



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

MARY MATHA ARTS AND SCIENCE COLLEGE

MARY MATHA ARTS AND SCIENCE COLLEGE VEMOM P O

MANANTHAVADY WAYANAD

670645

www.marymathacollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Mary Matha Arts and Science College is an aided, private, minority higher education institution established in 1995. The college symbolizes the realization of the dreams and aspirations of the people of the tribal, minority-dominant and backward hill district of Wayanad. Managed by the Roman Catholic Diocese of Mananthavady, the college is a vital part of the only Aspirational District in the state of Kerala.

In the year 2006, the college was accredited by NAAC with a B++ grade, and later in 2013 with an A grade. In the third cycle in 2019, the College was reaccredited with a B++ grade. The college offers eight Degree programmes, two PG Programmes and has three research centers. Additionally, 50 certificate courses are offered to enrich the curriculum and a few of them are designed in an interdisciplinary nature in accordance with the New Education Policy. The 727 students, 48 teachers, a committed team of administrative staff and a Management with an outstanding vision, constitute the core of the college.

In recent times, the profound social commitment of the college was evinced during the Kerala flood, Covid-19, and riot-hit Manipur issue. The extension activities and the two best practices of the college PEN –R (Project on Empowerment through News Reading) and Green Campus are envisioned to produce socially responsible and environmentally sensitive individuals. The college tries to bring digital inclusivity to all students through a well-defined IT policy. The career-oriented programmes conducted by the departments, and opportunities provided by the institution to continue education in the distance mode through the centres of IGNOU and Kannur University Distance Education offer high utility and flexibility for the students. The NSS and NCC units of the college have brought laurels and recognition to the college at different levels. The financially backward students are given scholarships from the government and other agencies. The campus is disabled-friendly and ensures inclusivity and equal opportunity to all students. Today, the college is a highly desired institution in the Malabar region because of the focus and attention given to the holistic development of students who are mainly first-generation graduates of their families.

Vision

The holistic development of students with sound intellectual, physical, psychological, emotional, and spiritual maturity that will pave the way for a truly democratic, secular, and equitable social order.

Mission

To make knowledge available to the students through quality education irrespective of their religion, caste or gender, but keeping in view the educational needs of the Christian Community as well, thus to be an active agent contributing to the Socio-economic and cultural transformation of Wayanad.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Academic Excellence:** A dedicated Management and a team of well qualified, experienced faculty members who are committed to excellence in teaching, learning and research.
- **Moulding the first-generation graduates in Wayanad District:** The College focuses on educating the first-generation graduates of Wayanad.
- **Outcome Based Education:** Learning outcomes are defined specifically, and instruction, assessment methods and remedial coaching are designed to achieve these outcomes.
- **Range of Programmes:** 8 UG Programmes, 2 PG programmes, 3 Research Programmes and 50 Certificate and Value-added Courses are offered by the institution.
- **Infrastructure Facilities:** Well-equipped ICT-enabled classrooms, laboratories, library, auditorium, indoor stadium, conference hall, audio-visual room, seminar hall, playground, amphitheatre, open gym and other facilities to enhance the teaching- learning experience and opportunities for co-curricular activities.
- **Student Support Services:** Comprehensive support services for the students like counselling, career guidance, innovation and incubation activities, canteen, hostels, scholarships, extracurricular activities, NCC, NSS, sports, games, yoga, clubs and associations that can help in the holistic development of the students.
- **Collaborations:** Collaborations with industries and other educational institutions for internships, placement opportunities, faculty and student exchange, and extension activities.
- **Sustainable Campus Operations:** Use of renewable energy sources, proper waste management, environmental education, farming, agricultural practices and focus on Green Campus initiatives.
- **Community Engagement:** Robust collaborations with local communities including initiatives such as Employment Training Centre for Tribal women, Karunya Charity Mission, and partnerships with Mananthavady Municipality and other organizations.
- **Divyangjan Friendly Campus:** Provides accessibility and inclusivity to individuals with disabilities.
- **Gender Inclusive Campus:** Promotes inclusivity, equality and respect for all genders through gender sensitive programmes and practices.
- **Digitised Campus Operations:** Advanced digital technologies and tools are used to enhance the academic and administrative operations such as Learning Management System, TCS for automated attendance management, Acredit360 for Outcome-Based Education, Network Resource Centre for accessing digital facilities, KOHA for library management, Google Suite for collaborative work, and 24x7 Wi-Fi and CCTV for uninterrupted connectivity and surveillance.
- **Remarkable Achievements of our Students and Alumni:** Our students excel in curricular activities and also in a diverse range of extracurricular pursuits including participation in prestigious events such as the Google Product summits. The alumni make significant strides in higher education, employment, business, arts, and film.
- **Alumni Support:** The College has a strong alumni network. Alumni meets are organised regularly at the department and college levels. Alumni contribute to the development of the college by extending support at various levels like offering financial support, being resource persons for seminars, workshops, career guidance and other interaction programmes.
- **Good Parent Teacher Relationship:** Parent-Teacher meetings are organised regularly and a good rapport is maintained between the parents and teachers for the well-being of the students and the development of the College.

Institutional Weakness

- **Restricted Academic and Administrative Autonomy:** Inability of the College to start new courses independently and the delay at the University and Government levels to sanction new courses, and teaching and administrative posts.
- **Fund mobilization/Limited Number of Funded Projects:** Wayanad is the only aspirational district in Kerala which has resulted in reduced networking opportunities, limited access to resources for research and internships, and limited opportunities for fund mobilisation. To overcome this barrier, the College Management provides the necessary financial aid to support the initiatives of the institution.
- **Student Diversity:** The College does not have many students from outside the state of Kerala. In the current academic year, students from Manipur were given admission as part of social responsibility of the institution, making the campus more diverse and inclusive.
- **Socioeconomic factors:** Lower socioeconomic indicators affect student enrolment, retention and academic performance.

Institutional Opportunity

- **Access to Quality Education:** The college can provide access to quality education to the youth of Wayanad as there are no central and national educational institutions in the district. Many of our teachers are alumni of Central Universities and institutes of national reputation.
- **Entrepreneurship and Innovation:** The college can provide resources, mentorship and incubation support to aspiring young students and entrepreneurs to stimulate economic development and job opportunities within the district.
- **Skill Park:** The college can provide skill development programmes and establish a skill park that aligns with the needs of both the local and the global job markets to enhance employability and contribute to the economic growth of the district.
- **Outreach Programmes:** Engaging with the local community through outreach programmes can address community needs and foster a sense of civic responsibility among students.
- **Research and Development:** The College can contribute to research and development activities that address local challenges and promote sustainable development.
- **Internship Cell:** An Internship Cell can be established in the College to provide opportunities for students to do internships.
- **Industry Academia linkages and Collaborations:** The College has the potential to have collaborations with industries to bridge the gap between theoretical learning and practical application.

Institutional Challenge

- **Challenges due to the Location of the College in an Aspirational District:** Fund mobilisation, acquiring resources for research, finding opportunities for internships and placements, and attracting students from other regions are the major challenges.
- **Remoteness of the College:** Overcoming the problems due to the remoteness of the college and finding solutions for conveyance of students, faculty, industry experts and academic experts.
- **Ecologically Sensitive Geographical Terrain:** Government regulations on land conversion and construction activities due to the location of the college in an ecologically sensitive area quite often hinder development activities.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution adheres to Kannur University regulations in designing courses and syllabi. College offers **8 UG, 2 PG, and 3 Doctoral programmes**. Teachers prepare curriculum under CBCSS through their representation in curriculum design workshops and **Board of Studies (BoS)**.

Program Outcomes (PO), Program Specific Outcomes (PSO), and Course Outcomes (CO) are displayed in the college campus and website. **Outcome-Based Education** principles are integrated in question paper preparation process. The alignment of POs, PSOs, and COs is facilitated through the software Accredited 360, ensuring a connection between students' achievements and learning outcomes.

At the commencement of each academic year, common staff meetings are convened to structure the academic plan. The college prepares **academic calendar** aligning with university calendar and each department prepares **departmental academic calendars**. Teachers maintain **individual academic calendars** and **work done diaries**. Each semester begins with departmental staff meetings for the allocation of courses, complemented by a **master timetable** at college level and **individual timetable** at department level.

Bridge courses for first-year students and **remedial coaching** for those requiring additional support are organised. **Internal assessment** plays a pivotal role in evaluating student progress. These marks are calculated based on a combination of **internal exams, assignments, and seminars**.

Each department offers **certificate courses**, providing students with opportunities to enhance their skills beyond regular academic activities. Students are encouraged to enrol for online courses including MOOC, and SWAYAM.

The college **integrates cross-cutting issues** relevant to gender sensitization, environment and sustainability, human values, and professional ethics into curriculum.

Academic Excellence Day is organized to honour students with meritorious achievements. The event

underscores the institution's commitment to a culture of excellence in education.

UG and PG programs integrate **project work** promoting practical application and enhancing students' problem-solving skills.

Institution obtains **feedback on the syllabus** and its transaction from the stakeholders such as students, teachers, employers and alumni. The feedback is analysed and actions are taken accordingly.

Teaching-learning and Evaluation

The admission process is carried out through an online Centralised Allotment Process regulated by Kannur University. The following statistical data provides a comprehensive understanding of various indicators during the assessment period:

- Average number of students studying in the college: 796
- Average enrolment percentage: 83.67%
- Percentage of seats filled against seats reserved for various categories: 74.49%.

- Student - Fulltime teacher ratio:18:1.
- Percentage of fulltime teachers against sanctioned posts: 100%.
- Percentage of fulltime teachers with NET/PhD during the last five years: 72.4%.
- Average pass percentage of students in the assessment period: 82.14%.

The institution employs **student-centric teaching-learning pedagogy** incorporating:

- ICT
- Experiential, participative and problem-solving methods
- Internships, training programs and hands on skill training
- Interaction with alumna, scientists and experts
- Industrial/field visits and residential camps
- Projects and lab sessions
- Article reviews and book reviews
- Educational fests and exhibitions
- Peer group learning and group discussions
- Community oriented activities

Effective curriculum delivery is done through ICT tools using **LMS** and other learning platforms.

Members of the faculty enrich students with their knowledge and skills in various courses through **ICT-based teaching modes**.

A **computerized attendance system** is executed in the college and is centrally monitored. Students receive their attendance updates online.

The college conducts centrally monitored **OBE** based model examinations in each semester.

The **internal assessment** is carried out systematically and the grievances are redressed. A three-tier grievance

redressal system ensures transparency and timely publication of results. Students make complaints anonymously through the complaint boxes (both online and offline).

POs, COs and PSOs are communicated to students through college website and department notice board. Attainment of outcomes is evaluated through Bloom's Taxonomy.

Annual feedback from various stakeholders is used to take measures for the improvement of teaching-learning process as well as overall institutional performance.

The student satisfaction survey is done as per NAAC directives.

Research, Innovations and Extension

The institution secures funding from diverse governmental agencies to support research endeavours. A sum of **Rs 33.71 lakhs** was obtained from entities like DST and KSCSTE. The college has three research centres—Zoology, Mathematics and Computer Science, accommodating 19 research scholars.

Faculties and students published **34 research articles** in UGC CARE listed and Peer-reviewed journals. They also published **27 books and book chapters** in edited volumes and presented papers in national and international conferences.

The institution has created an ecosystem that not only fosters **innovation and entrepreneurship** but also integrates traditional **Indian Knowledge Systems** providing students with a holistic and culturally rich educational experience. Initiatives such as Incubation Centre, ED Club, Research Promotion Committee, sessions on Intellectual Property Rights, Internships, Seed Money Assistance, Community Engagement initiatives and various other endeavours were organised. Efforts were directed towards providing research exposure to students in innovative areas and topics through seminars and training sessions.

In tandem with academic pursuits, the institution places a strong emphasis on societal engagement. It takes on the significant responsibility of instilling commendable value systems in students. By embracing the **UNAI Principles**, Sustainable Development Goals such as No Poverty, Zero Hunger, Good Health and Well-being, Quality Education, Gender equality and Women Empowerment, Clean Water and Sanitation, Reduced Inequalities and Initiatives, the college has orchestrated extension activities within neighbouring communities. The activities aim to raise students' awareness on crucial social issues, and the interventions have made positive and meaningful contribution to the holistic development of students.

The college has signed **43 MoUs** with academic institutions, industrial companies and NGOs to undertake cooperation in areas of:

- student exchange for research and study
- exchange of faculties, staffs and research scholars for joint research activities
- organization and participation in seminars, symposia, short-term academic programs and academic meetings
- exchange of resources like lab, library, sports infrastructure and research labs
- collaborations for placement, internships and conducting certificate courses and other endeavours.

Infrastructure and Learning Resources

Campus Overview:

- Sprawling across 18 acres, the campus is divided into four blocks, fostering an optimal educational environment.

Educational Infrastructure:

- Supports 8 undergraduate programs, 2 postgraduate programs, and 3 research centres.

Facilities include:

- 28 ICT-enabled classrooms
- 4 common classrooms
- 7 laboratories
- 3 research centres
- Auditorium, seminar hall, and discussion room
- Central Library with 16537 books, 853 reference books, 134 rare books, 4 journals and 11 periodicals, 7 dailies and 77 non-book materials and access to e-journals and e-magazines through INFLIBNET, N-LIST, and Magzter.
- Inclusive features for Divyangjan, such as ramps, lifts, wheelchairs, washrooms and NVDA software.

IT Facilities:

- 35 ICT-enabled rooms
- Student-focused allocation of 111 computers, maintaining a 7.05 student-computer ratio
- Campus-wide Wi-Fi with 300 Mbps bandwidth
- Various peripherals, including printers, interactive TVs, smart TVs and scanners
- 5 UPS units
- 24/7 CCTV surveillance
- Network Resource Centre
- 3 computer labs

Sports and Games Facilities:

- Indoor stadium with courts for volleyball, basketball, and badminton.
- Playground featuring a football field, cricket pitch, 200m track, and courts for kabaddi and handball.
- Halls for indoor games, gymkhana, open gym, and facilities for weightlifting and archery.

Cultural and Yoga Facilities:

- Auditorium with 1200 seats, amphitheatre, and open stage.
- Indoor stadium and seminar halls for cultural programmes and yoga classes.
- Multiple porticos, audio-visual room, and ample open areas.

Academic/Non-Academic Software:

- Integrated Library Management Software
- NVDA for differently-abled students
- Learning Management System (LMS)
- Google Suite, Google Classroom, and Total Campus Solution (TCS).

