Arts & Science, Pangode to

address the issues under UGC (Prevention, Prohibition and Redressal of Sexual Harassment of Women Employees and Students in Higher Educational Institutions) Regulations, 2015.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 10.2

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
7	16	12	10	6

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

Mannaniya Alumni, entitled as 'Mannaniya Mates', is a registered association functioning since 2014. The Mannaniya Mates is considered as the brand-ambassadors of our institution and has thousands of active members with an executive body of 13 members. We are proud to claim that of our Alumni are in the academic field officiating as lectures and researchers in various Universities institutions and organizations. The alumni meet is conducted every year in order to reconnect with its members and to celebrate their success and various achievements. The meet also creates a platform for identifying the most distinguished alumni members of the institution. We have recently enhanced the functioning of alumini by

starting different alumini

chapters in different countries, which can play an significant role for facilitating networking, professional development and social outreach endeavours. The functioning of alumini UAE and the Saudi Arabia chapters have already commenced. A Facebook page has been created for Mannaniya Mates to provide the platform for sharing the alumni’s memories, achievements, etc. Our alumni often give exposure to the students in skills development and endorse their future career advancement. Some of the instances of the active involvement of the Alumini in our intuition is as mentioned below.

Meet the eminent Alumini – Non-Financial

On the 13th of August 2017, Dr. Siyad U, a Post Doctor Fellow, of Advanced Membrane and Porous materials Research Centre, King Abdulla University of Science and Technology (KAUST), Saudi Arabia, delivered a lecture on higher studies prospects and career opportunities. Dr Siyad U, finished his bachelor degree in polymer chemistry (1999-2002) from our our institute. He is actively participation our academic activity through Alumini Association.

Mr. Amanullah, Asst Professor, Dept of Islamic History, Govt Brennan College, Thalasseri provided a lecture, titles as “Who is the real enemy, A Quranic Interpretation”. Mr. Amanullah finished his bachelor degree in Islamic History (1999-2002) from our our Institute. The programme is organized by Department of Islamic history and the lecture was held on 17th November 2018.

Mr. Anas, Assistant Proffer, Dept of Political Science, Iqbal College, Peringamala delivered a learned talk in the workshop on Intellectual Property Rights. The workshop held on 9th April 2019 organized by IPR Cell of Mannaniya College. Mr. Anas was a graduate student in our college and has completed his studies in 2004.

Alumini open air auditorium – Financial

Our alumini, that constantly engage in the day to day activities of our institution, has recently started fund rising initiative to for construct an open-air auditorium for supporting our student activities. The construction work of the auditorium is on a progressing stage, and when finished will be an invaluable asset to the institution.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

5.4.2 Alumni contribution during the last five years(INR in Lakhs)

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 9

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3	3	1	1	1

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document
Any additional information	View Document
Report of the event	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

Response:

The Mannaniya College of Arts and Science maintains a well circulated system of governance and leadership to execute its vision and mission. The development plans of the college is mainly based on achieving excellence and targeting the benefits at the unit level. The college has a vision of extending affordable education and facilitating outreach programmes to link the institution with the community in and around. With such an aim, the participation of management and all the stakeholders are made available for the purpose of decision making and beneficial activities. The college owes its existence to the farsighted vision of Jamia Mannaniya Islamiya Charitable Society under the aegis of a body of Muslim religious scholars. The vision and mission of the institution has been explicitly articulated in such a way as to educate and empower the rural community especially the minorities in the locality. It also envisions the empowerment of women and achieving gender quality through education.

VISION

Mannaniya College of Arts and Science aspires to be a leading educational institution in Kerala as a Centre of excellence by providing quality education, ensuring skill development training with the aid of technology to augment its potential for a world class leadership by the societal commitment to people and by building a climate of unity, enthusiasm and hope to work towards the optimum welfare for the maximum number of people so as to develop a better society the next generation.

Mission

- Achieving excellence, developing potential, improving skills, attaining efficiency leading to success.
- Conceptualizing post-modern classroom strategies, to achieve curricular goals to evolve evaluation strategies.
- Facilitating a context-sensitive, location- specific teaching /learning atmosphere focussing on the local linguistic and socio cultural particularities.
- Integrating digital technology equipped 'state of the art' infrastructure and learning resources for attaining optimum educational goals.
- Developing a new paradigm that is student- centred, environment friendly and an inclusive learner support system: so as to prepare students to be contributors of knowledge and not just merely recipients of knowledge.
- Making the college 'a paragon of excellence' 'a paradigm of efficiency' and an example, in terms of academic standards, skill development, autonomy, accountability and self-sustainability based on an ideal framework of governance , leadership and management.
- Aiming of a core competency development through 'work-based community engagement' and 'community oriented action research'.
- Developing empathy, compassion and commitment to the local community and life.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

The Institution effectively practices a policy of decentralization and participative management.

Decentralization & Participative College Management Framework: A Case Study

Introduction

The college follows a decentralized system of management and ensures participation from mandatory bodies and stakeholders.

Topic Statement

The University has recommended decentralization in governance and management of academic matters of the college. The effective implementation of such a measure has been at stake in an affiliated college with a rural background. Hence, a long term research has been done to implement participative management both in general administration and academic administration. Thus a case study has been initiated to address the issue.

Objectives

The objectives of the study are the following:

1. To understand the practice of decentralization in administration.
2. To evaluate the function of participative management.
3. To assess the effectiveness of decentralization and participative management in the college.

Many research studies have attempted to evaluate the need and relevance of innovative academic management systems in affiliated colleges in Kerala. None of the studies brought out significant findings and many of the study designs adopted were inappropriate.

◦ Method

The method adopted for the case study is qualitative. A sample size of 27 teachers and 50 students were selected. The instruments used for the study were

1. Focus Group Discussion
2. Survey

A qualitative analysis on the transcripts was done. Based on the data obtained, a model has been developed

incorporating two streams of management such as college administration and academic administration. The model is appended in the link file.

Outcome

The effective implementation of the model helped to enhance the academic achievements of the students and to improve the motivation level of the faculty to involve in all academic matters.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The Governing body, College Council and IQAC Periodically examines the weaknesses and necessities of the institution and take measures in the form of strategic plans.

Academic development strategic planning is done and implemented by the management comprising of the board of directors. At the beginning of every semester, the boards of directors convene a meeting to discuss the issues, challenges and problems faced by the academic community of the college. Accordingly, the management developed a programme and strategic plans for the particular semester period. The blueprint of the plan was sent to the principal for recommendations, changes needed and opinion. A revised plan thus developed was finalized by the board of directors for the effective implementation of the perspective plan for sustainable development. This included academic and infrastructure development that are needed for the period of action.

