



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

MARIAN COLLEGE

**MARIAN COLLEGE KUTTIKKANAM (AUTONOMOUS) KUTTIKKANAM,
PEERMADE IDUKKI**

685531

www.mariancollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

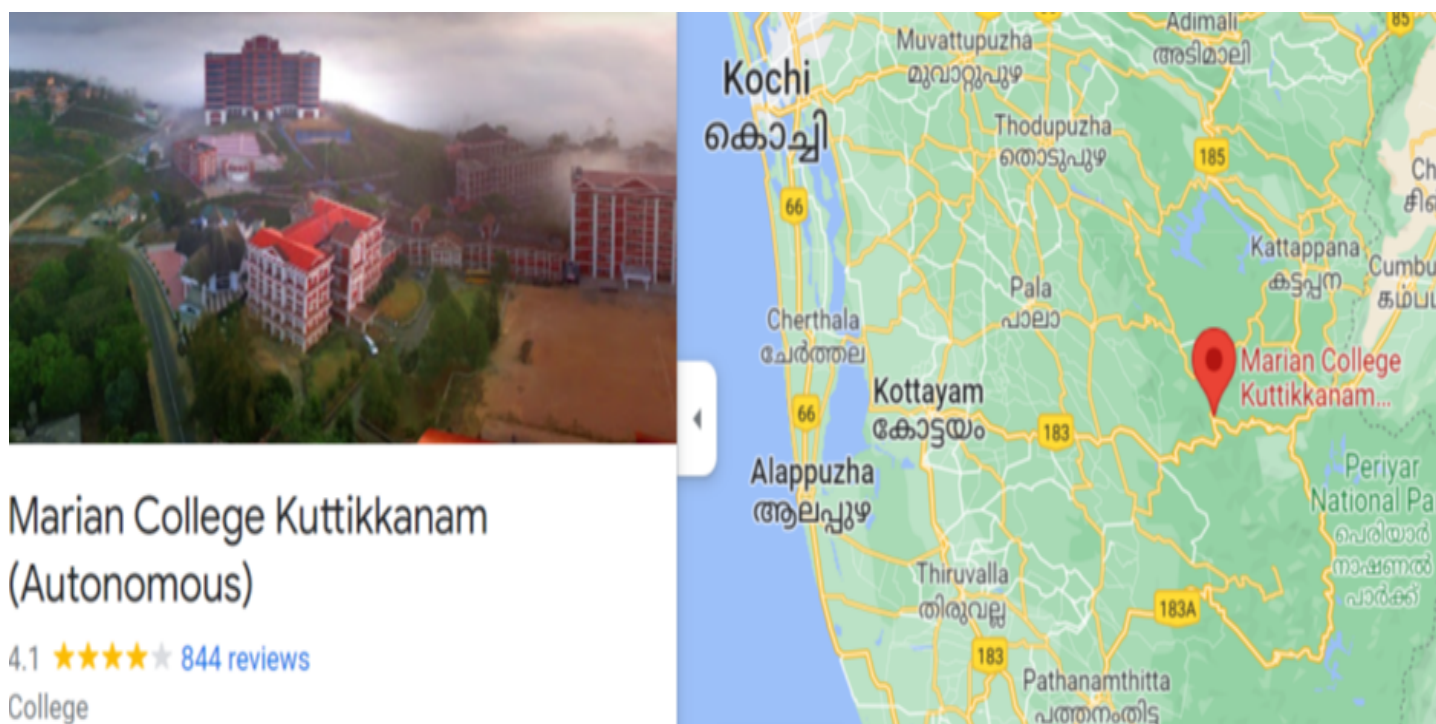
October 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Marian College Kuttikkanam was founded in 1995 as a Government Aided College, affiliated to Mahatma Gandhi University, Kottayam. The institution started with only 3 UG programs, 183 students and 8 teachers has now grown into an Autonomous College with **18 programs, including 8 PG, 10 UG and 2 Diploma programs** with over **1740 students and 108 teachers including adjunct-faculty**. Moreover, we have a research program in Commerce and established a research centre in association with Lincoln University College Malaysia. Marian epitomizes the educational philosophy, mission and objectives of the Catholic Diocese of Kanjirappally in central Kerala.

Marian is located at Kuttikkanam, a beautiful tourist destination in Idukki district, at an altitude of 3850 feet above sea level, among the undulating mountain ranges of the Western Ghats. Spanning over 26.5 acres, the campus provides a serene, cool, clean environment, ideal for intellectual exploration and learning. Idukki is one of the most educationally and socially backward districts in Kerala, with a substantial population of tribals, migrants and minority communities. There is also a large number of vulnerable and resource poor people working as laborers in tea and cardamom plantations of the region. With its focus on job oriented study programs and outcome based, technology integrated learning approach, Marian is committed to improve the educational status of the district and prepare students to meet the challenges of the competitive job market and life situations.