Other Facilities:

- Administrative Section, College Union Office, and Women's Cell.
- Specialized offices like IGNOU Study Centre, NCC (Army Wing and Naval Wing), and two NSS units.
- Amenities such as canteen, cooperative store, and Fr Francis Njallanpuzha Memorial Heritage Museum.
- Comprehensive waste management and water purification systems.
- Sustainable features like solar panels, bio-gas plant, and vermicompost unit.
- Fruit, herbal, flower, and bamboo garden
- Auditorium, indoor stadium, playground, and seminar halls. These are open for public during holidays and after regular hours.

Expenditure Breakdown:

During the assessment period, significant budget allocations were made:

- Infrastructure augmentation: 60%
- Maintenance of infrastructure: 28%

Student Support and Progression

The institution prioritises student welfare through initiatives like scholarship support, capacity building, and efficient grievance resolution. Programmes in soft skills, language, life skills, and ICT are incorporated for students' skills enhancement. **Notable achievements** include high student success rates and recognition in sports and arts. Active alumni engagement fosters academic and student communities' acceleration to success.

- The institution regularly conducts **capacity building and skill enhancement programmes**. 51 programmes for Soft Skills development, 37 programmes for Language and Communication Skills, 77 programmes for Life Skills and 25 programmes for ICT/ Computing Skills were organised during the assessment period.
- **67.31% of students benefited** from scholarships, freeships and endowments.
- A total of 244 students **participated in MePro Certificate Courses**, designed to enhance and refine their language proficiency.
- 43% of the students benefited through various **career guidance and counselling programmes** organised by different agencies.
- Student grievances are promptly addressed through a transparent process, utilising both offline and online modes, by various statutory committees including Anti-Ragging Committee, Prevention of Women Harassment Committee (ICC), and Grievance Redressal Committee, SC/ST Cell, Minority Cell, OBC Cell and Persons with Disabilities Cell.
- The institution conducts **Student Adalat** with student representatives to address common grievances. A total of **62** grievances were effectively resolved during the assessment period.
- The College address grievances by implementing well-constructed policies, fostering student awareness, and promptly displaying relevant information on display boards.

- 57 % of outgoing students pursued **higher studies and careers** and 87 students cleared examinations like NET/SET/GATE/JAM/IELTS.
- Students won 109 medals in sports and cultural activities at University/State/National level.
- 39% of students participated in cultural and sports activities in 194 programmes at collegiate/intercollegiate/university/state/national levels during the assessment period.
- The college boasts an active alumni community, comprising a registered association with **6147** members.

- A grand **Mega Alumni Meet**, featuring representatives from all batches, served to strengthen community feeling.
- Each year, a distinguished alumni is honoured and he/she address students on **Excellence Day**.
- Alumni are actively involved in **Finishing School Programme**, imparting valuable insights and experiences to student community.

Governance, Leadership and Management

Governance, Leadership and Management

Mary Matha Arts and Science College operates under the governance of the Diocese of Mananthavady. The day-to-day affairs, formulation of policies, administrative structure, appointments, service rules, and procedures are overseen by the Management through various mechanisms and are in accordance with the university regulations. This ensures a well-organized and transparent framework for the effective functioning of the college.

Institutional Vision and Leadership:

- **Governing Body** formulates strategic policies.
- **Principal** executes daily operations and smooth running of the college.
- **College Council** reviews internal matters.
- **IQAC** focuses on sustained quality improvement.
- **Committees and Cells** organize academic and extracurricular activities.
- **Grievance redressal system** handles grievances and ensures fairness.
- **Recruitment/promotions** adhere to UGC, Kannur University, and Government of Kerala guidelines.

Strategy Development and Deployment:

- The College has a Short Term Institutional **Perspective Plan** (2019- 2024), and a Long Term Institutional Perspective Plan: Vision 2030

- **The deployment** of the Institutional Perspective Plan is done in a decentralised manner.

Faculty Empowerment Strategies:

- **Self-Appraisal mechanism** through APAR, feedback system and AAA carried out yearly in each department.
- Avenues for **career development** includes FDPs, FIPs, Workshops, Seminars/webinars, Conferences, skill-advancement programmes, and financial support for teachers.

- Different **statutory and non-statutory welfare schemes** are available in the college - insurance schemes, maternity/paternity leave, PF, pension schemes, and casual/duty leaves as per government norms. Other welfare measures include free Wi-Fi, hostel/lodging facility, parking spaces, gymnasium, co-operative society, and facilities for advanced research.

Financial Management and Resource Mobilization

- Fund utilization/allocation is monitored via financial management system.
- Funds are granted by UGC, INSPIRE, RUSA, PTA, and Alumni.
- Internal audit is done within the college by CAs and internal audit team.
- External audits are conducted by the AG and DD of Collegiate Education

Internal Quality Assurance Cell

- Organizes training programs/seminars.
- Finalises a well-defined plan of action and prepares academic calendar.
- Conducts reviews through AAA, feedback analysis, and APAR of teachers.
- Ensures incremental changes for e-governance, office automation, ICT-enabled teaching and learning, soft skills, and NIRF participation.
- Institutionalizes quality assurance through CBCSS, PEN-R and Green Campus initiatives.

Institutional Values and Best Practices

The College is committed to promote **gender equality and inclusivity**. Key initiatives such as Gender Audit and Gender Sensitization Action plans serve as steps towards achieving gender equality. The integration of gender perspectives into curriculum and various co-curricular activities play a pivotal role in advancing gender equity.

The college prioritizes **environmental sustainability**. A robust waste management policy, rainwater harvesting mechanism, use of biogas plant for managing canteen waste and organisation of awareness programmes highlight the institution's commitment to green practices. The campus prohibits single-use plastics, discourages other forms of plastics, and actively promotes programs aimed at maintaining a green and pollution-free environment. Initiatives like restricted vehicle entry contribute to keep the campus free from air pollution. The campus is disabled-friendly with facilities like lifts, washrooms for differently-abled, ramps, wheelchairs, and other security measures.

The College conducts **Environment and Energy audit** to ensure sustainability. The college plays an active role in environmental conservation and community welfare as evident in addressing pollution in the basins of the Kabani River, a critical drinking water source in Wayanad.

Project on Empowerment through News Reading (PEN-R) is one of the best practices of the college. As part of PEN-R, students present news through public announcement system, read newspapers in the classrooms, circulate news highlights in class WhatsApp groups and notice boards, and organise activities and competitions in the departments.

Green Campus - Greening Humans, another best practice, involves a multidisciplinary approach to environmental education and activities incorporating hands-on experiences, knowledge exchange, and

community engagement.

Moulding and Empowering First Generation Graduates in Northern Wayand is the distinctive feature of the College. Realizing the dearth of higher education centres in Wayanad and the resultant lack of academicians and professionals, the college envisioned the empowerment of this region through the educational uplift of first-generation graduates.

Assessing a quarter century of existence, it is gratifying to note a **significant rise in the number of first-generation graduates from Northern Wayanad** who are actively contributing to society as educators, academicians, lawyers, journalists, and various other professions—a **testament to the notable achievements of our alumni**.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MARY MATHA ARTS AND SCIENCE COLLEGE
Address	Mary Matha Arts and Science College Vemom P O Mananthavady Wayanad
City	Mananthavady
State	Kerala
Pin	670645
Website	www.marymathacollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Maria Martin Joseph	04935-241087	9447277990	-	mmcmntdy@gmail.com
IQAC / CIQA coordinator	Shaju P P	0493-5243087	9447887703	-	shajupaily@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

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

Establishment Details				
State	University name	Document		
Kerala	Kannur University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	26-12-2001	View Document		
12B of UGC	15-09-2004	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				

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?	Yes
If yes, name of the agency	National Institutional Ranking Framework
Date of recognition	01-02-2023

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Mary Matha Arts and Science College Vemom P O Mananthavady Wayanad	Rural	18	26244.7

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,Computer Science,Computer Science	36	Higher Secondary	English	40	31
UG	BCom,Commerce,Computer Application	36	Higher Secondary	English	55	52
UG	BSc,Chemistry,Chemistry	36	Higher Secondary	English	24	3
UG	BSc,Physics,Physics	36	Higher Secondary	English	30	9
UG	BA,Social Science Economics,Social Science Economics	36	Higher Secondary	English	40	39
UG	BSc,Zoology,Zoology	36	Higher Secondary	English	40	33
UG	BSc,Mathematics,Mathematics	36	Higher Secondary	English	40	15
UG	BA,Function	36	Higher	English	45	45

	al English,Functional English		Secondary			
PG	MSc,Computer Science,Computer Science	24	Under Graduation	English	20	17
PG	MSc,Mathematics,Mathematics	24	Under Graduation	English	20	3
Doctoral (Ph.D)	PhD or DPhil ,Computer Science,	36	Post Graduation	English	18	14
Doctoral (Ph.D)	PhD or DPhil ,Zoology,	36	Post Graduation	English	4	0
Doctoral (Ph.D)	PhD or DPhil ,Mathematics ,	36	Post Graduation	English	8	6

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				5				42			
Recruited	1	0	0	1	2	3	0	5	18	24	0	42
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	1	5	0	6
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				20
Recruited	16	3	0	19
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	2	2	0	4
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	2	2	0	3	4	0	12
M.Phil.	0	0	0	0	1	0	1	1	0	3
PG	0	0	0	0	0	0	9	3	0	12
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	2	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	12	0	14
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	1	2	0	3
UG	0	0	0	0	0	0	0	0	0	0

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

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

Self Study Report of MARY MATHA ARTS AND SCIENCE COLLEGE

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	80	9	0	0	89
	Female	136	2	0	0	138
	Others	0	0	0	0	0
PG	Male	3	0	0	0	3
	Female	17	0	0	0	17
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	13	12	8	10
	Female	12	16	13	12
	Others	0	0	0	0
ST	Male	23	22	20	16
	Female	36	35	40	39
	Others	0	0	0	0
OBC	Male	87	87	82	92
	Female	283	262	213	188
	Others	0	0	0	0
General	Male	172	187	199	176
	Female	157	183	219	266
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		783	804	794	799

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Mary Matha Arts and Science College, an aided institution affiliated to Kannur University, is governed by the rules and regulations of the University and has limited flexibility in selecting and designing Programmes. Despite this, the Programmes offered by the college are significantly diverse and reflective of its vision and mission, the core of which is to offer inclusive, intellectual, cultural, moral, social, emotional, physical and aesthetic training to all students to make them globally competent and socially responsible citizens. Programmes like BA Functional English offers a multifocal introduction to various courses like Theatre Studies, Translation Studies and Film Studies, and provides the students</p>
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	<p>with insights on various learning and research methodologies. The college promotes multidisciplinary approach to learning by offering Generic Elective Courses in the fifth Semester of UG programme by all departments. This course is open to all students in the institution except for the students of the parent department. The sixth semester UG and fourth semester PG students undertake projects which are interdisciplinary in nature. Students get an opportunity to explore and integrate multiple perspectives from different disciplines and areas of expertise and also receive academic/creative inputs from other faculty/departments. The college encourages research activities that are interdisciplinary in nature. Seminars/symposiums/conferences/workshops/talks/fests organised by the individual departments are open to students from other departments to promote interdisciplinary approach to the learning process which enriches and enhances their learning experience. Several certificate courses are offered by the departments which are interdisciplinary in nature. The students are also encouraged to register for SWAYAM Courses, and programmes offered by IGNOU Study Centre in the campus which are interdisciplinary.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The college, a non-autonomous institution affiliated to Kannur University, adheres to the curriculum and regulations related to the university academic programmes. Hence, the college is not entitled to introduce the academic bank of credits and multiple entry-exit provisions. However, the curriculum of all our programmes follows modular patterns compatible with easy credit stacking and credit transferability envisaged by ABC. Students are encouraged to register for SWAYAM Courses and programmes offered by IGNOU Study Centre in the campus. The rationale behind this encouragement is grounded in the anticipation that once ABC becomes operational, students will derive immense benefits from the transfer of credits earned through these courses. Apart from offering better employability, these programmes will enable students to reap the benefits of ABC in the future. We also plan to develop all the existing certificate programmes of the college into academic bank of credits once the University approves the ABC. It is a testament to the college's commitment in providing students with a holistic and</p>

	<p>forward-looking educational experience. This vision aligns perfectly with the evolving educational landscape, where credit transferability and flexibility are increasingly vital. The institution is ensuring that its students are well-prepared to leverage the benefits of this innovative system, both through SWAYAM and IGNOU courses. As the higher education sphere evolves, Mary Matha Arts & Science College stands ready to offer its students a competitive edge in their academic and professional pursuits. The novel approach of academic bank of credits has been open for the students as well as the teachers from 2020 March. The teaching faculty has made use of the different online Faculty Development Programmes (FDPs) during this period.</p>
<p>3. Skill development:</p>	<p>The college has meticulously crafted a series of activities geared towards enhancing capacity and skills, with the ultimate goal of preparing students to tackle the challenges of a rapidly evolving world, both in terms of life and employment. To this end, the institution houses Skill Development Centre where a diverse range of capacity-building and skill enhancement activities are conducted. Civil Service Coaching classes is an initiative under the centre. The college provides opportunities for skill development through certificate programmes. Programmes like Tally and Python enable students to acquire specialized skills that are highly sought after in job market. BA Functional English programme takes skill development to the next level by integrating on-the-job training. This practical exposure enhances students' vocational skills and prepares them for real-world challenges. The Physical Education Department organizes a series of games, tournaments, and coaching sessions, fostering physical fitness and wellness among the students. Regular yoga training and exercise sessions are offered, attracting enthusiastic participation. The college strongly believes in community engagement, and students are encouraged to participate in extension programmes organized by NSS, NCC, and various other departments and clubs. These activities offer students valuable opportunities to interact with the public, officials, NGOs and authorities both within and outside the college, broadening their horizons and instilling a sense of responsibility towards society. In recognition of the importance of values and mental</p>