The management convened a meeting of the faculties in the college for the purpose of conducting *service-learning activities/ programmes*. The objectives of *service-learning activities* are

- to develop a societal commitment among the students for the benefit of the poor
- to learn human values
- to inculcate a value system in a modern life

Every semester, activities thus designed by the management were assessed and evaluated on the basis of self evaluation, mostly in the form of oral presentations. The management collected opinionnaires from the stakeholders to assess the impact and effectiveness of the strategic plans implemented. The deployment documents were uploaded accordingly.

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

The college has a multi-faceted organizational structure. The governance of the college is diverge in to two streams- one occupied by the University of Kerala and the Directorate of Collegiate Education. The second one is the internal governing body comprising of the board of directors including the Chairman and the Manager of the college. The internal governance is controlled by the Principal and the other non statutory bodies established by the governing body. The administration of the college is controlled by the Principal and the other governing bodies instituted for the purpose. The main bodies that are dominant under the organisational structure are the following.

1. College council

College council is the advisory body constituting 8 members comprising of The Principal, Head of the Departments (of BA Islamic History, B.Sc Chemistry and B.Com Cooperation), 2 elected members from faculties and The Head of the English Department, who is an ex-officio member. It is the main statutory body of the institution and which monitor all the activities of the Institution. The council oversees the implementation of the strategic direction plan and ensures institutional quality using ongoing and systematic planning and evaluation to refine key policies and processes and to improve student learning.

2. Statutory Bodies

Consisting of Grievance and Redressal cell, SC/ST, OBC & Minority Committees, Anti-ragging Committee and Internal Complaint cell. All the cells work with student welfare committee to provide guidance and counselling with respect to academic, social and financial inclusion in all areas and to equip diversity in the college.

3. Student Union

The Student union is elected by and represents all the students on the nominal roll. Besides, each department of the college has its own association. The membership of such associations is open to the students of the respective departments. The college union executive shall consist of the Chairman, Vice Chairman, General Secretary, Magazine editor, Arts Club Secretary, University Union Councillor and Lady Representatives.

4. IQAC

IQAC is a significant body to monitor both academic and non academic activities and ensure the quality-culture of the institution. Parent teacher association, Alumni Association and all the statutory cells play a significant role in the organizational structure of the college.

The staff pattern and service rules are based on Kerala Service Rules (KSR) and the academic procedures to be followed are obtained from the University of Kerala and the Collegiate Director. The staff recruitment is based on the UGC norms and the regulations instituted by the university to which affiliated by the university of kerala. The promotion and career advancements are regulated by the UGC norms and government policies implemented from time to time. The University has a grievance redressal mechanism to see to the academic and service conditions of the collegiate academic fraternity.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

Response: B. Any 4 of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and

implementation of their resolutions**Response:**

Various bodies/cells/ committees are functioning effectively in our college with the supervision and guidelines of IQAC. It includes PTA, NSS, Swachh Bharath mission, Tutorial system, student union, Divyangan, radio mandio, Commerce association, Chemistry association, Islamic history association, Arabic association, Malayalam vedi, women study unit, mytri gender forum, science club, red ribbon club, health and fitness club, green initiatives, statutory cells such as grievance and redressal cell, anti- ragging cell, minority welfare cell, SC/ST cell, OBC cell, Internal complaint committee, New initiatives such as, WWS, SSP, ASAP, Innovations such as ED club, creativity hub, and MINT. These bodies regularly meet, maintains minutes book, and implement the plans.

An Example

IQAC successfully implemented a programme named *Orphanage Support Progrmme*. It was a suggestion that was mooted from the part of the students in the meeting of Creativity Hub. The matter was discussed in IQAC executive committee held on 24/07/2018 and agreed up on and recorded in the minutes and it was then implemented in the year 2018. Meetings were convened at regular intervals to implement the programme successfully. We adopted two nearby orphanages, planned and implemented many programmes for the welfare of the inhabitants. The service is provided for the following institutions.

- Mannaniya Banath orphanage (for girls) Mukkunnam, Kadakkal, Kollam District
- Mannaniya Yatheemkhana (for boys), Pangode, Kallara, Thiruvananthapuram district

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies**6.3.1 The institution has effective welfare measures for teaching and non-teaching staff****Response:**

The college has prioritized faculty empowerment strategies as part of its quality improvement programmes. There are two levels of welfare measures, one from the government and the other from the college management or through staff contribution. The institution has a Staff association where all the teaching and non- teaching staff are members. It functions by utilizing the fund raised from all the staff for welfare activities of the teaching and non- teaching staff.

The institution extends many welfare measures such as;

- Duty leave are granted for attending officially sanctioned seminars and workshops

- Financial assistance is given for the faculty members who attend seminars
- The institution grants maternity and paternity leave for the eligible members of the staff.
- Parking facility for staff's vehicles is arranged in the campus.
- Free Internet facility is offered by the institution.

The Staff Association

- Contributes financial assistance and participation in the family and life events like weddings, house warming etc. of the members.
- Conducts staff day and games for enhancing the physical and mental wellness of the members.
- Maintains a "Staff -Chitti" for meeting the urgent financial needs of the staff.
- Celebrates all type of festivals like Onam, Christmas, Ramzan etc. irrespective of religion, caste and creed to foster a harmonious rapport.
- Appreciates and honors those who achieve academic excellence and any other honour.
- Organizes staff tours accompanied by family members for fostering unity and affinity.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 18.45

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	7	10	0	0

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	View Document
Any additional information	View Document

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

Response: 1.4

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	3	0	0	2

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 17.09

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
8	1	5	4	0

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

We have effectively implemented a **self-appraisal report system** for improving the job performance of the faculties/non-faculties. The self-appraisal report includes faculties general information, academic qualification, progress report on their research and publications, curriculum covered in each academic year, contribution to teaching, administrative performance, extra curricular and co-curricular activities. The self-

appraisal report must to be submitted at the end of each academic year. The evaluation committee consists of the principal, the manager and the college council evaluate the performance of the faculties and provide suggestion for improving their professional competence, if required. The evaluation committee also check active participation of faculties in co-curricular as well as extra- curricular activities, whether the faculty members are using ICT enabled teaching methods or not, whether the faculties are faultlessly conducting internal examinations or not and timely publication of internal examination results. For the non- teaching staff, the self-appraisal system is based on their administrative activities. Under the instruction of the principal and the management, the superintendent of the institution evaluate the performance of the non-teaching staff and provide them suggestions to improve the functioning of the administrative system. An alternative review will be conducted by IQAC at the end of each academic year and provides recommendations and suggestions for improving growth, competencies, and potentials of faculties and the non-faculty fraternity.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The audit wing under DCE and the AG of Kerala regularly conducts the internal and external audit of accounts. The internal account audit of the college has been done up to 2019March. All the Records including the registers, file receipts, ledger, books etc have been verified during these audits and no major irregularities were found till date.