Marian consistently performed well in all the past NAAC accreditations with high scores. The College was first accredited in 2003 with B++ (83%) and again reaccredited with 'A' grade (CGPA 3.45) in 2009. During the third cycle of accreditation, held in 2014, Marian scored a high 'A' grade (CGPA 3.52/4). The College was

conferred with the prestigious CPE status by UGC in 2009 and it was extended in 2014 making Marian eligible for phase II financial assistance. In 2016, the institution was elevated to the status of an Autonomous College by UGC. Marian is the only College in Kerala to mentor three colleges to get successful accreditation under the PARAMARSH scheme, including a college from North East India.

Vision

To be a transformational leader in education, facilitating and celebrating the full flowering of life in abundance

Marian is envisioned as a Centre of Excellence in higher learning where knowledge is intended to become 'Knowledge Plus' through reflection, introspection and fine tuning (*Saadhana*) of oneself. Marian is a place where 'tireless striving and efforts stretches its arms towards perfection'. Our intentions shall always be to excel in every way so that our today has to be better than our yesterday, and our tomorrow has to be better than our today. At Marian, quality is not an act, it is a practice.

Marian perceives education as an important vehicle for realisation of this abundance which encompasses material well-being, intellectual maturity, moral uprightness, emotional stability and spiritual inspiration.

The College has developed **its core values conceiving its Vision and Mission**. The institutional values are binding and expected to reflect in the actions and decisions of all stakeholders of the College.

Respect: *Respect moves us to understand the gifts and unique nature and contributions of every person in the Marian learning community and to value diverse perspectives.*

Excellence: *Excellence commits us to challenge ourselves to utilize our God-given gifts - intellectual, social, physical, spiritual and ethical.*

Compassion: *Compassion compels us to stand with and embrace others in their sufferings that together, we may experience God's liberating, healing and life giving presence.*

Service: *Service calls us to use our gifts, talents and abilities to advance the genuine well-being of our community and those we encounter.*

Hospitality: *Hospitality draws us to do our daily work with a spirit of graciousness that welcomes new ideas and people of all backgrounds and beliefs.*

Integrity: *Integrity gives us the ability to realize the greater good in our actions and programs and challenges us to look at our work and ourselves holistically.*

Diversity: *Diversity builds a community that fosters an environment which is open and welcoming diverse people, ideas and perspectives.*

Learning for life: *Learning for life in the liberal arts tradition, encourages us to pursue knowledge and truth throughout our lives.*

Mission

- Facilitate an enriching scholastic experience focused on higher order thinking and competencies.
- Create avenues for developing artistic, literary and sports talents, life skills, personal health and well-being.
- Nurture a collaborative learning community, open to free exchange of ideas in which research, creative ideation, innovation and entrepreneurship flourish.
- Influence the educational sector by strengthening and innovating outcome- based learning and assessments, fostering multidisciplinary engagements and integrating technologies.
- Bring in transformative impact on society - regional, national, and global- by attracting diverse talents and engaging with institutional partners.

MARIAN PROGRAM OUTCOMES (POs)

The Core Values are formulated into attributes such as academic abilities, personal qualities and transferable skills which all students will have the opportunity to develop as part of their Marian experience. The entire curricula of the College focus on the attainment of the following Marian Program Outcomes.

- Domain knowledge
- Communicative competence
- Applying modern technologies
- Reflective response to ethical and social issues
- Sustainability values
- Critical thinking and problem solving
- Entrepreneurship
- Team work and leadership
- Self-Directed and Lifelong Learning

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Visionary leadership and supportive Management
- Participative decision making
- Technology integration
- OBE based curriculum transaction
- Utilizing academic autonomy effectively
- Regular updating of curriculum
- Committed and quality faculty
- State of the art infrastructure and amenities
- Academic collaborations
- Eco- conscious Green campus
- Industry collaborations and campus placements
- Campus- community partnerships
- Alumni relations and support

- Scholarships and freeships
- Excellent employer- employee relationship
- Student diversity
- Vibrant campus life
- Residential facility for majority of students
- Strong consultancy areas

Institutional Weakness

- Number of research departments
- Number of funded projects
- Number of teachers with industry experience
- Less number of pan- Indian student community
- Not enough facilities for recreation, cafeteria, sports and games
- Availability of land for expansion
- Less number of research publications

Institutional Opportunity

- NEP with 'light with tight' norms
- Evolving legal framework to become a University
- Growing edu-technologies for integrating and facilitating blended learning, ODL etc.
- Improved transportation and connectivity
- Possibility to attract foreign students
- Salubrious climate and clean environment
- Alumni network and their enhanced involvement in academics and placements
- Faculty internship in industries/ organizations
- Attracting industry professionals and experienced faculty as Adjunct/ Visiting faculty
- Resource mobilization from agencies other than Government and UGC
- Academic tourism