	<p>well-being, the college conducts value education classes and counselling sessions. Under the guidance of Career Guidance and Counselling Cell, the college regularly organizes counselling sessions, providing students with valuable guidance on their academic and career paths. Additional Skill Acquisition Programme (ASAP) is an avenue through which the college collaborates with the Kerala government in developing skill-based learning environment in the institution.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The teaching and learning processes in the college accommodates Indian knowledge and culture. Departments offer Certificate Courses that inform students the richness and diversity of Indian history, culture, art, literature and science. Experiential learning, the focus of the Indian knowledge base, is highly valued in the institution. The administrative language has been changed to Malayalam. Hindi and Malayalam are taught as second languages as part of the curriculum. These courses related to the study of ancient, medieval, modern, post-modern, social and linguistic aspects of Indian culture gives students a comprehensive view of the Indian culture and tradition. In addition, we celebrate 'Malayalam Week' and 'Hindi Week' with a series of programmes. To help students internalise the region's varied culture and traditions, we encourage multilingual classroom sessions and organise field trips to indigenous communities and sites. These experiences encourage our students to constructively address the developmental issues of these communities. For instance, the students from our college mentor children from neighbouring communities by supporting their learning requirements through programmes like Schollege and Each one Teach One. A unique collection of books in local languages on Indian literature, tradition, history, and culture is available at the college library. Yoga day is celebrated every year with the full participation of teachers and students. Additionally, we encourage the practice of yoga throughout the year so that our students can learn the Indian tradition of meditation and grow in harmony with the environment. They, as a result is capable of synchronising their body and mind and at the same time become more conscious of their culture and traditions. National Youth Day is celebrated as a commemoration of Swami</p>

	<p>Vivekananda. Kerala's regional festival, Onam, is enthusiastically observed, and the competitions and performances that go along with it are intended to foster cultural unity and local art forms. Field trips are organised for students to explore places that have historical and cultural significance. Additionally, we maintain a Heritage Museum with more than 500 items of antique fishing gear, farming equipment, and other valuables of yesteryears.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>As soon as the UGC proposed the introduction of OBE, the IQAC recognised its significance and familiarises the faculty with its structure and finer aspects. In 2019, Kannur University revised the UG curriculum in tune with OBE pattern and it was implemented in the College as well. The process of OBE transactions involves organised interactions between departments, students, and teachers. During the induction programme, POs and PSOs are explained to the students. Each teacher introduces the Course Outcomes (COs) to the students at the start of the semester. The College systematically evaluates the attainment of COs, PSOs, and POs. An automated evaluation process was implemented in 2022-23 through the 'Accredit360' software for assessing these outcomes. Bloom's Taxonomy is utilized to define the Course Outcomes. Procedure for Assessing:</p> <p>Assessment of attainment of outcomes are done in two ways:</p> <ol style="list-style-type: none"> 1. Direct Assessment <ul style="list-style-type: none"> • Internal and external evaluations constitute the components of direct assessment. • Direct assessment tools gauge the achievement of course outcomes, with scores derived from both internal and external evaluations following a 20:80 ratio. • Internal evaluation parameters include internal exams, seminars, assignments, and in-class performance. • External evaluation relies on university exam results. 2. Indirect Assessment <ul style="list-style-type: none"> • Indirect assessment is facilitated through a Course Exit Survey. • The Course Exit Survey collects feedback from students on the entire program and suggesting corrective measures. <p>Evaluation process:</p> <ul style="list-style-type: none"> • COs are mapped to POs and PSOs using the CO-PO matrix and the CO-PSO matrix, respectively. • Average correlation level is calculated for each course about POs and PSOs. • Course outcomes are measured based on student scores obtained from internal and external evaluations. • Direct attainment of POs and PSOs is

	<p>determined by examining the logical mapping and cognitive levels reached by the course outcomes. • Indirect attainment of POs and PSOs is assessed through the Course Exit Survey. • Final attainment values for POs and PSOs are computed by combining direct and indirect attainment values, with a proportion of 80:20, respectively. The attainment levels are categorized as follows: Level "0": Not Attained Level "1": 50% of students achieved the cut-off percentage Level "2": 60% of students achieved the cut-off percentage Level "3": 70% of students achieved the cut-off percentage Mapping levels indicate the correlation between COs and POs/PSOs: Level "-": No correlation Level "1": Low correlation Level "2": Medium correlation Level "3": High correlation Overall Attainment: Final values for POs and PSOs attainment are calculated by combining the direct and indirect values in an 80:20 proportion. Students who do not meet the desired attainment levels undergo remedial teaching, and personalized attention is provided through small group or one-on-one sessions. Outstanding students are recognized and appreciated for their exceptional achievements. The Career Guidance and Placement Cell furnishes information about a myriad of higher education opportunities and job prospects. Each semester, an evaluation of the accomplishments of the POs and COs is done. College Council, IQAC, Staff and PTA monitor these outcomes. Based on the evaluation, corrective measures are taken to effectuate the reach of outcomes.</p>
6. Distance education/online education:	<p>The COVID-19 pandemic triggered the possibilities of holding classes and meetings in the online mode. A Learning Management System (LMS) was introduced in the academic year 2020–21. For online classes, the college use G Suite accounts, Zoom, Google Meet, and Google Classrooms. The departments and college use online platforms to host a number of webinars on various topics. Similarly, instructors routinely hold remedial and extra lessons online and utilise online resources. Various digital applications are used for assignment submission and class examinations. From 2014, the college is hosting an IGNOU Study Centre. Along with the certificate curricula of CBS (Certificate Programme in Business Skills) and CFE (Certificate Programme in Functional English), the Centre also provides BA and</p>

	<p>BCom programmes. The centre's request to launch PG programmes including MCom (Master of Commerce) and MEG (Master of Arts in English) are pending approval from IGNOU headquarters. In each of the July and January sessions of the IGNOU admission cycle, over 400 students sign up for various IGNOU programmes. Nearly 20% of the learners in these new admissions fall under the SC/ST category. In December 2018, the centre gained status as an examination centre. More than 2000 students write the IGNOU Term End Exams at the college. Since 2017, the college has been a Kannur University Distance Education Centre. This centre is used by more than 3000 students for contact classes, tests, collecting study materials, mark lists, ID cards, and other purposes.</p>
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Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, the Electoral Literacy Club has been functioning in Mary Matha Arts and Science College since 2018. The Nodal Officer of the club is Dr Eldho K J, HoD, Department of Social Science- Economics.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes. The Nodal Officer of the Electoral Literacy Club and the other faculty members are appointed during the staff meeting of the college teaching staff. The Nodal Officer supervises the election and formation of the Executive Committee of ELC. Presently, the Nodal Officer of the club is Dr Eldho K J, Head of the Department, Department of Social Science- Economics. All students who are enrolled in the voters list are members of the ELC. Elected representatives from each class constitute the Executive Committee. This helps in efficient coordination of activities and dissemination of information among the club members. The Chairperson and Vice-Chairperson are elected from amongst the elected representatives.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of</p>	<p>Electoral Literacy Club has been functioning in the College since 2018. Numerous innovative programmes and activities have been conducted by the ELC since its inception. They are: 1. During the 2019 Lok Sabha elections, the students were encouraged to be actively involved in the election</p>

<p>poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>process and the NCC Cadets played a key role in the smooth conduct of the election. Their dedicated service did not go unnoticed and in recognition of their efforts the District Collector awarded appreciation certificates to the students for their commendable contribution to the electoral process. 2. National Voters' Day (25 January) is observed every year by taking the Voters' Pledge. 3. Ballot Bistro: Discussions are held by the members of the ELC on various topics like exit polls, online voting etc. As an extension of these discussions, elocution competitions are organised to create awareness about the electoral process and related aspects. 4. Motivators Invite: Important personalities are invited to motivate young voters. On 31 January 2020, Dr Adeela Abdulla, District Collector of Wayanad, and Mr Tovino Thomas, film actor, gave motivational lectures to the students. 5. Quiz Competitions: Quiz competitions are conducted for the students periodically on various national and international political issues and policies.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The socially relevant projects/ initiatives taken by the college on electoral issues are: 1. The members of the club participated in the pookkalam competition, a promotion programme organised by the Election Cell, Wayanad, on 22 August 2023. 2. The Electoral Literacy Club members participated in "Nanna Vote Nanna Avakash", an awareness programme for tribal people in Thirunelli Panchayath on 14 September 2023. 3. A Voter's ID Registration Campaign was organised on 08 December 2023. During the programme, a demonstration of the voting process was provided to the students.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The ELC organised a Voter's ID Registration Campaign on 08 December 2023. Many students from the College got enrolled as voters and a demonstration of the voting process was provided to the students during the programme. The ELC plans to conduct more programmes for registration of new voters in the future.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
783	804	794	799	800

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

2 Teachers

2.1

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

Response: 96

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
42	41	41	45	42

3 Institution

3.1

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

Self Study Report of MARY MATHA ARTS AND SCIENCE COLLEGE

2022-23	2021-22	2020-21	2019-20	2018-19
141.17	80.80	53.84	58.31	74.53
File Description		Document		
Upload Supporting Document		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Response:

The effective implementation of the curriculum within the framework of affiliating University guidelines is a meticulously planned and executed process at Mary Matha Arts and Science College. The institution ensures the active participation of teachers in the formulation, development, and upgrading of the curriculum under the Choice-Based Credit System (CBCS) through curriculum design workshops. Many faculty members also serve as members of the Board of Studies (BoS) in various disciplines at Kannur University.

Academic Calendar

At the commencement of each academic year, common staff meetings are conducted, fostering communication and collaboration among educators. An academic calendar, in tune with the University calendar, is prepared, serving as a roadmap for the entire academic journey. This calendar not only outlines the schedule for lectures and examinations but also incorporates various student-centric activities aimed at their holistic development. Furthermore, department-level meetings held along with the general staff meeting are instrumental in distributing the workload effectively, ensuring that each faculty member contributes to the overall academic objectives.

Implementation of Academic Calendar

Teachers play a pivotal role in ensuring the successful implementation of the curriculum. Before the commencement of each semester, the division of syllabus and course allocations are carried out, and time-bound completion of the syllabus is ensured by the Heads of Departments (HoDs) as per the schedule. Each teacher maintains an Individual Academic Calendar and Work Done Diary to track progress and ensure the timely completion of curricular objectives. Student-centric methodologies take centre stage in classrooms, promoting the advancement of skills. Mentorship is another crucial aspect to evaluate the progress of students. Recognizing the diversity of student capabilities, Bridge Courses, Certificate Programs, and remedial classes are offered to enhance students' abilities and knowledge. First-year students benefit from bridge courses, while customized remedial coaching supports the progress of those requiring additional assistance.

Continuous Internal Assessment

Adhering to the Academic Calendar of Kannur University, the institution schedules dates for internal and

university examinations with a weightage of 20% through internal evaluation and 80% through external evaluation, as per the university norms. Continuous evaluation incorporates various components such as written tests, assignments, seminars, viva, lab involvement, and records. Transparency is a key principle in the assessment process. Marks obtained by students in internal exams are promptly notified on notice boards, providing ample time for students to raise any grievances. A structured three-tier redressal mechanism is in place to address grievances related to internal assessment.

Outcome-Based Education

Acknowledging the importance of Outcome-Based Education (OBE), our institution has integrated OBE principles into question paper preparation. The alignment of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) is mapped using dedicated software. This process ensures that students' achievements align with the intended learning outcomes. Question papers are thoughtfully crafted to map specific learning outcomes for students.

Academic Excellence Day

Every year, an Academic Excellence Day is organized, dedicated to honouring students who have achieved meritorious achievements. This event serves as a testament to the institution's commitment to fostering a culture of excellence and continuous improvement in education.

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

1.2 Academic Flexibility

1.2.1

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

Response: 55

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

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 56.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
1044	261	308	400	230

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

1.3 Curriculum Enrichment

1.3.1

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

Response:**Response:**

Higher studies is not only limited to gaining mastery in a discipline but also inculcating values, ethics, and concerns of society. Thus, beneficiaries of higher education should develop critical abilities and the ability to view positions, problems, and social issues from plural perspectives. The College envisions the transformation of young people by integrating cross-cutting issues relevant to **professional ethics, gender sensitization, human values and environment and sustainability** into the curriculum. Kannur University, to which the college is affiliated, has integrated these topics into many courses.

The faculty play a pivotal role in emphasizing these issues during curriculum transactions, fostering the evolution of socially committed and value-oriented citizens. The institution further fortifies its commitment through a system of curricular and co-curricular events, practices, and activities that sensitize students to these cross-cutting issues.

Professional Ethics

- Workshops are organised on Intellectual Property Rights (IPR) and Patents.
- Programmes are conducted on academic ethics and integrity.
- Intellectual honesty is ensured and there is zero tolerance for plagiarism.
- Research ethics is adhered to while submitting projects.

Gender Sensitivity

- IQAC, in association with Women Cell, organizes programmes on gender equality and sensitisation.
- Internal Complaints Committee, Grievance Redressal Cell, Committee for SC/ST, and Anti-ragging Committee pro-actively intervene on gender issues.
- The College organises periodical gender audits to assess the progression on gender equality.

Human Values

- Social and human values like equity, justice, secularism and democratic spirit are included in the curriculum.
- Patriotic spirit, social commitment and sensitivity towards environmental issues are imparted through various clubs, associations and organizations like NSS and NCC.
- The following co-curricular activities inculcate values, ethics and socially responsible qualities:
 - Students organize street plays, awareness campaigns and debates.
 - Blood Donation Camps are regularly organized in the campus.
 - Add-on and Certificate Programmes are designed with focus on these issues.
 - Visits are organised to the destitute homes, orphanages and rehabilitation centres.
 - Active participation in rescue and rehabilitation programmes during pandemic and disasters.
- The social commitment of the college is recognized both by the University and the State Government through university and state-level awards like Best NSS Volunteer award (2022-23).

Environment and Sustainability

- Environmental studies is incorporated into most of the programmes.
- To sensitize students about environment and sustainability issues, seminars, workshops, observation of special days, extension activities, invited lectures and field visits are organized.
- Plastic Free Campus Programme keeps our campus and surroundings environment-friendly.
- Bhoomithrasena and other clubs organise activities that promote integration of ecosensitive activities with academics.
- Solar power plant, organic farming, rainwater harvesting, bamboo garden, fruit garden, vegetable garden, pond, green and energy audits and green campus are some other initiatives unique to our college.
- Swachh Bharath programmes generate awareness about maintaining water sources clean and hygienic.
- Energy audit, air audit and water audit are conducted in the college.

Reaching Out to Communities During Calamities

Students and staff reached out to the nearby communities during the floods of 2019 and during Covid-19 Pandemic. The Department of Chemistry produced and distributed hand sanitizers on request from the Municipality and Kerala Police (Mananthavady). Students and staff actively took part in the distribution of relief materials to those stranded in the flood, and rehabilitation of the victims of the flood. The College reached out to people during Covid 19 pandemic as per the directions from the authorities.