The institution provides two levels of audit system- External and Internal Financial Audit System. The External Audit System includes the different levels of audit from the Directorate of Collegiate Education, Accountant General, Kerala. The Internal Audit system is executed through Chartered Accountant (PTA, NSS, WWS, ASAP, SSP, PD Account, Management Fund). Also the Internal Audit system includes three level from Head Accountant, Superintendent, and to the Principal.

Financial Audits of Grants and funds sanctioned by Government /UGC

Chartered Accountant

All the Grants and Funds sanctioned by the Government or UGC are initially submitted to an external chartered accountant. The Audit Report issued by the auditor with the utilization certificate and other documents are further verified by the concerned authorities. This type of audit system includes those of PTA, NSS, WWS, ASAP, SSP. The audit report is submitted before the executive committee and the general body for the final approval.

PTA

Moreover the PTA accounts also come under the internal audit system. The audit report is placed before the executive and general body and gets approved.

NSS

The units of NSS are functioning effectively in the college for the last two decades. The internal audit of the NSS is carried out every year by an approved chartered accountant of The Kerala University. The certificates are also endorsed here with.

WWS

Walk With Scholar (WWS), is another a new academic initiative sponsored by the government of Kerala. Our college has been effectively utilizing this project for the overall development of the students. The fund received by the college has been audited every year as per the existing regulations. Copies of the audit certificates are also endorsed here with.

ASAP

Additional skill acquisition programme is a joint initiative of the General and Higher Education Department, Government of Kerala. This programme was also implemented successfully in our college. This exemplary opportunity was utilized by the students with enthusiasm. The fund received by the college has been audited by ASAP headquarters as per the statutory regulations. Copies of the audit certificates are endorsed here with.

SSP

The Scholar Support Programme another novel initiatives envisages the provision of additional and personalized assistance to academically weak students. Such students are given tutorials, study material and question banks. A minimum of fifteen classes are held for such students.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document

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

Response:

Our college has a well defined and systematic strategy to ensure the effective utilization of available resources. A Committee for Planning and Development is functioning in our institution for the resource allocation and its optimal utilization and decisions concerning the same. Since the college belongs to the aided category, the State Government grants salary for the teachers and non-teaching staff.

Government Funded Schemes

The College received fund from the State Government for the special programmes like Additional Skill Acquisition Programme (ASAP), Walk With a Scholar(WWS), Scholar Support Programme(SSP), Centre for Continuing Education Kerala, ED Club, premarital Counselling course and KSCSTE (Kerala State Council for Science and Education).The fund was utilized for the same purpose in the best possible way. Also received fund from UGC for remedial coaching, entry service coaching, playground up gradation and library development. The students also benefitted by various scholarships and stipend from the state and the central government.

Fund Utilization Mechanism

The fund received from UGC and it is managed by the Head of the Institution and UGC Planning and Development Committee for General Development Assistance. The members of the committee are the Head of the Institution as the Chairman, Heads of the Departments, senior teachers, the Librarian and the Junior Superintend. After a systematic analysis and discussion of the members, this fund is used for construction of play ground, purchase of fitness equipments and library book purchase.

The PTA fund, is used for improving student amenities and other infrastructure development of the college like toilets, main gate and installation of fans and lights. In the building it also provides financial assistance to the needy students for educational and medical purpose.

Adequate importance is given to extension activities and the related community service. Care has been taken by the college for fund mobilization to distribute academic help to the deserving students in the form of scholarships and other timely financial help as per rules and regulations.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System

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

Response:

In order to enhance the quality education and sustenance of learning, the institution has set up an Internal Quality Assurance Cell (IQAC), which mainly focuses on developing the overall performance of the institution. It enables to ensure that the optimization of innovative teaching methods and evaluation. IQAC will remain as a catalyst to vibrant academic environment. Its main objectives include:

- To aim to be a 'College of Excellence'
- To achieve academic and administrative excellence
- To create a student-centric atmosphere for holistic learning
- To develop stronger Industry- Academia relation for the benefit of staff and students
- To promote Interdisciplinary and collaborative research
- To enhance the quality of staff by promoting and encouraging overall faculty development
- To aim for International collaborations and International programs
- To enhance Infrastructure for Teaching- Learning and Administration.

Examples of two strategies successfully implemented to ensure quality education are;

1. Swachh Bharat Mission (SBM)

Mannaniya College of Arts and Science has contributed towards Swachh Bharat Mission, Launched by Prime Minister, Shri. Narendra Modi on 2nd October 2014. Swachh Bharat Mission (SBM) or Swachh Bharat Abhiyan is a campaign by the Government of India to keep the streets, roads and infrastructure of the country's rural areas clean. With the purpose of achieving the above mentioned goals, the Internal Quality Assurance Cell (IQAC) of our institution suggested to implement a Swachh Bharat Mission (SBH) unit in our college. The SBH in Mannaniya College of Arts and Science was constituted during the academic year 2017-18 with Dr. Shiji Fazil, Assistant Professor of Chemistry as Coordinator and Smt. Mumthas.S, Assistant Professor of Commerce as the joint coordinator and with one student representative, Mr. Noufal S, from II B.Sc Chemistry and a unit comprising of 100 students from various department.

2. Service Learning Activity

Service learning is a process that connects student learning to civic and social responsibilities. Service learning programmes require a high level of engagement and leadership and should include research and reflection. They allow students to create meaningful change outside the classrooms. In order to enhance quality education among students, IQAC of our college promotes service learning initiatives that include Group learning activities incorporated with National Service Scheme (NSS), collective efforts of students

and teachers, Service learning projects, visit to orphanages and old age homes and so on.

File Description	Document
Any additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

To review the teaching and learning process, IQAC has implemented several initiatives such as more effective teaching learning evaluation, modern approaches to teaching, Faculty workshops etc in the college. Two of them are described here.

1. Teaching Learning Evaluation

The college regularly conducts periodical reviews in its teaching learning process. The review is conducted by the academic committee of the college. The committee has a structured and methodological design for the effective implementation of the review process in teaching and learning. There is a well cut out plan for the praxis of theory and practice in the classroom. Based on this a **lesson plan** is prepared prior to each semester for the effective implementation of the curriculum.

1. Modern Approaches to learning

Based on the reviews and studies, the committee will recommend necessary reforms in the teaching learning process taking place in the college. Accordingly, advantageous methods of teaching learning strategies are recommended for the effective implementation of the lessons in the class rooms. Adequate classroom modifications and content specifications are ensured to address the issues, problems and challenges faced by the instructors and the learner. Modern approaches of teaching such as differentiated instructions, **experiential learning, active learning, participative learning, problem solving methodologies**, discovery learning, reflective practices and such theories as multiple intelligences strategies are experimented and the learning outcomes identified in context.

File Description	Document
Any additional information	View Document

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 2.8

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
8	6	0	0	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document
Annual reports of institution	View Document

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

Response:

The college has undergone commendable progress over the last five years. IQAC has a significant contribution towards the development of the college in all the spheres including the teaching -learning process (Implementation of ICT, Smart class rooms, New certificate courses and facilitating all the departments in organizing several international, National and state level seminars), Student support programmes like counselling centre, group tutorial system, different Govt. Funded programmes, infrastructure facilities including up gradation of library and so one.

YEAR	IMPROVEMENT
2018-2019	<ul style="list-style-type: none"> • Campus Recruitment initiatives started under the Career Guidance & Placement cell • New teaching methodologies including use of ICT enabled learning; Peer learning included in the curriculum. • As per the directions of IQAC, the Department of Arabic introduced a new certificate named “Communicative Arabic”. The Department of Commerce started the Course “Law and Practice”. The Creativity Hub commenced a Certificate Course in Spoken English “Let’s Talk”. • All Departments have implemented ICT enabled learning via smart class rooms with and wifi enabled interactive learning sessions. • New canteen Building was constructed. • New Gymnasium Building with latest fitness equipments. • We have approached various tourism organizations and travel agencies regarding inter college programmes for the students. • Several Department level and Institutional seminars and conferences were organized at National and International levels. • Joint efforts by Swachh Bharat Mission and Green Army including Natural Club, NSIC towards creating a plastic free campus. • Bio Gas Plant was installed. • Renovated Ladies retiring/waiting room • Drinking water facility on all floors. • Installation of Napkin Vending Machine and Incinerator. • Opened a separate bank account for Alumni association, Mannaniya Mates. • The entire campus was wi-fi enabled • Constructed disabled friendly facilities such as ramps,railings and differently abled friendly washrooms.
	<ul style="list-style-type: none"> • Up gradation of internet facilities. • Introduced INFLIBNET facilities in library. • Started a spoken tutorial online course in tie up with IIT Bombay. • Started certificate courses in CLISc (Certificate in Library and Information Science). • Started ED club. • Re-established and registered co operative society.

2017-2018	<ul style="list-style-type: none"> • Alumni Association has been officially registered as “Mannaniya Mates” during this District Registration Office, Thiruvanthapuram. • Released the science journal ‘KEVLAR’. • A creativity hub was started under WWS for promoting academic and cultural activities among students • Introduced “Radio Mandio” a new venture of NSS unit of Mannaniya.
2016-2017	<ul style="list-style-type: none"> • New toilets were constructed for girls. • Renovated the existing toilets. • New books had been bought in the library by utilizing the fund received for WWS a
2015-2016	<ul style="list-style-type: none"> • Constructed the play ground as per UGC guidelines.
2014-2015	<ul style="list-style-type: none"> • Set up a new gymnasium with modern equipment by utilizing the UGC fund • Introduced new PG programme in commerce • Set up a computer lab and a seminar hall with innovative technologies.

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 5

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1	2	0	1	1

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document
Any additional information	View Document

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

Safety and Security

Safety and security of the students, especially for girls, have been given foremost priority by the institution. Anti-ragging committee and Women's Study Unit of the college constantly monitoring the activities of the students other than regular class hours and during the extracurricular programs. Surveillance cameras are installed in the common areas and class rooms to watch the entry of outsiders within the premises. The institute has constituted separate committees for redressal of grievances of the staff, parents and students, and has formed an internal committee for complaints regarding sexual harassment. A complaint box is provided in the library hall for the students. The college has also requested the nearest police station to provide police patrolling in the bus waiting area during the morning and evening time. The college instructed to the students, especially the girls-students to avoid isolated shortcuts no matter how tired you are after a long day of studying. We also given the direction that "no matter where they are, on or off campus, you must always be aware of your surroundings, the more you are familiar with

the area the less you become a target for criminals”.

Counselling

We have an active counselling centre, that provides timely assistance to the students for enhancing their overall functioning. Other than counselling centre, Women Study Unit (WSU), which had been set up two decades back in the institution envisaged as a gender forum for sensing, focussing, discussing, tackling and solving women related issues that are hindering the progress of women in general and the girl students of the institution in particular. Along with fulfilling the main objectives of WSU, it also: (a) monitor the girl student’s regularity & discipline (b) enable the parents to know about the performance & regularity of their ward (c) Improves of teacher-student relationship (d) counsels students for solving their problems and provide confidence to improve their quality of life (e) Guides girls’ students to choose right career path for job, higher studies, Entrepreneurship, etc. We also use the “Walk with a Scholar (WWS)” programme, which is a part of “New initiatives in higher education” initiated by Department of Higher Education, Govt of Kerala, and the tutorial cum mentoring system to understand the students who face problems and provide counselling if required.

Common Room

The college provides a spacious and comfortable common room for the girls for healthy recreation and to enable mutual rapport among the students. This rooms have been designed to give students a place to relax, study, refresh and have informal discussions during the free time available. Newspapers, magazines and Journals are provided in the common for enlightening the students. A table, bed with pillow and chair are placed in the corner of the common room kept separated, which is intended for the girls students for taking rest/sleep when they feel tired or sick. Purified drinking water facility is provided in the common room. A sanitary pad vending machine and napkin disposal incinerator are also installed in the common room. An attender is provided to the common room to cater to the small needs of the students.

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 0

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

7.1.3.2 Total annual power requirement (in KWH)

Response: 9000

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 22.21

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 1332.75

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 6000

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

The college has administered a well-planned waste management system in the campus. The campaign for reducing the waste generation and avoid use of plastic products are the part of this mission. The waste accumulated is separated and divided in to four categories such as Solid, Liquid and E- Waste. The following methods are adopted to manage solid, liquid, laboratory and e-wastes in the campus.