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

1.3.2

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

Response: 37.68

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

Response: 295

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 83.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
265	289	283	279	283

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
353	353	340	313	313

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 70.49

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

2022-23	2021-22	2020-21	2019-20	2018-19
136	143	134	131	120

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

2022-23	2021-22	2020-21	2019-20	2018-19
199	199	190	177	177

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 18.64

2.3 Teaching- Learning Process

2.3.1

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

Response:**Response:**

The College employs student-centric approaches such as **experiential learning, participative learning, and problem-solving methodologies** to enrich learning experiences. Using ICT tools amplifies these methods, fostering active engagement and skill development. This dynamic integration empowers students to explore, collaborate, and apply knowledge in real-world contexts, ensuring a holistic and effective educational journey. The following activities and initiatives assure effective participation of students in the learning process:

Experiential Learning

Experiential learning enables students to apply theoretical knowledge and develops practical skills required to succeed in workplace.

- Motivational visits help to learn different career paths and skills required for such a path.
- Field trips and industrial visits enhance experiential learning and provide opportunities to experience the challenges of the professions.
- Internships facilitate the development of professional relationships and cultivate adaptability to new work settings.
- Hands-on skill training enhances efficiency and improves employability skills.
- Laboratory demonstration and practical experiments foster innovative and analytical thinking.
- Blended learning promotes the application of learning trends and interdisciplinary studies.

Participative Learning

The institution ensures a participative learning ambience.

- Peer learning encourages advanced learners to share academic assistance to medium and slow learners.
- Manuscript magazines are a platform for creativity and innovation. Students will also learn to work as a team.
- Group discussions promote learning, pooling resources, enhance debating skills, and encourage critical analysis.
- Article and book reviews improve reading and writing skills.
- Presentations refine communication, presentation and technical skills, enabling students to engage in research.
- Translating prescribed texts facilitates in-depth comprehension and refines linguistic skills.
- Role play helps to gain knowledge and skills from a variety of learning situations.
- Workshops enrich knowledge level and perspectives on various issues.
- Play and learn fosters deeper understanding of theoretical concepts and enhances analytical and application skills.
- Interacting with alumni/experts motivates students to aspire for greater heights and provide exposure.
- Programmes like *Sasthrajalakam* enrich knowledge and provide research avenues.
- Seminars/Invited Talks update knowledge.
- Educational fests promote team spirit, innovation, and problem-solving skills while developing

leadership and management skills.

- Exhibitions showcase talents, enhance understanding of abstract concepts, improve communication skills, and contribute to teaching and learning.
- Orientation programs prepare staff and students to adapt to the evolving trends and developments in their discipline.
- Competitions enhance competence, passion, and inculcate a spirit of excellence.

Problem-Solving Methodology

The institution adopts methodologies for developing problem-solving skills among students.

- Quiz programs nurture the inquisitive minds of students.
- Student projects provide opportunities to explore new areas of knowledge and identify challenges/problems, develop problem-solving abilities.
- Involvement in community-oriented activities instills the value of voluntary service, and empowers individuals to reach out to the needy.
- Participating in puzzles and problem-solving competitions enhances competence and fosters a spirit of competition and cooperation.

ICT Tools for Effective Teaching Learning Process

Following ICT tools and online resources are used to enhance the teaching learning process.

Learning Management System:

- Moodle

Video Conferencing Tools:

- Google Meet
- Zoom

Video Content and Platforms:

- YouTube Channels
- SWAYAM
- NPTEL
- N-LIST

Digital Learning Resources:

- E-Pathshala
- LibreTexts

Science and Research Tools:

- ChemDraw
- Circuit Versa

- Origin
- Auto Dock Vina
- Presentation Tools

Interactive Teaching Tools:

- Smart Boards
- Pen Tablets
- Online White Board
- Geogebra
- Mathlab

Video Editing and Multimedia:

- Kdenlive
- OBS Studio

Reference and Research Tools:

- Mendeley
- Paperpal
- PDF.ai
- Latex

Reading and Literature:

- Magzter
- Grammarly

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 95.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
44	48	41	45	43

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

2.4.2

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

Response: 75.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
31	35	29	35	29

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Response:

Mary Matha Arts and Science College is committed to upholding the examination guidelines provided by Kannur University, ensuring the effective management of all aspects related to internal assessments. The institution operates under the Choice Based Credit and Semester System (CBCSS), where 20% of the overall evaluation is dedicated to Continuous Internal Assessment (CIA), while the remaining 80% is assigned to end-of-semester examinations administered by Kannur University.

Comprehensive Assessment Process

The assessment process at the College employs a diverse set of criteria to evaluate students' performance. These include:

- **Mastery of Subject:** Evaluated through test papers.
- **Comprehension Skills:** Assessed via assignments.
- **Demonstration of Knowledge:** Evaluated during seminars.
- **Reflective Understanding:** Assessed during viva voce examinations.

The specific parameters and their weightage vary across courses, as outlined in the respective syllabi. The internal assessment is conducted in each semester by the subject teachers, ensuring a thorough evaluation of students' academic progress.

Transparency in Internal Assessment

To guarantee transparency and efficiency in the internal assessment process, the college has implemented various measures:

- **Examination Clinic:** Arranged for both newly recruited faculty and first-year students, aiming to enhance transparency in the administration of internal and university examinations.
- **OBE Based Model Examinations:** Conducted centrally each semester as per the schedule in the academic calendar. The Examination Committee takes charge of issuing the final notification, including the timetable and the anticipated date for the release of model examination results in each semester.
- **Periodic Tests:** Utilizing MCQs, quizzes, and descriptive formats.
- **Practical/Project Assessments:** Based on model practical examinations, record book submissions, and regularity and quality of work.
- **Attendance Monitoring:** A computerized attendance system (TCS) is in place, with monthly and semester-end reports displayed on notice boards. Grievances are empathetically addressed by the Attendance Monitoring Committee.

Rectification and Feedback Mechanism

The college allows rectification of errors in internal assessment and permits retests and resubmission of

assignments for genuine reasons.

Internal marks are displayed on the notice board, and regular Parent-Teacher Association (PTA) meetings are convened to facilitate meaningful discussions about students' academic performance.

Internal marks are uploaded to Kannur University portal after validation by students.

Hierarchical Grievance Redressal System

The College has established a hierarchical system to address internal assessment-related grievances, comprising a department committee, an internal assessment Grievance Redressal Cell within the college, and the apex Kannur University Grievance Committee.

- **Department Committee:** Comprising the Head and teachers, it scrutinizes grievances, amends internal marks, and permits reappearances for tests and seminars.
- **Internal Assessment Grievance Redressal Cell:** Headed by the principal, it addresses disputes referred by the department committee or directly appealed by complainants.
- **Kannur University Grievance Portal:** An online facility in line with university norms.
- **Anonymous Complaints and Real-Time Feedback:** Students can register complaints anonymously through complaint boxes (both online and offline). Each department has a real-time feedback system to promptly detect and address any glitches in the internal assessment process.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Response:

Effective communication of **Program Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs)** are crucial in the education system to ensure transparency, alignment, and understanding among students and teachers. Kannur University has taken a commendable step in the direction of transparency and clarity by introducing POs, PSOs and COs **directly into the university syllabus**.

The outcomes are prominently **displayed on the college website**, ensuring easy access for students and

faculty. The **Learning Management System (LMS)** serves as a dynamic platform for real-time updates, fostering interactive engagement with these outcomes. **Notice boards and display boards** within each department further amplify the visibility of these outcomes, creating a pervasive and consistent message across virtual and physical spaces. **Hardcopy of the syllabi** with POs, PSOs and COs is maintained in every department for ready reference.

An overview of the outcomes is presented to the students and parents during the **induction programme** conducted for the newly admitted students in the beginning of the academic year. Each course is introduced by outlining the course outcomes during the programme. To ensure students understand the relevance of individual courses within the broader program framework, teachers engaging different courses actively elucidate course outcomes to students establishing connections between these outcomes and overarching Program Outcomes (POs) and Program Specific Outcomes (PSOs).

Model and internal exam **question papers explicitly state Course Outcomes (COs)** promoting transparency and alignment. This practice enhances student understanding, guides faculty in assessment design, and contributes to continuous improvement, ensuring a purposeful educational experience in line with institutional objectives. Applying Bloom's Taxonomy as a foundational parameter for assessing students enhances the clarity of learning objectives, promotes diverse assessment methods, supports progressive skill development, and fosters critical thinking. Its adaptability and focus on hierarchical cognitive processes make it a valuable tool for educators seeking a comprehensive approach to student assessment.

IQAC coordinates **faculty development and orientation programs** centred around Outcome-Based Education (OBE). Apart from organizing orientation programs for the faculty, IQAC also **encourages teachers to attend FDPs and workshops** related to OBE to familiarize them with Bloom's taxonomy. These initiatives aim to elucidate the expectations regarding what students should understand and accomplish upon completion of their academic programs. Through these programs, faculty gain insights into the significance of OBE and are equipped to incorporate novel pedagogical approaches into their teaching methodologies.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Response:

The College systematically evaluates the attainment of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) of all programs offered. An automated evaluation process was implemented in 2022-23 academic year through the *Accredit360* software which incorporates a well-structured scheme for assessing these outcomes. Bloom's Taxonomy, with its six levels of the cognitive domain, is utilized to define the Course Outcomes.

Attainment of Outcomes

Measurement of attainment level of outcomes begins with formally defining the Programme Outcomes, Programme Specific Outcomes and Course Outcomes. Assessment of attainment of outcomes are done in two ways:

1. Direct assessment- Internal & external evaluation
2. Indirect assessment- Course exit survey

1. Direct Assessment:

- Internal and external evaluations constitute the components of direct assessment.
- Direct assessment tools gauge the achievement of course outcomes with scores derived from both internal and external evaluations following a 20:80 ratio.
- Internal evaluation parameters include internal exams, seminars, assignments, and class performance.
- External evaluation relies on university exam results.

2. Indirect Assessment:

- Indirect assessment is facilitated through a Course Exit Survey.
- The Course Exit Survey collects feedback from students providing an analytical overview of the entire program and suggesting corrective measures.

Evaluation process:

- The COs are mapped to POs and PSOs using the CO-PO matrix and the CO-PSO matrix respectively.
- The average correlation level for each course with respect to program outcomes and program-specific outcomes is computed.
- Course outcomes are measured based on student scores obtained from internal and external evaluations.
- Direct attainment of POs and PSOs is determined by examining the logical mapping and cognitive levels reached by the course outcomes.
- Indirect attainment of POs and PSOs is assessed through the Course Exit Survey.
- The final attainment values for POs and PSOs are computed by combining direct and indirect attainment values with a proportion of 80:20.

Attainment levels are categorized as follows:

- Level "0": Not Attained

- Level "1": 50% of students achieved the cut-off percentage marks
- Level "2": 60% of students achieved the cut-off percentage marks
- Level "3": 70% of students achieved the cut-off percentage marks

Mapping levels indicate the correlation between COs and POs/PSOs:

- Level "-": No correlation
- Level "1": Low correlation
- Level "2": Medium correlation
- Level "3": High correlation

Overall Attainment:

- The final values of Program Outcomes and Program Specific Outcomes attainment are calculated by combining the direct and indirect values in an 80:20 proportion.
- Students who do not meet the desired attainment levels undergo remedial teaching, wherein customized instructional plans are implemented to address specific learning gaps identified through the evaluation process, and personalized attention is provided through small group or one-on-one sessions.
- Outstanding students are not only recognized but also appreciated for their exceptional achievements. The Career Guidance and Placement Cell consistently furnishes information about a myriad of higher education opportunities and job prospects.

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

2.6.3

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

Response: 82.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
199	197	239	244	225

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

2022-23	2021-22	2020-21	2019-20	2018-19
277	267	265	274	261

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

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.59</p>	
File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 9.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	4.44	4.74

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Response

Mary Matha Arts & Science College has successfully created an ecosystem that not only fosters innovation and entrepreneurship but also integrates traditional Indian knowledge Systems, providing students with a well-rounded and culturally rich educational experience through the following initiatives.

Integration of Indian Knowledge System (IKS)

- Certificate Courses in Yoga and Vedic Mathematics are offered emphasizing traditional Indian knowledge.
- Language courses in Malayalam and Hindi promote linguistic diversity and cultural understanding.

- Important cultural and heritage days are observed within the college, aligning with the principles of the Indian Knowledge System.
- A Heritage Museum is maintained to showcase the rich cultural history of the nation.

Intellectual Property Rights (IPR) Awareness Initiatives

- Seminars are organised in collaboration with Indian Patent Offices and NIPAM to create awareness about IPR.
- IPR CELL is established to enhance understanding and awareness of IPR among students and faculty.

Incubation Centre

- Incubation Centre is established with a primary objective of fostering innovation within the institution.
- Institution Innovation Council (IIC) aligns with the guidelines of the Innovation Cell of the MHRD to support the initiatives of the Incubation Center.
- Collaboration with Kerala Development and Innovation Strategic Council (K-DISC) to promote a culture of innovation among youth.
- Incubation Centre is currently working on a project in association with DTPC, Wayanad.

Entrepreneurial Initiatives

- Entrepreneurship Development Club is established to foster a spirit of entrepreneurship among students.
- ED Club organizes Meet the Entrepreneur, industry visits and Entrepreneurship Development Programs.
- ED Club provides valuable insights and inspiration for students' entrepreneurial ventures.

Knowledge Dissemination and Research Promotion

- Knowledge creation through book writing, article publications and utilization of YouTube channels and radio for knowledge dissemination.
- Constitution of Research Promotion Committee to encourage and support research activities.
- Seed Money Assistance is provided for initiating innovative projects.

Practical Skills Development

- Hands-on training sessions on App Development, JavaScript Game Development and other practical skills.
- Training programs for manufacturing sanitizers and water quality analysis.

Community Engagement Initiatives

- Water Quality Testing Services to the community.
- The NCC cadets manufactured and distributed Hand Sanitizers to community.
- Hosted science camps such as *Sasthrapadham* to demonstrate the application of traditional knowledge in a modern context.

Internships and Industry Relevance

- Internships and training programs organised to bridge the gap between academia and industry.
- Engaged in industry-relevant internships to gain practical experience and exposure to real-world challenges.

Outcomes of these Initiatives

- The integration of Indian Knowledge Systems has led to active student participation in yoga competitions resulting in numerous medals. Additionally, several students have become accomplished yoga instructors.
- Our endeavours in raising awareness about Intellectual Property Rights have yielded notable results with a faculty member obtaining a patent.
- The success of Incubation Centre is exemplified by the active participation of a student in the prestigious Google Product Experts Summit held in Singapore (2022) and London (2023).
- The ED Club has played a pivotal role in cultivating an entrepreneurial mindset among students with some of our former students thriving as successful entrepreneurs.

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

3.2.2

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

Response: 84

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

2022-23	2021-22	2020-21	2019-20	2018-19
48	17	6	6	7

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	8	6	11	4

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

3.3.2

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

Response: 0.28

3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in

national/ international conference proceedings year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
6	7	5	7	2

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

3.4 Extension Activities**3.4.1**

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

Response:

Response:

The college, aware of its mission to cultivate human resources and empower individuals, has organized numerous extension activities aligned with United Nations Academic Impact (UNAI) Principles, and Sustainable Development Goals (SDGs).

SDG 1: No Poverty

- Employment Training Centre
- Training in Tailoring

Outcome:

- Tribal women acquired skills in dressmaking and mopping tools production.
- Sensitised students about the need for empowering people.

SDG 2: Zero Hunger; UNAI Principle: Agricultural Productivity

- Seed fest
- Radio Program
- Mythri community development

Outcome:

- Seed fest provided farmers access to high-quality seeds and cutting-edge technologies.
- Radio programs served in disseminating information, and best practices.
- Made students aware of the importance of strategies to fight major issues.

SDG 3: Good Health and Well-Being

- Blood donation
- Antidrug awareness
- Covid -19 response
- Traffic awareness

Outcome:

- Students donated 200 units of blood and campaigned against drug abuse.
- Made and distributed sanitisers during COVID-19.
- These activities sensitised students on reaching out to the needy.

SDG 4: Quality Education UNAI Principle: Education for All

- Community library
- Training programs
- Science Exhibitions
- Radio programs
- Schollege
- Each one Teach One
- Donation of furniture

Outcome:

- Contributed books to community libraries.
- 400 school students gained lab exposure and motivation for studies.
- Radio programmes enhanced knowledge about science and pollution.
- Sensitised students on sharing skills and expertise with the less privileged.

SDG 5: Gender Equality and Women Empowerment

- Mop making Unit

Outcome:

- Empowered tribals to earn livelihood.
- Made students aware of practising the principles of gender equality.

SDG 6: Clean Water and Sanitation; Swachh Bharat Initiatives

- Clean India 2.0
- Campaign Against Plastic
- Water quality testing camps
- Awareness program
- Field study on algal bloom formation
- Flood relief activities

Outcome:

- Removed 500 kg of plastic waste from public spaces.
- Organized free drinking water quality testing.
- Conducted research on algal bloom formation in Kabani, a critical water source for drinking and agriculture in Wayanad.
- In 2019 floods, students donated materials to relief camps.

SDG 10: Reduced Inequalities

- Dress bank
- Camps for differently abled
- ABCD campaign
- Old-age home visits
- Post-flood Cleaning
- Assistance to SHGs
- Mobile Phone challenge
- Assistance to community kitchen

Outcome:

- Dress Bank, ABCD campaigns, and old-age home visits contributed in reducing inequalities.
- Assisting SHGs in accounting enabled financial empowerment.
- Donating phones improved access to education.
- Students learned lessons of sharing resources to overcome inequality.

SDG 14: Life Below Water

- Snorkelling survey

Outcome:

- Students conducted field survey.
- Fish population assessments, collection of environmental data enhanced the understanding of aquatic ecosystems.
- Sensitised students about the complexity of the eco system and its importance.

SDG 15: Life on Land Promoting Green Initiatives; UNAI Principle: Sustainability

- Trekking
- Radio Programs
- Research on water quality
- Campaign against deforestation

Outcome:

- Radio programs on microplastics and migratory birds raised awareness on environmental practices.
- Field studies triggered government interventions.
- Human Chain campaign influenced the authorities to reconsider the deforestation of Ondayangady.
- Sensitised students about the importance of sustainability of natural resources for posterity.

SDG 17: Partnership to Achieve the Goals:

Training, Workshops and Camps on:

- Ornamental Fish Farming
- National Integration Camp (NIC)
- Digital Literacy Survey
- *Shastrajalakam*

Outcome:

- Ornamental fish farming workshop triggered the opportunities in the area.
- NIC fostered unity and social cohesion.
- Digital surveys improved access to technology and bridged digital divide.
- *Shastrajalakam* for school students ignited passion for science.
- Sensitised students on the importance of fostering partnership to achieve goals.

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

3.4.2

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

Response:

Response:

Since its establishment in 1995, Mary Matha Arts and Science College has contributed immensely for the development of the neighbouring communities. Community engagement is an integral part of the mission of the College. Our College has been recognised and appreciated by several bodies for the active contribution for the welfare of the society.

Staff and students of the College have bagged awards from governments, University and other organisations for extension activities.

- Captain Dr Rajeev Thomas, Associate Professor, Department of Chemistry, was awarded Defence Minister's Commendation Card in 2019-2020.
- Mr Sinadin Sidan, Third Year BCom student was awarded the Best National Service Scheme (NSS) Volunteer award by Kannur University in 2022.
- A Certificate of Recognition was awarded in 2021 by Mahatma Gandhi National Council of Rural Education (MGNCRU), Govt. of India, for inculcating *Swachhata* and Social Entrepreneurship among students.

Year of Award	Name of the Award	Award Details	Awarding bodies
2022-23	<i>Certificate appreciation</i>	of For the meticulous planning and successful conduct of National Integration Camp, March 4-10, 2023	Regional Directorate, National Service Scheme, Thiruvananthapuram
2022-23	<i>Certificate appreciation</i>	of For hosting and successful conduct of National Integration Camp, March 4-10, 2023	Dept of Students Welfare, Kannur University
2022-23	<i>Best Volunteer Award</i>	National Service Scheme Best Volunteer Award	Kannur University
2022-23	<i>Letter of Appreciation</i>	For participation in the special cleaning campaign titled "Mananthavady Ananthavady" - NSS	Mananthavady Municipality
2022-23	<i>Letter of Appreciation</i>	For conducting free drinking water quality testing camp at Neervaram	Jalanidhi, Bulk Water Supply Scheme, Pulpally Grama Panchayat
2022-23	<i>Letter of Appreciation</i>	For conducting Goal challenge: campaign against drug abuse	Excise Department, Govt of Kerala
2022-23	<i>Letter of Appreciation</i>	For hosting the State level Wildlife Week Celebration	Dept of Forest & Wildlife, Kerala
2020-21	<i>Certificate of Recognition</i>	Contribution to National Swachh Mission	Mahatma Gandhi National Council for Rural Education
2020-21	<i>Letter of Appreciation</i>	Contribution to the Community Kitchen managed by	Mananthavady Municipality

		Mananthavady Municipality	
2019-20	<i>NCC Defence Minister's Commendation Award</i>	Flood relief activities in Wayand	Ministry of Defence, Govt. of India, New Delhi
2018-19	<i>Appreciation Certificate</i>	Support extended by NCC cadets to Law and Order during the Lok Sabha election 2019	Returning Officer, District Administration, Lokkalpetta

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

3.4.3

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

Response: 39

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	4	1	10	5

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

3.5 Collaboration

3.5.1

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

Response: 37

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Response:

The college has excellent facilities and resources for effective teaching and learning. It offers 8 UG programs, 2 PG programs, and has 3 research centres, showcasing a commitment to academic excellence. The campus, spread over 18 acres and divided into four blocks, provides an ideal environment for education. Apart from academics, there is a strong focus on enhancing student life with facilities for sports, games, yoga, and cultural activities. The campus is equipped with Wi-Fi, CCTV, fire safety systems, lift and solar panels. Two hostels for ladies offer all the necessary amenities.

Teaching-Learning Facilities

Classroom Facilities

- 28 Classrooms
- Five Common Classrooms

Multipurpose Facilities

- Discussion Room
- AC Conference Hall
- Audio Visual Room
- Seminar Hall
- Auditorium

Laboratory Facilities

- Zoology
- Biological Techniques
- Chemistry
- Three Computer Labs
- Physics

Research Centres

- Zoology
- Mathematics
- Computer Science

Examination Facility

- Confidential Room
- Locker Space
- Computers
- Photocopying Services

ICT Facilities

- 35 ICT-enabled classrooms
- 131 Computers
- 38 Printers
- 3 Interactive Boards
- 3 Smart Televisions
- Campus Wi-Fi with 300 Mbps bandwidth
- 15 Scanners
- Photostat Machines
- 4 UPS Units– (10 KV Solar Power)
- 24x7 CCTV Surveillance with 39 Cameras
- Network Resource Centre
- 3 Computer Labs

Academic Software

- Integrated Library Management Software (KOHA -Version: 22.05)
- LMS-MOODLE for course management and student assessment
- Google suite
- NVDA for the differently-abled
- Accredited360 for OBE
- Automated the following with Total Campus Solution (TCS):
 - Admission
 - Attendance
 - TC
 - Timetable
 - Course Diary
 - Students and Faculty details

Divyangjan Friendly Facilities

- Ramps
- Lift

- Disable friendly washrooms
- Wheelchair
- Separate Parking for the Divyangjan

Cultural Facilities

- Auditorium with a capacity of 1200 seats
- Amphitheatre
- Indoor Stadium
- Multiple Porticos
- Seminar Hall
- Ample open areas for students to use as makeshift stages
- Audio Visual Room

Sports Facilities

- Indoor Stadium (43.25*15.00 m²) facilitates
- Courts for volleyball, basketball, and badminton
- Table Tennis
- Judo/Wrestling
- Playground (183*95 m²) facilitates
- Football Field
- Cricket Pitch
- 200 M Track
- Kabaddi Court
- Hand Ball Court
- Other Games
- Halls for indoor games like chess and carroms
- Gymkhana (16.50*7.24 m²)
- Open Gym
- Yoga Centre
- Facilities for Weightlifting and Archery

Central Library (Carpet area of 6962.90 sq ft)

- Total of 16035 books, 793 reference books, 4 journals and 77 CD and videos
- Network Resource Centre (NRC)
- Reading Room
- Reference Section
- Internet Resources
- Periodicals Section
- Newspaper Section
- E-Book Corner
- New Arrivals

- Transaction Area
- Computers for catalogue searching
- Reprographic facility
- Software to assist differently-abled students.

Other Facilities

- Administrative Section
- Principal's Office
- Manager's Office
- IQAC Office

- Nine Staffrooms

- Seven HoD Cabins
- College Union Office
- Women's cell and Rest Room
- Career Guidance Cell

- IGNOU Study Centre
- NCC Office and Firing Range
- NCC Naval Wing Office
- NSS Office
- Canteen
- Cooperative store
- Counselling centre

- Fr Francis Njallampuzha Memorial Heritage Museum
- Recreation and restrooms for staff (Male & Female)
- 67 Washrooms
- Waste Management System
- Water Purification System
- Drinking Water Facilities
- Solar Panel System (10 KV direct to 10 KV UPS, 30 KV to Grid)
- Store Rooms
- Parking Area for Staff and Students
- Four staff quarters
- Manager's Residence
- Prayer Room
- Security Cabins
- Fire and Safety System
- Public Address System
- Two Ladies Hostels
- Biogas Plant
- Vermi Compost Pit
- Fruits Garden
- Herbal Garden
- Flowers Garden

- Bamboo Garden
- First Aid Box in every department
- Weighing Machines
- BP Apparatus
- Auditorium, indoor stadium, playground, and seminar halls are available for use by the public, other institutions, and organizations during holidays and after regular college hours.

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

4.1.2

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

Response: 84.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
73.35976	120.3299	94.69457	23.93207	34.23748

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

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS),

adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

Response

In 2022, the college library was relocated to a new building with a spacious carpet area of 6963 sq. ft., providing an ideal environment to enhance and support the teaching-learning process of the institution.

LIBRARY COLLECTION

The library has a total of 16537 books, 853 reference books, 134 rare books, 15 journals and periodicals, 7 dailies, and 77 non-books resources.

E-RESOURCES

N-LIST

The college is registered under the NLIST program and hence entitled to access the e-resources (6000+e-journals and 31,35,000 +e-books). Registered users can access e-journals and other electronic resources.

Magzter

Magzter is the World's largest cross-platform digital newsstand with over 85 million users and thousands of magazines and newspapers across 40+ categories and languages. Magzter can be accessed by the library users at Cyber Commons (Network Resource Centre).

Open Access

- Shodhganga
- Shodhgangotri
- IndCat
- NDL
- DOAJ

LIBRARY AUTOMATION

The library uses the latest version of Koha software for using ILMS (Integrated Library Management System). The books are arranged and classified according to the 21st edition of Dewey Decimal Classification System. Bar code technology is used for the issue and return and of books. The details are given below:

Name of ILMS Software: KOHA

Nature of Automation: Full

Version: 23.05.04

Year: 2023

The OPAC Address is <http://library.marymathacollege.ac.in/>. All users can browse books and other documents in OPAC system of the college. Bibliographic details are available in English.

DIGITAL LIBRARY

The college's website hosts a comprehensive digital library featuring a diverse array of materials and resources sourced from the internet. It includes links to question papers, college magazines, UGC minor projects, major projects undertaken by teachers, publications authored by faculty, and other pertinent documents.

CYBER COMMONS

The Network Resource Centre has internet connectivity with twelve computers for students to access the digital resources and also a laser printer. The NRC is a 330 sq ft area which also offers printing facility.

FACILITIES AND SECTIONS

1. Literary Passage: Barcode Scanner for the entry to the library
2. Book Browsery: OPAC is available at <http://library.marymathacollege.ac.in/>
3. Cyber Commons & Linguistic Hug: Network Resource Centre (NRC) and Language Lab (English Department)
4. Treasured Tomes Archive: Rare Book Collection
5. Powerup Station: Mobile Charging Area
6. InfoStream: Areas for News Updates
7. Rapro Zone: Area for Reprographic Services
8. PageTurn Plaza: Area for Lending Books
9. Chronicle Corner: Section for Periodicals, Journals and Newspapers
10. Book Nook: Reading and Study Area
11. Thesis Treasury: Collection of Ph.D. Theses from Research Centres, Mary Matha Arts & Science College, Mananthavady
12. Perspective Prism: Collection of Special Reports
13. Knowledge Nexus: Reference Section
14. Past Perspectives: Section of Bound Volumes of Journals and Periodicals

15.New Ink: Section for New Arrivals

16.Contender’s Corner: Section of Competitive Exam Preparations

17.Ideas Junction: Area for Open Discussions

18.Wi-Fi Connection: The library providing high speed internet connection to the students and the bandwidth is 100 mbps.