Solid waste management

Three labelled large dustbins are provided in each block of the college for collecting the plastic, nondegradable and degradable waste. From the large dustbin, the degradable waste is transferred into the landfill which is located in the campus. The non-degradable waste and plastic are transferred by vehicle into to the central waste collection centre, Trivandrum city very week. The food waste collected from the canteen and the class rooms are transferred in the biogas plant that is installed in the campus. The used sanitary napkins are disposed in the napkin incinerator. The broken glass and sharp items are collected in the labelled container and then transferred in to the central waste collection centre, Trivandrum city by very week.

Liquid waste management

Liquid waste management is done through proper drainage system. Since the college is situated in a rubber estate, plenty of water is needed to cultivate the trees properly. Therefore, the waste water from bathrooms and wash rooms is channelled towards the plantations. Laboratory liquid chemical waste are collected and safely disposed after proper neutralization.

E-waste management

The acid batteries, non-usable electronic instruments are collected in labelled large dustbins, which are placed in every floor of the building and transferred to the e-waste central collection point in Trivandrum.

File Description	Document
Any additional information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus**Response:**

Rainwater harvesting (RWH) is a simple method by which rainfall is collected for future usage. A rain water harvesting system is established in the college to address the water scarcity issues which may arise in future. In order to effectively harvest the rain water in the campus, the institute has installed two reservoirs and collect the rain water from the roof top through channels and pipes. The collected water is used for daily requirements (except for drinking and cooking) and the excess water is transferred to the rain pits for the ground re-charge. The rain pits were dug around the well to ensures the availability of water throughout the year.

File Description	Document
Any additional information	View Document

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Bicycles

Bicycle riding is a easy way to do our part in helping to preserve our planet and keep our college campus free of stinky exhaust fumes. Our institute is encouraging the students and staff to make use bicycling as part of our campus life. Students and staff to make the college are willingly participating in our bicycle riding policy. The college authority has provided an infrastructure for a bicycle shed in the campus.

Public Transport

Public transport system plays an important role in the sustainable development of our campus. About 90% of the students are using public transport facility for their journey to and from the college. Carpooling also known as car-sharing/ride-sharing/lift sharing, is another mode of public transporting system, which is practised by significant number students as well as teaching and non-teaching staff.

Pedestrian friendly roads

Our campus is located around 1 KM away from the nearest town, so the vehicle population in this 1 km distance is considerably less and this path can be considered as a pedestrian friendly path. Inside the campus, for the entire community of the college, the institute has constructed a beautiful eco-friendly pedestrian path, which starts from the entrance of the college to the main building. In addition to this, safety the measurements such as banning of student's vehicle inside the campus and maintainig separate parking facility for faculties and staffs are taken for making the campus pedestrian friendly.

Plastic-free campus

We have conducted plastic-free campus program which aims measurably to reduce plastic pollution in the college campus with a special focus on the reduction and ultimately the elimination of plastic bottles, plastic straws and poly bags. The collected plastic wastes are transferred by vehicle into to the central plastic waste collection centre, Trivandrum city, every week.

Paperless office

As an initiative towards a paperless office, College carries on its student and faculty related records and reports in the digitalized form. The college library is fully computerized. Digital display system at the entrance, announcement through public addressing system and communication among the teachers and offices through emails etc. are the initiative towards paperless office.

Green landscaping with trees and plants

Our college is experiencing greenery and its boons due to the presence of large number of rubber trees as the college is placed in the middle of rubber plantation zone. Inside the campus, the college authority has made a beautiful garden having a collection of plants and trees for supporting the green campus mission and organizes various programmes to create awareness among students in the campus and involve them in maintaine an eco-friendly environment. The college union has constituted a green army group for spreading awareness among the students about the importance of a green campus culture. Student farming is another initiative taken by our college for enhancing the green campus mission. As part of this programme, with the help of the nearest agricultural office, students from our college has started planting vegetables and trees in the campus.

File Description	Document
Any additional information	View Document

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: B. At least 6 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document
link to photos and videos of facilities for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 4

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	3	1	0	0

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 3

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1	2	0	0	0

File Description	Document
Report of the event	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	View Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory

bodies / regulatory authorities for different professions**Response:** Yes

File Description	Document
Any additional information	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years**Response:** 20

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
4	5	7	1	3

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities**Response:****Independence Day**

Every year 15th August, we celebrate Independence Day. The principal of our institute unfurls the tricolour flag and sang the national anthem with students, staff and teachers. After the national anthem, the principal provides a short lecture to the college community regarding to the history of our freedom movements.

Republic day

The Republic day event start with the ceremony of hoisting our national flag by the principal our college and sang the national anthem with students, staff and teachers. After the ceremony, principal address the college community and remind our responsibilities to make the country proud, even with small actions.

International Yoga Day

The United Nations General Assembly had declared 21st June as the International Day of yoga. In the international yoga day, we conduct a workshop and lecture series for creating awareness about the importance of yoga and meditation. We created a Yoga Centre in the college campus in the year 2018 on International Yoga Day, 21-06-2018.

Gandhi Jayanthi

To commemorate the birthday of the 'Father of the Nation', every year 2nd of October, we celebrate Gandhi Jayanti. During the day, in association with swachh bhaath mission unit of our college, we conduct cleanliness drive in and around the campus

Children's Day

We celebrate Children's Day on 14th November every year as a tribute to India's First Prime Minister, Jawaharlal Nehru. As part of the Children's Day observance, on 14-11-2017, we launched "Pusthaka Thottil" programme. In this programme, we collect the school students-oriented books from our college students and donate to the nearest school.

Teachers day

Teachers Day is celebrated to mark the birth anniversary of Dr. Sarvepalli Radhakrishnan by honoring teachers. Teachers' Day is a special day for the appreciation of teachers. As part of the teachers day, our NSS volunteers arrange a function in the Seminar Hall and honour the senior faculties of the college. All teachers have given an opportunity to talk on the experience of their life.

Martyr's Day

Martyrs day, January 30, is the death anniversary of Mahatma Gandhi, the father of the nation. In the remembrance of Mahathma Gandhi, an elocution competition was conducted at the seminar hall of the Mannaniya College by the NSS Unit. The topic is "Role of Gandhian Ideologies in the Modern Education". The first prize was secured by two students- Vaishnavi III TTM and Al Ameen III BA. Jincy III B.Sc got the second prize and the third prize is given to Muhammed Mubarak from I BA. The cash awards for the winners are given by the college principal Mr. A.H.Badrudeen. Dr.M. S Noufal, Associate Professor and HOD, Department of Malayalam made the judgement of the competition.