19.Global Literarium: Foreign Language Collection

BEST PRACTICES OF THE LIBRARY

- Orientation programs for faculty and students are conducted frequently to familiarize them with the automated facilities in the library.
- Daily News from 7 dailies is circulated among the users as a PEN-R initiative.
- Reading Week Celebration.
- Readers' Wish List to read new books of their choice.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Response

There are 111 computers in the campus for the use of students and staff. The Network Resource Centre (NRC) and Students Facilitation Centre provide high speed internet connection to the students. The

college has five Network Connections:

Year	Service Provider	Bandwidth on installation	Area	Bandwidth updation in 22-23
2004	BSNL	10 Mbps	College	300 Mbps
20-21	BSNL	100 Mbps	Library	Nil
20-21	Kerala Vision	100 Mbps	Office	Nil
21-22	BSNL	100 Mbps	CS Lab	300 Mbps
22-23	K Fone	10 Mbps	Office	Nil

Other Major IT Updation

IT Facility	Year of updation	Updation details	Other information
WiFi access points	2022	26	
LMS	2021	Cloud server 4 GB	Moodle
New Website	2022	3 GB Disk space and 50 dynamic pages	SRV Infotech
Office Automation	2022	Perpetual mode	MeshLogic
CCTV Camera	2022	39 cameras	
OBE Software	2023	16 worksheets	Accredit 360
Interactive Boards	2023	2 boards	
NVDA Software for the Divyangjan	2022		

There are 28 ICT enabled classrooms and other facilities like Interactive Boards in the college.

The CCTV system of the college with 39 cameras is well maintained and there are 4 UPS units.

The Committee for Office Automation, Networking and Website Management took up four major tasks in the academic year 22-23. They are the following:

1. Revamping of network infrastructure

- Student Wi-Fi access points enhanced to 26 in the year 2022-2023

2. Office Automation Software

- Total Campus Solution (TCS) software for office automation and attendance management was introduced in the year 2022-2023.

3. New College Website

- New College Website was introduced in the year 2022-2023. The website has a disk space of 3GB. There are more than 50 static pages and 10 dynamic pages.

4. Domain of the college

- Our domain (marymathacollege.ac.in) was registered through ERNET, an autonomous scientific society under the administrative control of the Ministry of Electronics & Information Technology.

Digital Library of the College is updated in collaboration with the library and has a repository of previous question papers, UGC Minor and Major Research Projects, E-copies of college magazines, faculty publications and other documents.

There are two **well-furnished computer labs** in the college. Online learning is effectively conducted through Learning Management Systems like MOODLE and other platforms like YouTube and Google Classroom. Teachers use Social Media platforms, Podcasts and different online assessment tools for effective teaching learning process.

The **library of the college is updated** using the latest software and IT facilities. Also, the library provides access to UGC NLIST and E-reading platforms like Magzter. The library is also updated to cloud facility.

The IT infrastructure of the college includes the following:

- Administrative department is automated
- Online payment system in the administrative wing, canteen and cooperative store
- Student facilitation centre provides high quality printing and reprographic facility to the students and faculty at subsidised rates
- Social Media pages of the college inform students and public about the major events in the college
- Separate IT facilities for the Divyangjan students through NVDA Speech Viewer
- Uses Accredited360 software for assessing OBE (Outcome Based Education)
- Language Lab with internet facility
- IT orientation programs are conducted for all the stakeholders involved

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

4.3.2

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

Response: 7.05

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

Response: 111

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 29.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
65.07	11.98	7.55	6.72	28.44

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 67.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
530	562	412	523	652

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 43.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
778	377	251	173	141

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 56.77

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

2022-23	2021-22	2020-21	2019-20	2018-19
156	149	175	146	137

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

2022-23	2021-22	2020-21	2019-20	2018-19
277	267	265	274	261

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

5.2.2

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

Response: 14.97

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	07	14	31	22

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

5.3 Student Participation and Activities

5.3.1

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

Response: 58

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	7	10	15	10

File Description**Document**

Upload supporting document

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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

Response: 10.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	12	08	10	11

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

5.4 Alumni Engagement

5.4.1

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

Response:

Response:

The alumni association plays a crucial role in moulding the future of our institution with the initiatives undertaken by the alumni.

- The alumni association was functioning as an unregistered body since 1998. The alumni association named *Mary Matha Arts and Science College Poorva Vidyarthi Association* was officially registered as per the Societies Registration Act on 11th November 2018 at the office of Wayanad District Registrar (Ref.No.WYD/CA/441/2018).
- The facility for online alumni registration is provided on the college website. It offers a platform for graduates to interact with each other, fostering a strong network that can help them contribute to their alma mater through their continued engagement with the institution.
- As of 31st March 2023, our alumni association comprises 6147 members and we continue to welcome new graduates to our vibrant community.
- Throughout the year, we organize various engaging events like reunions in offline and online mode, mega alumni meet, networking sessions, interactions, career fairs, webinars and workshops. The alumni association has played a vital role in the college's ongoing development by fostering a supportive community, facilitating career growth and professional connections, and contributing to the overall well-being of the institution.

Mega Alumni Meet

- The Mega Alumni Meet held on March 11, 2023, had the overarching goal of uniting graduates from the institution since its inception. The event aimed to rekindle connections with their alma mater, nurture a strong sense of community, and celebrate the collective educational journey they shared.
- The event witnessed an impressive turnout, drawing over 500 alumni ranging from the first batch to the latest one. Notably, some attendees travelled from overseas to partake in this momentous gathering, adding an international flair to the festivities.

Benefits of Mega Alumni Meet:

- The mega alumni meet provided a opportunity for alumni to reconnect with old friends.

- Attendees had the chance to exchange career advice, build professional relationships and explore potential job opportunities.
- Hearing from successful alumni inspired current students and provided them with valuable insights about career and life in general.

Alumni Initiative: Building a Clock Tower

- The first batch alumni is embarking on an exciting and ambitious initiative to construct a magnificent clock tower on the campus. The idea behind building a clock tower is to create a timeless and iconic structure that will have a lasting impact on the campus and its community.

Achievements

We are immensely proud of the achievements of our alumni; many of them have excelled in their careers, received prestigious awards and made notable contributions to society at large.

- Dr Sanu Francis and Dr Aneesh Embalil made groundbreaking research findings in the fields of COPEPODS & COMMUNICABLE DISEASES and are notable researchers in the domain.
- Keeping our alumni informed and engaged has always been a priority for the college. We make use of our social media platforms and email campaigns to share updates, event invitations and inspiring alumni stories.

Conclusion

Over the years, we have fostered valuable partnerships with various organizations, local businesses and academic institutions. These collaborations have enriched our events and strengthened our impact on the community. We acknowledge the dedicated efforts of our stakeholders and alumni and look forward to having a wonderful future with their support.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Response:

Since its establishment in 1995, the college has consistently prioritized the comprehensive development of the socio-economic and cultural landscape of northern Wayanad. This region notably houses the largest settlement of Scheduled Tribes and economically disadvantaged sections in Kerala. The institution has crafted its higher education objectives to cater to the needs of the local population, encapsulated by its motto *Education for Total Liberation*.

Dedicated to the empowerment of human resources, the college seeks to contribute to the enhancement and well-being of society by **fostering inclusivity**. Academic activities, aligned with the institution's vision and mission, are designed to meet the evolving needs of the youth in the region.

The academic engagements of the institution, in adherence to Kannur University guidelines, embody the spirit of **National Education Policy (NEP 2020)**. This commitment ensures that the educational pursuits not only align with the broader educational framework but also serve as a catalyst for positive societal transformation.

The institution employs **participatory and decentralised governance model** that incorporates defined sociocultural and academic representations.

Board of Governors (BoG), the apex body consisting representatives from management, faculty, administrative staff, parents, students' representative, formulates the academic policies for the college. The BoG prepares strategic plan in accordance with the Vision and Mission. The College has envisioned a **Short-Term Institutional Perspective Plan (2019 - 2024)** and a **Long-Term Institutional Perspective Plan (Vision 2030)** to serve as a guide to navigate challenges, seize opportunities and achieve its vision and mission.

- **College Council**, the highest academic body of the college, implements the policies into the curriculum. Academic decisions and reviews are made in the council to ensure the development and advancement of its stakeholders.
- **IQAC** ensures the quality of the institution through futuristic and progressive academic endeavours and prepares the documentation.
- **Department Council** functions at the micro level in reviewing and implementing the academic policies and decisions in decentralised manner.
- **Students' Union**, democratically elected body of students, actively contributes to the curricular

and co-curricular activities of the college.

- **PTA and Alumni** also play a supporting role in carrying out the vision and mission of the college.

The college governance ensures sustained institutional growth in academics and infrastructure providing the finest academic environment for its stakeholders.

Empowering the youth of Northern Wayanad through higher education is the prime concern of the institution. The outcomes are analysed through academic audit and necessary redesigning are carried out as per decisions various bodies. The learning environment created by the college with the support of the academic and administrative councils executes the vision and mission of the institution.

The college adheres to Kannur University directions in incorporating the New Education Policy. As a preliminary step to the NEP, the college offers Certificate Courses on a variety of new generation subjects which the students can utilise in the Academic Bank of Credit system. The college follows an **Outcome Based Education (OBE)** system where the attainment of Program Outcomes and Course Outcomes are systematically monitored and assessed. Many of the faculties in the college are **Master Trainers in Kannur University NEP policy formulation and execution.** Similarly, faculties from the college serve as **convenors, subject experts and members of the Four Year Under Graduate Programme** to be commenced in 2024-25.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Response:

FUNCTIONING OF INSTITUTIONAL BODIES

The efficient functioning of the College is ensured through participatory and decentralized mode of operations. The Institution has a structured system to ensure proper planning and implementation of academic and administrative policies.

The Board of Governors (BoG) is the highest policy and decision-making body of the Institution and

includes Management representatives, Principal, Deputy Director of the Collegiate Education, Co-ordinator of IQAC, Representatives of Faculty, Administrative Staff, and PTA. The Chairperson/Vice Chairperson of the College Union is also an ex-officio member of the BoG.

The Management, Catholic Diocese of Mananthavady, entrusts a senior administrator as the Manager of the College. The general management of the College is supervised by the Manager and the Associate Manager.

The Principal is the head of the institution and is responsible for the effective execution of academic and administrative policies and plans of the Government, University and Management.

The College Council functions as an advisory body to the Principal in academic and administrative matters.

The Heads of the Departments and the Department Council decide on the various activities pertaining to academic and administrative work related to each department.

The College Office functions under the leadership of the Office Superintendent. He acts as a link between the administrative team and the Principal.

The IQAC is responsible for the development and application of quality benchmarks/ parameters for the various academic and administrative activities of the institution and for motivating the academic community in organizing workshops, seminars on quality related themes and documentation of the various programmes/ activities.

The Students' Union takes an active part in the organization of the activities in the campus. The Union, in consultation with the Union Advisor, conducts all cultural and sports programmes in the College.

Committees/Associations/Clubs are constituted with the involvement of the teaching staff, non-teaching staff and students for the effective functioning of the college.

The Alumni Association plays an important role in helping to shape the future of our college by representing the views of its members, and contributing to the academic and infrastructural development of the institution.

The Parent Teacher Association takes an active part in the governance of the activities in the campus. Parent representatives from each class constitute the Representative Council of the PTA. The Executive Committee of PTA is formed from the Representative Council.

APPOINTMENT AND SERVICE RULES

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

POLICIES AND PROCEDURES

The policies of the College are framed after identifying the necessary requirements depending on factors like the vision and mission of the institution and the existing rules and regulations of the Government and

the University.

STRATEGIC PLAN

The Institution prepares its strategic plan in accordance with the Vision and Mission of the college and deploys its personnel for the implementation of the same. The College has envisioned a Short-Term Strategic Plan (2019- 2024) and a Long-Term Strategic Plan: Vision 2030 to serve as a guide to navigate challenges, seize opportunities and achieve its vision and mission for the betterment of the society.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Response:

Central to our dedication to achieving excellence is the implementation of a well-organized performance appraisal system designed to evaluate and acknowledge the contributions and professional growth of our employees.

Annual Performance Appraisal Report (APAR)

Faculty members are mandated to submit their Annual Performance Appraisal Report (APAR), detailing their academic activities throughout the academic year in accordance with Kannur University norms. Both teaching and non-teaching staff are required to submit their APARs along with supporting documents to the Internal Quality Assurance Cell (IQAC). The IQAC coordinator verifies the submissions and forwards them to obtain the approval of the Principal. Faculty promotions are contingent on the assessments and outcomes outlined in the APAR, underscoring its critical role in the advancement of our academic staff.

Student feedback system

The college has established an effective student feedback system to gather valuable input on instructional practices. The Principal assumes the responsibility of collecting feedback from students about each faculty member in the institution. Following this, the Principal holds meetings with the faculty to discuss the feedback received, encouraging them to address and rectify any concerns raised by the students. This process ensures continuous improvement in the quality of instruction and fosters an environment of responsiveness to student needs and concerns. Subsequently, the principal conducts individual meetings with each staff member to discuss and address the concerns raised about them in the feedback. During these personal interactions, the Principal encourages staff members to take proactive steps in resolving the identified issues, fostering a collaborative approach to improvement based on the feedback received. This personalized engagement underscores the institution's commitment to continuous enhancement and the well-being of both students and staff.

Welfare initiatives for Employees

Employee satisfaction is a cornerstone of our institution, reflected in the implementation of generous welfare initiatives. Under **statutory welfare schemes**, the institution manages the following schemes for the financial security and welfare of our staff:

- Provident Fund accounts
- Housing Rent Allowance
- Group Insurance Scheme
- State Life Insurance
- Medisep Medical Insurance
- National Pension Scheme.

The teaching and non-teaching staff are granted the following leaves as per the norms of the State Government and the UGC to provide flexibility and support in navigating unique:

- Commuted leave
- Leave surrender facility
- Maternity leave
- Paternity leave
- Earned leave
- Medical leave

Under non-statutory welfare schemes, the institution fosters a sense of community by giving preference to the admission of children of both teaching and non-teaching staff. Festival bonuses and salary advances for all staff further contribute to the overall well-being and morale of our college community.