Good Governance Day

Good Governance Day is observed in India annually on the twenty-fifth day of December, the birth anniversary of former-Prime Minister Atal Bihari Vajpayee. On 25-12-2014, the NSS unit celebrated good governance day and conducted students rally as part of this programme.

File Description	Document
Any additional information	View Document

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

The institution has its own way of distinctiveness and transparency in terms of its financial, academic, administrative and auxiliary functions. All financial transactions are carried out in accordance with the statutory auditing which is strictly undertaken every year without any pending queries.

The academic activities are performed as per the directions of University of Kerala and subject to the guide lines revised by University Grant Commission from time to time. The college principal conducts regular meetings in every week with the department heads to monitor the academic activities. The college conduct internal examinations before the final examination conducted by university in each semester. The internal marks of the students are prepared based on their performance in academic activities and the different criteria stipulated by the Board of Studies in the University concerned. The internal marks are published in the notice board of each department by which the students can check their marks and bring to the attention of the Grievance Cell if there is any discrepancy. The attendance of the students is maintained in each department. The faculty member in charge of attendance in each department publishes the attendance percentage before each semester. An academic audit conducted at the end of every semester to ensures academic accountability and define the effectiveness of teaching – learning process. In addition to this, specific bodies from the PTA and alumni are allowed to initiate interventional qualitative analysis on the academic output and activities of the college from time to time. Every academic matter is emphatically discussed in the Council scrupulously and the heads of the department have been entrusted to implement the decisions accordingly. The innovative ideas and concepts are implemented in consultation with the management for the academic excellence of the institution and the students as well.

The interventional activities of the chairman, board of directors, the manager, the principal, the college council and the student union renders a transparent administrative set up for maintaining complete transparency in administrative matters and the auxiliary functions of the college. The Management Committee has given a complete administrative freedom to the principal to execute the institutional vision with utmost care and responsibility. The College promptly responds to the queries of the public/individual through the Right to Information Act (RTI) for which the College has a Public Information Officer, whose name and contact details are displayed on the College website and in the notice board.

File Description	Document
Any additional information	View Document

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Best practice - 1

Title of the practice: Theme Centred Interaction (TCI), Applied Humanistic Psychology

Objective and Context

- To make the teaching learning process effective and transformative

Context: -Often what happens in the classroom is: dead learning”, ie what is in the text is passed on as through a conveyor belt. As prof Yash Pal (Former UGC Chairman) said, “ a lot is taught, very little is learnt.” TCI is an effective mantra for effective learning.

- To facilitate holistic personal growth of students

Context: - often what is attempted in schools and colleges is merely cognitive. It is mostly syllabus based and exam oriented. TCI sees the student with a wider perspective – “the whole person – body, mind and soul in the context of the community”

The practice

What we have done in mannaniya college are as follows

- TCI workshops for teachers to acquaint them with the concept and practice of TCI in the life and classrooms.
- A series of workshops for students as part of induction to degree classes
- Utilizing the project “Walk With a Scholar” as an opportunity for giving TCI based leadership training to selected students.
- Mentoring based on TCI and interaction with TCI facilitators – Gurukula Session at Kottayam

Underlying these practices are the TCI axioms which proved to be life changing for us. (1) Reverence is due to every living being, growth happens only in the atmosphere of reverence. (2) Freedom is always within boundaries, but boundaries are expandable. TCI originated in Germany in 1960s. Ruth Cohn who founded TCI was a Jewish German psychologist who survived the holocaust. We are fortunate to have with us Dr.C.Thomas Abraham (formerly Head, Dept of life long Education, Mahathma Gandhi University, Kottayam) as our regular TCI consultant. He has offered more than 1000 workshops in nine countries and authored 17 books on TCI in English & malayalam.

Evidence of success

Students and teachers who went through TCI workshops have undergone visible personal change as evidenced by the following

- The book Chernnu Nadakkam Oppam Valaram (Let’s walk together and grow together) carries personal witnessing by 40 students about how TCI touched and transformed their lives. Also released two other books Ente priyappetta Teacher (My Favourite Teacher) and “Enne Njan Aakkiya Amma (My mother who made me who I am).
- Some of the students like Ashik, Shahanas and Haseena were emerged as social leaders and are continuing their affiliation to the college.

- TCI based group therapy sessions are offered to students who are facing minor challenges like lack of motivation to study.
- Dr Dilshad Bin Ashraf, HOD of Psychology, got equipped as a TCI facilitator and is offering workshops as an extension activity of the college.
- Our library has acquired all available books related to TCI in English and Malayalam, and they are being used by staff and students.

Problems encountered and resources needed

- TCI workshops are best offered as residential programmes of minimum three days duration. Ideally it should be five days. This involves expenditure. We are finding it difficult to mobilize resources for this.
- We need to form a team of facilitators from among our teachers. For this we need to organize a Training of Trainers (TOT) at the earliest.

Notes

- At present mannaniya college is the only college in Kerala University which is making use of TCI as an effectiveness tool. We are with TCI for the past three years. There fore we would like to make our college a TCI hub for at least the neighbouring colleges.
- “TCI for Human Meta Morphosis.” Now a days there is a serious crisis happening at plus two level in the state. This is related to the caterpillar instincts that raise their heads in adolescent period. This is appearing in the form of drug addiction, misuse of mobile phones and lack of aim in life. Fortunately, in these adolescent children, along with the negative caterpillar instincts there are the “imaginal cells”, which are responsible for the revolution called metamorphosis, happening inside the cocoon. Mannaniya is a participant in the Butterfly Campaign, which is now transforming many campuses.
- Some books related to TCI and butterfly campaign
- Living Learning – a reader in TCI by Mary Anne Kuebel
- The butterfly effect(in English and malaylam) by Dr C Thomas Abraham
- Butterfly Effect workbook for students
- Chernnu nadakkam, Kai thangavam (Lets walk together and support)- this book is on mentoring.

Best practice - 2

Title of the practice: Learning through philanthropy

Concept Note: Any institution will have to address a mainstream education programme and a complementary practice for quality assurance and achievement of its objectives. Value imbibing and the related philanthropic outlook are path of an educational programme that may contribute to the development of the nation. Hence the underlying principles at work is augmenting values for the benefit of humanity. Based on this the following objectives are formulated.

Objectives of the practice

- To learn human values

- To inculcate a value system in a modern life
- To develop a protocol of behaviour in a modern society
- To develop societal commitment among the students for the benefit of the poor

The context

The jurisdiction of the college has a substantial number of orphans devoid of any facility for learning or community life. This has necessitated the college to address their issues for the benefit of the entire society. Further it has become imperative to give value education to the present generation.

The practice

Complementary education and outreach programmes are unique features of higher education in India. Hence the management is running two orphanages (Mannaniya Orphanage, Pangode & Mannaniya Banath, Mukkunnam, Kadakkal) for male and female and thereby linking the college with philanthropic activities. The philanthropic programmes brings each one of the learner of the college directly with the value system expected out of such programmes. The practice includes active involvement of the students, faculty and the management. The following programmes are conducted for value education

- Extension lectures by students and faculty
- Personal counselling and group therapy
- Skill development training
- Socially Useful Work Programme (SUWP) – training in flower making, ornament making
- Ethical guidance
- Developing communication and compassion among the students of the college and the orphanages.

Evidence of success

- Extension classes and learner involvement from the college amplify the achievements of the students of the orphanages and they could reach the targets and benchmarks of good grades in their public examinations.
- Counselling has benefited to abate the maladjustment, anxiety and depression of the inmates.
- Comprehensive and collective involvement of the students and faculty from Mannaniya college produced a new drive among the orphans for a better societal life.
- The mutual interaction of the students of the college with the orphans provided a quality education, developed ethical values and moral lessons among the destitute children.

Problems encountered and resources required

They encountered problems for goal setting and building a mind set for realistic aspirations of life. The modern social life and cultural being became a problem in many programmes to get assimilated with the inmates. Many modern programmes required ICT resources but the scarcity of fund proved to be a much felt limitation.

Conclusion

A full-fledged teaching/ learning process will be complete only by the complementation of a best practice outside the curriculum framework. Learning through philanthropy is a best practice that other colleges can

follow as it can build up compassion, fellow- feeling and love among human beings. This may add value education possible, so as to augment the development of a full-fledged person.

Mannaiya college pangode claims a unique feature based on its institutional values and best practices. The core values maintained by the college promote an overall development of the learner and the best practices – practice 1 – TCI within the college and practice 2 – Learning through philanthropy outside the campus- both claim distinctive by its very nature.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

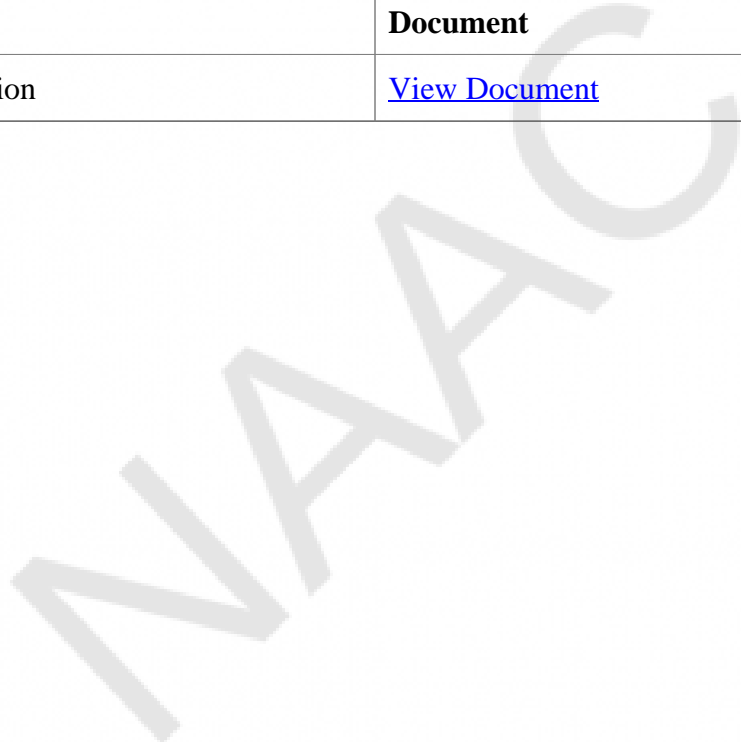
In today's world, educational growth requires every college to create a hospitable environment to attract the community and to its systems. And the quality of its governance in a world of ever changing system of education depends on setting an exciting and worthwhile vision for social progress and the focusing on the good execution of that objective. The college is thus empowered with an extremely important and exciting vision. Transformational progress takes place only with a great vision as it raises the aspirations of the students and helps them to commit to hard work.

The college takes a long term orientation through its philanthropic activities to build up a compassionate ground for the needy poor apart from its core activity of teaching and learning. For this purpose, the college has followed a value system and the students are familiarized to abide by the system and thus the values inculcated have become a protocol for behavior of the students that enhances the confidence, commitment and enthusiasm. Thus the college has an altruistic and socially concerned vision with a thrust for philanthropic activities which are complementary to the business of teaching /learning process. Two of its best practices are philanthropic in nature .The management has always followed a clearly defined and articulated strategy for the philanthropic activities. All the charity activities are bound by programme objectives and planning for sustainability. Some of the philanthropic activities move from charitable care to developmental assistance. As a result, the focus and priority of many of the philanthropic programmes attain a paradigm shift giving thrust to empowerment of women and the poor and related to their developmental assistance.

The vision, the value system and the best practices observed give a unique impetus/ feature/

characteristic to the college. The humanitarian and learner friendly atmosphere give highlights within which the distinctive quality of the college is made known to the world. Some of the programmes of the college with distinctiveness are included the supportind document.

File Description	Document
Any additional information	View Document



5. CONCLUSION

Additional Information :

The pivotal natural location to which the college is posited near bio diversity hotspots of the Western Ghats gives the institution a strategic proximity to the tribal community, the most vulnerable ethnic group, who lags much behind in development and education. The College proposes to undertake various social projects and educational initiatives to redeem them from educational deprivation and evils such as alcoholism and drug abuse to which most of them are chronically addicted to so as to ensure their social betterment and general wellbeing. A greater bulk of the student population consists of first generation learners coming from minority communities who uphold highly orthodox mindset and view of life. They are less inclined to modern way of thinking or to alter their conservative value system to adapt themselves to the modern times. They are least motivated to change so as to advance their educational goals. The Institution is striving to bolster up the efforts already taken to bring these communities to evolve themselves by creating awareness about the need to change and by motivating them to take up higher education more seriously for attaining their societal transformation.