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

- Free Wi-Fi
- Free Email IDs
- Comfortable hostel facilities
- Gymnasium,
- Indoor stadium
- Playground

Avenues for career development/progression

The institution is committed to advance the professional expertise of both teaching and non-teaching staff by organising:

- In-house training programs
- Faculty development
- Induction programs
- Workshops
- Seminars
- Professional appraisal system

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

6.3.2

Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**Response:** 42.65**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
11	4	5	28	42

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

6.3.3***Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years*****Response:** 46.6**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
20	13	13	46	45

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	17	14	16	18

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

6.4 Financial Management and Resource Mobilization**6.4.1**

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

Response:

Response:

The institution has established a structured mechanism to ensure effective allocation and utilization of its financial resources. Committees are formed to oversee the optimal utilization of funds, with a focus on mobilizing and administering grants from various sources, including the Government, UGC, NGOs, Management, and other benefactors. The Board of Governors (BoG) plays a crucial role in making pivotal decisions regarding the institution's economic policies.

The Manager is entrusted with the responsibility of diligently monitoring the mobilization of funds. To foster participatory management, teachers are assigned responsibilities in areas such as NSS, NCC, YRC, Clubs and Cells, WWS, SSP, RUSA Projects, and college extension activities. These teachers are authorized to mobilize and allocate funds within their respective domains. The allocated funds are designated for specific activities, including infrastructure development, research projects, student welfare, academic support, salary disbursements, professional development, and welfare of faculty

members. Various committees have been formed to streamline financial processes and decision-making:

- **Committee for Infrastructure Development** consisting of the Manager, Associate Manager, Principal, IQAC Coordinator, Superintendent, Committee Coordinator, and faculty representative engages in yearly financial planning and formulates an annual budget to meet specific requirements.
- **Purchase Committee**, led by the Principal, oversees procurement of tenders and manages fund allocation for approved projects. A Purchase Coordinator is designated to handle these responsibilities.
- **RUSA Project Committee** comprising the Principal, Coordinator and other representatives is dedicated to planning RUSA projects and maintaining transparent and organized financial management for these initiatives.

In addition to the internal mechanisms, the institution employs both internal and external auditing systems. The Internal Auditing Committee conducts an annual internal audit, overseen by the Principal. Various government departments scrutinize the funds received and disbursed by the College through external audits. These external audits include:

- **Departmental Audit:** Officials from the office of the Deputy Director of Collegiate Education, Govt of Kerala, perform departmental audits to verify salary, DCB, attendance, and acquittance for potential rectifications. The last departmental audit took place in 2014. The minor objections raised were rectified and clarifications were provided.
- **Accountant General's (Government of India) Auditing:** Officials from the AG's Office conduct periodical auditing.
- The annual **audit of the College Management** is conducted by a Chartered Accountant firm to evaluate the financial aspects, including income, expenditure, and fund utilization.
- **National Service Scheme (NSS) Audit:** Chartered Accountant firm conducts an annual audit of the National Service Scheme fund is audited and the statement is forwarded to the Dean of Students Service, Kannur University.
- **Faculty Research Projects Audit:** Auditing of funds allocated to faculty members for research projects is performed by chartered accountants. The audit statements are submitted to the college office, UGC, and other authorities.

These audits ensure accountability, transparency, and compliance with financial standards, providing a reliable assessment of college's financial health and integrity.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Response:

IQAC is a crucial body responsible for governing the activities related to quality enhancement and sustenance in the institution. It contributes significantly to the overall development of the Institution's functioning by overseeing and implementing the following processes and activities.

Quality assurance strategies and processes

- Policy making and implementation
- Academic master plan, Strategic plan, Academic calendar and teachers work record.
- **OBE implementation**– familiarization of POs, PSOs and COs. Outcome mapping and attainment analysis through *Accredit360*.
- Comprehension of **NEP, IPR and research methodology** into the educational frame work.
- **ICT training** to teachers to adopt blended mode teaching and student centric methods.
- Enrichment of curriculum with **new generation bachelor programme**, new **research programme**, certificate courses, **SWAYAM-NPTEL** courses and Pearson Me Pro.
- Facilitates **extension activities** and **MOUs**.
- **Dheeksharambam** for first year students.
- Professional development programmes and financial support for seminar participation to staff.
- **RUSA** infrastructural grants – **2 Crores** and DST/KSCSTE research grants- **33.71 lakhs**.
- Complete automation through **TCS, G-suite** and **KOHA**.
- **Divyangjan friendly** campus with inclusive environment and gender equity.
- Documentation and timely submission of **AQAR, AISHE, NIRF** and **KIRF**.
- Institutionalization of the best practices: **PEN-R** and **Green Campus–Greening Humans**
- **SAP** committees for green initiatives
- **Wheeling to the grid**

Review Mechanism

- Institutionalized mechanism for teacher evaluation, student satisfactory survey and **appraisal system** of academic and administrative staff.
- **Mentoring record**, effective conduct of internal assessment, Grievance redressal.
- Remedial classes and peer learning to support slow learners. Academic performance is discussed with parents through PTA meetings.
- Semester-wise and overall result analysis and corrective measures.
- **Automated evaluation of attainment** of POs, PSOs and COs.
- AAA and follow up actions.
- Feedback from different stake holders were collected analyzed and follow up actions were suggested.
- Suggestions from curriculum feedback were intimated to Kannur University for future curriculum restructuring.

- **Excellence Day** to recognize and honor outstanding achievers.

Incremental Improvement

- **New Research Centre** in Computer Science and new generation UG programme in **BA Social Science-Economics**.
- Average pass percentage of **82.14%** and **university rank holders**
- NCC Naval Wing, Youth Red Cross, Institution Innovation council.
- New RUSA funded library block, multipurpose hall, open gym and amphitheater
- Cent percent ICT enabled class rooms, **interactive boards** and **public news display system**.
- **50** certificate courses.
- **AAA** for past five years and follow up.
- **Environmental audit** and **gender audit**
- **87** seminars/webinars/workshops including IPR, Research methodology and Entrepreneurship.
- **43 functional MOUs/collaborations** and **44 extension activities**.
- **41%** students progressed to higher education and **16%** got placement.
- Bagged **12 awards/recognitions** for extension activities including **One District One Green Champion**.
- **108 awards/medals** for cultural and sports activities.
- Upgraded internet connectivity with **300mbps** bandwidth and 26 Wi-Fi access points.
- Financial support to 90 teachers for seminar participation.
- Participation in **AISHE, NIRF** and **KIRF**.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Response:

Mary Matha Arts and Science College has devised policies and strategic action plans to guarantee equitable access to opportunities for all irrespective of their gender. Our commitment extends to fostering environments where individuals, regardless of gender, can lead fulfilling lives and actively contribute to the development of the communities they inhabit. Adhering to the principles enshrined in the Constitution of India, we steadfastly uphold the principle of equal access to education, training, and skill development transcending gender barriers. Notably, **we have more than 60% female students**. We also recognize the importance of inclusivity beyond the binary gender spectrum. While we currently do not have transgender students in the college, we embrace diversity in all its forms. Furthermore, we cultivate an inclusive atmosphere that ensures each individual enjoys equal voice and participation in the process of decision-making within the college.

Gender related policies and Gender Audit

- The college has implemented policies addressing gender equity, anti-sexual harassment, anti-ragging, and mentoring/counselling.
- The institution conducts both internal and external **Gender Audits** to systematically assess the effectiveness of these policies and programs. This proactive approach also pinpoints challenges, demonstrating the college's commitment to continuous improvement and cultivation of a campus culture that champions gender equality principles.

Gender sensitization action plan

- The College has gender sensitization action plan for each academic year to create a gender sensitive environment that respects gender diversity.

Gender equity education through curriculum

- 28 courses within the college curriculum specifically focus on gender-related issues.
- Students actively engage in gender-based projects as part of their academic endeavours.

Gender Sensitization in co-curricular activities

- Every student is offered equal opportunities to engage in both sports and arts.
- Students have the freedom to choose the club they wish to be a part of.
- All eligible students, regardless of gender, have equal opportunities in college union elections.
- Enrolment and participation in NCC and NSS camps and activities are free from any form of gender-based discrimination.
- The institution hosts seminars and workshops aimed at promoting gender awareness, preventing ragging and sexual harassment, and fostering confidence-building and skill development.

Committees addressing gender related issues

The institution has established the following committees to enhance the well-being of both staff and students:

- Women's Cell
- Prevention of Women's Harassment and Internal Complaints Committee
- Anti Ragging Committee and Anti Ragging Squad
- Committee for Mentoring and Counselling
- Grievance Redressal Cell
- Committee for Gender Justice

Special Facilities for Women on Campus

- Safety and security on campus are reinforced through the implementation of surveillance cameras, fire extinguishers, security services, and use of identity cards.
- Female students are provided accommodation with well-equipped hostel facilities to ensure both their comfort and security.
- Postgraduate students wear **gender-neutral uniforms**, fostering inclusivity and equality within the campus community.
- Prioritizing the well-being of female students and staff, the institution has dedicated facilities, including a rest area equipped with two beds and essential first aid supplies, sanitary pad vending machines, incinerator, and access to on-call ambulance.

Initiatives for women empowerment

Employment Training Centre for tribal women in Appapara, Thirunelli panchayat is managed by the College. This initiative aims to empower tribal women by providing opportunities for skill development and employment prospects.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

Response:

Mary Matha Arts and Science College, through its various initiatives and efforts, stands as a beacon for inclusivity, tolerance, and harmony. The institution has taken significant strides in fostering an environment that embraces a rich tapestry of cultural, regional, linguistic, communal, and socioeconomic diversity among its students and staff. These efforts extend beyond mere celebrations to active sensitization programs, promoting a deep understanding of constitutional obligations, values, rights, duties, and responsibilities of citizens.

One of the key pillars of the College's inclusivity initiatives is its **commitment to cultural diversity**. The college recognises the importance of **celebrating and preserving the diverse cultural richness** represented within its student body. One noteworthy example of the college's commitment to cultural inclusivity is its vibrant celebration of festivals such as Onam and Christmas. These festivities go beyond mere observance, transforming into opportunities for students to share and celebrate the richness of their cultural and religious traditions. During Onam, the campus springs to life with the vibrant colours of traditional attire, floral decorations, and delightful Onam sadhya. Similarly, Christmas celebrations showcase the diversity of customs associated with the festival, creating an atmosphere of communal joy and understanding.

Socioeconomic diversity is another critical aspect of inclusivity that the College addresses through various initiatives. The institution is committed to providing financial aid and scholarships to students from economically disadvantaged backgrounds. This ensures that talented individuals, regardless of their

financial means, have the opportunity to access quality education. Additionally, the college organizes awareness programs and workshops to address the challenges faced by economically marginalized students, creating a supportive environment that recognizes and values diversity in socioeconomic backgrounds.

The college also places a strong emphasis on cultivating an **inclusive environment** through dedicated efforts to sensitize both students and employees of their **constitutional obligations**. Recognizing the pivotal role education plays in shaping responsible citizens, the institution has implemented initiatives that go beyond traditional academic curricula. Regular sensitization programs are organized to deepen understanding about constitutional values, fundamental rights, and the duties and responsibilities that citizens bear. These programs such as seminars, workshops, and interactive sessions, create a platform for meaningful discussions on civic duties and ethical responsibilities. By integrating constitutional education into the fabric of campus life, the college strives to empower its community with the knowledge and awareness necessary to contribute positively to society, fostering a culture of respect, tolerance, and a shared commitment to upholding the principles outlined in the constitution. This holistic approach ensures that every member of the college community is not only academically enriched but also equipped with awareness required for becoming conscientious and engaged citizens.

In conclusion, the College's efforts in providing an inclusive environment are comprehensive and impactful. From celebrating cultural festivals to organizing events that promote constitutional awareness, the institution actively nurtures an environment where diversity is not only acknowledged but celebrated. Through these initiatives, the College is not just an academic institution but a nurturing ground for responsible, informed, and socially conscious citizens who understand and uphold their constitutional obligations.

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE 1: PROJECT ON EMPOWERMENT THROUGH NEWS READING (PEN-R)

Objectives of the Practice:

- To enhance English language proficiency of students
- To enhance social awareness and general knowledge of students

- To promote social intervention through news reading.

The Context

- The majority of our students hail from rural background and are first generation learners who require additional help to develop their English language skills. Even though many students excel in core subjects, they find it difficult to articulate their ideas in English.
- An analysis of the performance of students in programmes that require general knowledge and social awareness helped us realise that only a few students are confident to participate in competitions that required general knowledge and social awareness. Realising this, the college expanded the scope of PEN-R from just language development to include developing general knowledge.
- Being an institution located in the only aspirational district in Kerala, we realised the importance of social intervention at different levels. Cultivating a sense of social commitment and training our students to actively participate in social transformation through targeted social interventions are essential components of PEN-R framework.

The Practice

- Circulation of *The Hindu* Newspaper: The College provides two copies of *The Hindu* to each class every day.
- Morning News Reading: Students present news through the public announcement system on every working day.
- Compilation and Circulation of Daily News: Important news from seven newspapers are compiled and made available to students via WhatsApp groups every day.
- Television News Display: Television news is displayed in the common areas and in the library so that students are kept abreast of the events.
- Programmes Organised by Departments and Clubs: Elocution, debates, essay writing, and quiz are organised at the department to develop language/communication skills and to improve general knowledge of the students.
- Social Intervention Activities: The extension activities of the college are connected to news reading. A discussion is organised before the students actually perform the extension activity. The students discuss the specific problems mentioned in the news and analyse how their contribution can create a positive change in the society.

Evidence of Success

- Active Participation of Students in Programmes: The participation of students in activities that require good communication skills and general knowledge has increased over the last five years.
- Prizes Won in Competitions: Many students have won prizes at intercollegiate and University level competitions.
- Certificates of International English Proficiency Tests: Many students have cleared international English proficiency tests like IELTS with outstanding grades.
- Extension Activities Organised: Various extension activities are organised in the college neighbourhood based on news read by the students.

Problems Encountered and Resources Required

- Newspaper Subscription: The College subscribes 50 copies of The Hindu and 10 copies of Business Line for the students.
- Compilation of the Daily News: The librarian compiles daily news from seven newspapers to be circulated in the students' WhatsApp groups.
- Televisions: Television news is displayed in the common area and library.
- Reading Habits of Students: Majority of newly admitted students do not have the habit of following news and reading newspapers, even in their mother tongue, regularly.
- Mentoring System: The possibilities of the Mentoring System have been utilized to the maximum extent to get the PEN-R materialized.

BEST PRACTICE 2: GREEN CAMPUS – GREENING HUMANS

Objectives of the Practice:

- To provide students with a holistic understanding of sustainable practices.
- To engage students in activities that fosters environmental consciousness
- To institutionalise green initiatives by making students, neighbouring communities and dignitaries involved in the initiatives.
- To instil a sense of civic responsibility among students through regular campus cleanups, contributing to a cleaner environment.

The Context:

The College is located in Wayanad which is a part of the Western Ghats, one of the 36 biodiversity hotspots in the world. The location in a fragile and ecologically sensitive area compelled the institution to give additional focus to “greening” our young students.

The Practice:

The practice involves a multidisciplinary approach to environmental education incorporating hands-on experiences, knowledge exchange and community engagement. The activities include:

- Leaf To Powder-Tea Production Journey: The practice involves training the students to harvest and process tea.
- Vegetable Harvest- From Campus Garden to Canteen: Students cultivate vegetables in the kitchen garden and provide organic vegetables to the College canteen.
- Department Gardens- Campus Blooms: Each department is assigned an area in the campus to maintain a mini garden. This provides a sense of discipline and an aesthetic experience to students.
- Classroom Flower Pot Display: Each class is responsible to grow and tend a plant in a flower pot.
- Monthly Departmental Campus Clean-up: Cleaning drives are organised as a monthly activity to beautify and clean the campus.
- Community Environmental Clean-up: Several initiatives are organised to clean the neighbouring community and instil a sense of civic responsibility among the students.
- Plastic Collection Kiosks: Plastic kiosks are installed in several places in the campus.
- Guests in Green: The guests who visit the College plant a sapling in the campus.

Evidence of Success

- **Accolades and Awards:** The College has been honoured with *Certificate of Recognition for Exemplary Commitment to Swachh Campus Mission and Community Engagement* from Mahatma Gandhi National Council of Rural Education. Additionally, the institution was a recipient of *One District One Green Champion Award* in 2021 acknowledging its outstanding contributions to the Green Campus initiative.
- **Increased student participation in sustainable agricultural practices:** Over the years, students have cultivated vegetables in the kitchen garden, participated in tea leaf plucking and have provided organic vegetables to the College canteen.
- **Community Impact:** Successful engagement in flood relief efforts and community clean-up campaigns demonstrate the initiative's positive influence beyond the campus.
- **Biodiversity Promotion and Campus Beautification:** The care and attention given to gardening has led to a thriving and aesthetically appealing plant life in the campus.

Problems Encountered:

- **Weather Challenges:** Unpredictable weather conditions adversely affect the tea leaf plucking schedules and growth cycles of vegetables.
- **Logistical Issues:** Coordinating community-wide initiatives require effective planning and resource management.
- **Student Engagement:** Maintaining consistent student participation, especially during vacation, pose a challenge.

Resources Required:

- **Educational Resources:** Collaboration with Peria Peak Tea industry, training materials for tea leaf plucking, and informative sessions for students.
- **Agricultural Resources:** Seeds, plant saplings, tools, and equipment for vegetable cultivation, along with guidance on sustainable farming practices.
- **Community Engagement Resources:** Coordination with local authorities, and resources mobilisation.

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

7.3 Institutional Distinctiveness**7.3.1**

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

Response:

Response:

MOULDING AND EMPOWERING FIRST-GENERATION GRADUATES OF NORTHERN WAYANAD

The College was constituted primarily for educating the **first-generation graduates of Wayanad** keeping with its motto *Education for Total Liberation*. An institution's performance is characterized by its reason for coming into existence, its vision, nature of the stakeholders, access to various resources, cultural ambience and physical location. The college is located in Mananthavady, a backward and rural region in northern Wayanad. **It is the only Aspirational District in the State as identified by NITI Aayog.**

Realizing the **dearth of higher education centres in Wayanad** and the resultant lack of academicians, teachers, journalists and other employees from among the people of this district, the college envisioned the empowerment of the region through the educational empowerment of the first-generation graduates.

Evaluating the quarter century existence, it is gratifying to state that there is a **substantial increase in the number of first-generation graduates** serving the society in the capacity of teachers, academicians, lawyers, journalists; a considerable number of them our alumni.

This distinctive feature of the college is well evidenced in the following table showing the increase in the faculty appointments from Wayanad. When the college began in 1995, the Management was not able to appoint any faculty from Wayanad as there weren't candidates academically qualified for the same.

Table 1: District-wise Profile of Faculty

Year	Permanent teachers from parent District (Wayanad)	Permanent teachers from other Districts /States	Total
1995- 1996	00 (0)	18 (100)	18
2005- 2006	01 (5)	18 (95)	19
2015- 2016	07 (32)	17 (68)	25
2022- 2023	14 (54)	12 (46)	26

(Figures in parenthesis indicate percent)

As evident from Table 1, there is a substantial increase from 1995 to 2023 in the faculty recruited from Wayanad especially alumni of the college. Similarly, there is also a steady increase in the candidates from Wayanad getting qualified to be in important academic and administrative positions after the establishment of the college. The appointments of several of our alumni in schools under the Corporate Educational Agency of Mananthavady Diocese, government institutions, and other offices also vouch for the effective human resource management of the College.

The College has contributed to the overall development of Wayanad by focusing on first generation learners and providing **inclusive education**. Unlike most other institutions, our task is to bring solutions to the socio-economic backwardness of the district by educating young people who are mostly first-generation graduates. Convinced of the ground realities, our College has ensured that our students get

access to state-of the-art infrastructural facilities, learning resources including **ICT enabled learning and Wi-Fi enabled campus.**

Initiatives to Mould and Empower First Generation Graduates

The Project on Empowerment through News Reading (**PEN-R**) is a flagship programme of the College designed to empower students of Wayanad, especially majority of the students who are first generation graduates.

The College has envisioned the programme believing firmly that *Knowledge is Power*. News reading provides the students with access to information and knowledge about the world beyond their immediate surroundings. The exposure to diverse perspectives and ideas broaden their horizons and inspire them to think critically.

Through PEN-R, students develop essential skills such as reading comprehension and the ability to analyse and evaluate information. They also learn to distinguish between reliable and unreliable sources, form informed opinions and voice them. This enables them to stay informed about local and global issues, understand their rights and responsibilities, and actively participate in discussions and debates. The active engagement with news leads to increased civic awareness and involvement, empowering students to become agents of change in their communities. News reading and discussions based on news have inspired several students to pursue higher education and better career opportunities. The distinguished alumni of the College like Vinod K Jose, former Executive Editor of *The Caravan*, Dr Sarath Sasi, Assistant Professor of IIT Palakkad, Dr E M Aneesh, DST SERB SIRE Fellow and Associate Professor of University of Calicut, and Dr V H Nishad, Author and Assistant Professor of Sir Syed College, are examples of our students metamorphosing into responsible and committed individuals contributing to community development.

In addition to the PEN-R programme, there are other initiatives which help the first generation graduates. The **mentoring and counselling system** of the college enables each student to get adequate care and attention. They are also provided with ample opportunities to interact with eminent personalities to guide and motivate them. **Industrial visits, motivational tours, seminars, and workshops** are regularly organized by all departments. **Soft-skills training** given to the students help them develop interpersonal skills. The organizational skills of the students are also developed by involving them in all activities of the College including **extension activities** under the guidance of experienced teachers. The College also ensures that all students benefit the most from all **government initiatives** like WWS, SSP, ASAP, etc. which help them to be a part of a positively influential peer group. With proper training during the course of their graduation, students are made well equipped to face different challenges like facing large audiences, interviews and group discussions. **Career guidance, Finishing School Programme and Certificate Courses** help the students attain a brighter future.

CONCLUSION

In nearly 30 years of its existence, the College has empowered hundreds of graduates in the aspirational district of Wayanad. But we have miles and miles to go to achieve our mission. A study conducted in 2023 revealed that **80% of students in the college are first-generation graduates**. The task set by the founders of the college still remain unfinished. But we are on the right track of a long journey to address the higher education dreams of people from northern Wayanad. The mission has also driven the college to reach out to students who are displaced due to unforeseeable tragedies. The recent initiative of the

college to provide free higher education and accommodation to 10 Manipuri students, reflects the college's vision to uplift marginalized communities beyond its immediate neighbourhood. With an unwavering commitment, the College aspires to be the beacon of higher education in northern Wayanad, liberating and empowering the youth through education.

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

5. CONCLUSION

Additional Information :

Nestled in the heart of the lush green hills of Wayanad, Mary Matha Arts and Science College combines the tranquillity of nature with the pursuit of academic excellence. The College with its innovative practices and dedicated initiatives, is a premier institute in North Malabar. The following additional information about the College shall provide a deeper understanding of the institution's achievements, resources, facilities and support services:

I. During the assessment period, the College has achieved several notable feats:

- Four faculty members were recognised as PhD research guides and the Department of Computer Science was recognised as a research centre.
- Dr Rajeev Thomas, Department of Chemistry, bagged the prestigious Defence Minister's NCC Commendation Card for his service during the flood relief activities.
- Dr Eldho K J, Department of Computer Science, was granted a patent for the invention of "Sensor Based Intelligent Brain Computer Interface System for Assisting Hand Paralysed Patients to Perform Typing by Brain".
- Mr Sreelal T S, III BSc Computer Science, was selected to attend the Google Product Summit held in Singapore and London for two consecutive years.
- Mr Sinadin Sidan, III B Com, was selected as the best NSS volunteer of Kannur University for his dedication and selfless service.
- The College was recognised as an OET exam centre in Wayanad district.
- A Naval Wing of NCC was launched in the college.
- The College participated regularly in NIRF and KIRF.
- Annual conferences on Central and State Budgets, Finishing School Programme and NET/JRF coaching were organised successfully.

III. In addition to providing state-of-the-art infrastructural facilities for the College Community, the facilities are extended for the benefit of the neighbouring communities. In the previous years, the College infrastructure was used for the following purposes:

- Covid 19 rehabilitation centre during the pandemic.
- Collection and distribution centre of State Legislative Assembly Election 2021.
- The College ground, indoor stadium and auditorium are regularly used by government departments and sports associations.

III. Students and faculty of the College have volunteered their time and expertise for the betterment of the society. The College manages:

- Karunya Charity Mission
- Employment Training Programme for Tribal Women
- Community Radio Service in association with FM Radio *Mattoli*
- IGNOU Study Centre

Concluding Remarks :

Located in the lush green hills of Wayanad, Mary Matha Arts and Science College, Mananthavady, has played a vital role in positively influencing the lives of numerous students from varied backgrounds. Over the years, the institution has experienced comprehensive development, incorporating new academic programmes, expanding its vision and mission to align with evolving higher education needs, and diversifying its curriculum through collaborations and MoUs.

The institution exemplifies its commitment to the community through best practices such as **Green Campus**, **PEN-R** and extension activities like **SCHOLLEGE**, and **Each One Teach One**. These initiatives collectively serve as a testament to the institution's dedication to community engagement.

The institution places a significant focus on **Outcome-Based Education**, fostering a student-centric environment, prioritizing their holistic development through dedicated initiatives. Upholding the motto '**Education for Total Liberation**' as the core of its educational philosophy, the college exhibits an unwavering commitment to the holistic development of the student. By integrating innovative teaching methodologies, mentorship programs and internships, the institution offers a dynamic learning experience to the students ensuring that every aspect of the academic journey aligns with practical skills, knowledge acquisition, and real-world application. Over the years, Mary Matha Arts and science College has carved a niche among higher educational institutions in North Malabar by fulfilling the educational aspirations of the people of Wayanad.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :55</p> <p>Remark : DVV had made changes as per the report shared by HEI.</p>																																								
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 354</p> <p>Answer after DVV Verification: 295</p> <p>Remark : DVV had made changes as per the report shared by HEI.</p>																																								
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>153</td> <td>160</td> <td>147</td> <td>150</td> <td>152</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>136</td> <td>143</td> <td>134</td> <td>131</td> <td>120</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>216</td> <td>216</td> <td>207</td> <td>192</td> <td>192</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>199</td> <td>199</td> <td>190</td> <td>177</td> <td>177</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	153	160	147	150	152	2022-23	2021-22	2020-21	2019-20	2018-19	136	143	134	131	120	2022-23	2021-22	2020-21	2019-20	2018-19	216	216	207	192	192	2022-23	2021-22	2020-21	2019-20	2018-19	199	199	190	177	177
2022-23	2021-22	2020-21	2019-20	2018-19																																					
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2022-23	2021-22	2020-21	2019-20	2018-19																																					
199	199	190	177	177																																					

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
31	36	29	35	29

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
31	35	29	35	29

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4.24281	0	4.2176	13.38928	11.86

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	4.44	4.74

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
49	17	8	6	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
48	17	6	6	7

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
21	5	1	11	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19	4	1	10	5

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

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

Answer before DVV Verification :

Answer After DVV Verification :37

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
67.45205	30.34315	21.68425	7.91911	31.1448

Answer After DVV Verification :

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2022-23	2021-22	2020-21	2019-20	2018-19
65.07	11.98	7.55	6.72	28.44

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	25	29	23	16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	7	10	15	10

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
79	35	16	53	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	12	08	10	11

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

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

6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty

development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	12	13	44	42

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
20	13	13	46	45

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	17	14	16	18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18	17	14	16	18

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

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>44</td> <td>48</td> <td>41</td> <td>45</td> <td>43</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>42</td> <td>41</td> <td>41</td> <td>45</td> <td>42</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	44	48	41	45	43	2022-23	2021-22	2020-21	2019-20	2018-19	42	41	41	45	42
2022-23	2021-22	2020-21	2019-20	2018-19																	
44	48	41	45	43																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
42	41	41	45	42																	
2.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>163.88864</td> <td>165.33769</td> <td>123.04643</td> <td>42.43968</td> <td>80.06267</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p>	2022-23	2021-22	2020-21	2019-20	2018-19	163.88864	165.33769	123.04643	42.43968	80.06267										
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163.88864	165.33769	123.04643	42.43968	80.06267																	

Self Study Report of MARY MATHA ARTS AND SCIENCE COLLEGE

2022-23	2021-22	2020-21	2019-20	2018-19
141.17	80.80	53.84	58.31	74.53