Concluding Remarks :

Mannaniya College of Arts & Science is an esteemed educational institution with a well stated and noble Vision and Mission. It is the avowed affirmation of the Institution to revamp the process of knowledge assimilation and dissemination through a transparent and methodical means which is anchored in quality, equity and excellence; super scribing an Institutional legacy par in eminence in matters of promoting temper for technology, democratic practices, social participation, student achievement, educational values, and other practices that will empower the minority, women, differently abled, transgender and weaker sections of the society through its programmes basically designed for socialization of knowledge and social inclusiveness for sustainable development. This SSR report has been anticipated to give shape to our plans for the future as an academic and infrastructural blue print.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years Answer before DVV Verification : 97 Answer after DVV Verification: 76</p>
1.3.2	<p>Number of value added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years Answer before DVV Verification : 3 Answer after DVV Verification: 2</p>
1.3.3	<p>Percentage of students undertaking field projects / internships</p> <p>1.3.3.1. Number of students undertaking field projects or internships Answer before DVV Verification : 217 Answer after DVV Verification: 216</p>
2.2.3	<p>Percentage of differently abled students (Divyangjan) on rolls</p> <p>2.2.3.1. Number of differently abled students on rolls Answer before DVV Verification : 8 Answer after DVV Verification: 3</p>
2.6.3	<p>Average pass percentage of Students</p> <p>2.6.3.1. Total number of final year students who passed the examination conducted by Institution. Answer before DVV Verification : 96 Answer after DVV Verification: 96</p> <p>2.6.3.2. Total number of final year students who appeared for the examination conducted by the institution Answer before DVV Verification : 173</p>
3.1.3	<p>Number of research projects per teacher funded, by government and non-government agencies, during the last five year</p> <p>3.1.3.1. Number of research projects funded by government and non-government agencies during the last five years Answer before DVV Verification : 0 Answer after DVV Verification: 0</p> <p>3.1.3.2. Number of full time teachers worked in the institution during the last 5 years Answer before DVV Verification : 26 Answer after DVV Verification: 20</p>

Remark : DVV has made the changes as per provided list of full time teacher. DVV has not consider guest faculties.

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

3.2.2.1. Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
7	12	3	1	4

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	1	0	0

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4	3	3	3	3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
4	3	2	3	3

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
6	9	3	1	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15

5	6	3	1	0
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Remark : E-copies of fist page of Sambathika Shastram Islamil of 2017-18 not provided by HEI.

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0	3	0	0	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	0	0	0

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., 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/ Red Cross/ YRC etc., year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
18	11	13	6	5

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
13	9	9	2	3

Remark : DVV has made the changes as per provided report of extension and outreach programs by HEI. DVV has not consider One Day Workshop at RCC for 2015-16, three Days Residential Workshop on Women Capacity Building for 2018-19.

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

3.4.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids

Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
36	19	19	7	6

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
281	251	483	0	0

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

3.5.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
60	16	31	47	17

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
47	13	23	28	17

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

3.5.2.1. Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	1	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	1	0	0

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

4.2.4.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0.50631	0.3273	2.95782	1.7438	0.78547

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0.87	0.67	3.19	2.01	1.06

4.2.6 Percentage per day usage of library by teachers and students

4.2.6.1. Average number of teachers and students using library per day over last one year

Answer before DVV Verification : 15

Answer after DVV Verification: 88

Remark : DVV has made the changes as per average of teacher and students using library per day on 23/07/2018, 24/07/2018, 25/07/2018, 26/07/2018 and 27/07/2018.

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
36.83954	31.10890	31.85862	25.44124	22.47668

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
36.84	31.19	29.72	23.94	22

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
392	346	332	87	105

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
391	86	331	425	422

Remark : Report of Career Guidance and Placement Cell and NET Coaching not provided by HEI for the year 2017-18. Report of Career Training by WWS, Mock test and Interview by WWS for 2016-17 and Career Skill Development Programme by WWS for 2018-19 has not reflect the number of students. DVV has made the changes as per report of admitted list of students in 2.1(extended level) for the year 2014-15 and 2015-16. Number of students benefited by guidance for competitive examinations is more than number of students admitted.

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

5.1.5.1. Number of students attending VET year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
72	123	23	23	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
72	123	0	0	0

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
9	18	11	21	13

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
9	17	11	19	11

Remark : DVV has made the changes as per provided placement certificates of students by HEI.

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg:

NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
7	12	10	15	8

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
6	11	10	15	8

5.2.3.2. Number of students who have appeared for the exams year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
22	26	18	31	18

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
22	26	18	31	18

Remark : Provided report of Harikrishnan of 2017-18 and SaiKumar V P of 2018-19 has not clear.

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
13	16	15	11	7

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
7	16	12	10	6

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

5.4.3.1. Number of Alumni Association /Chapters meetings held year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15

2	1	1	1	1
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Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3	3	1	1	1

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3	8	10	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3	7	10	0	0

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
9	1	5	4	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
8	1	5	4	0

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15

36	9	5	4	7
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Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
8	6	0	0	0

Remark : DVV has considered those quality initiatives which is conducted by IQAC only. DVV has made the changes as per pro-rata basis of provided report of quality initiatives by HEI.

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
5	20	8	7	4

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	2	0	1	1

Remark : DVV has not considered report of Butterfly workshop for the year 2017-18.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0.55	0	0	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : Provided bills of bio plant with only college stamp has not considered for the year 2018-19.

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five

years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
12	18	3	1	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	3	1	0	0

Remark : DVV has not considered activities conducted through NSS.

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1	8	0	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	2	0	0	0

Remark : DVV has not considered Training in athlet and game for the school students which has organised for other school children.

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
17	15	11	3	4

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
4	5	7	1	3

Remark : DVV has made the changes as per pro-rata basis of provided report of universal activities by HEI.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 482 Answer after DVV Verification : 231</p>																				
2.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> </tr> <tr> <td>26</td> <td>26</td> <td>26</td> <td>26</td> <td>26</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> </tr> <tr> <td>20</td> <td>22</td> <td>22</td> <td>22</td> <td>23</td> </tr> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	26	26	26	26	26	2018-19	2017-18	2016-17	2015-16	2014-15	20	22	22	22	23
2018-19	2017-18	2016-17	2015-16	2014-15																	
26	26	26	26	26																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
20	22	22	22	23																	
2.2	<p>Number of sanctioned posts year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> </tr> <tr> <td>26</td> <td>26</td> <td>26</td> <td>26</td> <td>26</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> </tr> <tr> <td>22</td> <td>22</td> <td>22</td> <td>22</td> <td>23</td> </tr> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	26	26	26	26	26	2018-19	2017-18	2016-17	2015-16	2014-15	22	22	22	22	23
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