Institutional Challenge

- State/ University policies and regulations are not in alignment with Central Government/ UGC policies
- Academic and administrative autonomy restricted by the University
- Industry remoteness for internships and part time jobs
- Location disadvantages
- Resource poor neighborhoods
- Being located in the Western Ghats, Government regulations on land conversion and construction activities block development.
- Less developed townships and limited opportunities for social life
- Ecologically sensitive geographical terrain and frequent calamities like landslides, heavy rain, flooding etc.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The IQAC ensures that curriculum review and revisions happen once in three years for every program. Systematic need analysis is conducted before curriculum revision through feedback and consultation with local academic experts, recruiting firms, industry heads and local leaders to ensure that the curricula meets the local, national, regional and global needs. As a policy of curriculum review and revision, it is ensured that, the revision in curriculum enhances the employability of the students and also has components of ethical/environmental/gender/human values in it.

Major highlights of the criterion are:

- The College has introduced **Outcome Based Education** in 2018. During the process, the curricula was restructured to ensure that the Program Specific Outcomes (PSO) and the Course Outcomes (CO) were aligned.
- Special efforts were made to devise measurable COs, and PSOs which meet the discipline specific knowledge and skills.
- During the assessment period, **855 new courses** were introduced and the syllabus of all the existing programmes were revised to ensure CBCS/Electives.
- All the new courses ensured employability/skill development/entrepreneurship components.
- The number of value addition courses increased from **22** during the previous accreditation period to **131** during the current assessment period. **72.75 per cent** of students are pursuing these courses.
- In the curriculum of 2020-21 admission, **275** courses have professional ethics components, **143** courses deal with gender issues, **143** courses associate with human values and **288** courses deal with sustainability/environmental issues.
- The percentage of students undertaking academic projects and field visits have increased from 35% during the previous assessment period to 70% during the current year.
- Departments analyse the feedback on curriculum from stakeholders like students, alumni, teachers and employers. The suggestions are discussed in the Board of Studies (BoS) meeting to incorporate necessary changes in the curriculum. Departments also prepare an Action Taken Report (ATR) on curriculum feedback.
- **The IQAC feedback committee** coordinates the feedback collection, analysis and incorporation of suggestions in the respective BoS and Academic Council meetings. Every year the feedback committee

collects and verifies the ATR on curriculum.

Teaching-learning and Evaluation

All programs are outcome oriented, ICT enabled, engaging learning experience through innovative teaching learning and assessment activities.

Major highlights of the criterion are:

- **Learner-centric and ICT** integrated teaching-learning and assessment process.
- The average **enrolment percentage is 95.17%** and the seats filled against reserved categories is 83.26%.
- The percentage of full time teachers against sanctioned posts is 100% with an average experience of **11.31 years**. **40.13%** of the teachers have PhD or higher degrees.
- The teacher - student ratio of the College is **1:19**
- The learning levels of the students are assessed through psychometric tests, qualifying examination marks, domain specific tests (Marian professional assessment test, Programming/Coding skills assessment etc.) and continuous assessments as part of OBE.
- Special opportunities for advanced learners include Walk with a Scholar, training for competitive exams, scholarship for professional programs and paper presentations, teaching internships, and online learning platforms such as Coursera edX, NPTEL-SWAYAM etc.
- Slow learners are engaged through Student Support programs, Peer group/buddy learning, remedial/bridge courses, cooperative tasks and mixed (Slow and Advanced) group formation for projects/fieldwork.
- The mentor –**mentee ratio is 1:19** and the College has a systematic mentoring process integrated into the time table.
- Academic Calendar and the teaching plans are strictly followed. Student satisfaction surveys are conducted and feedback on faculty is taken regularly.
- Experiential learning methods frequently used are internships, industrial visits, on-the-job training, field practicum/trips, surveys, peer- teaching activities, focused group learning, group discussions and presentations, flipped classrooms, response paper writing, reflective writing, micro projects, publishing articles etc.
- Integrated ICT tools like Moodle, Padlet, Kahoot, Mentimeter, Quizzes, Google Suite, Code Runner etc.
- **Linkages with foreign Universities to implement ICT tools.**
- Pioneered in Outcome Based Education in the state of Kerala.
- **Published two books on OBE and has also offered training in OBE to peer institutions.**
- The examination results are published within **15 days** from the completion of the examinations.
- The average pass percentage of students is **90.12**.
- Complaints/grievances about evaluation is below 4.5 %.
- The functioning of the Office of Controller of Examinations is fully automated including the assessment of OBE attainment.

Research, Innovations and Extension

The College has given utmost importance to research, innovation and extension activities. Over the years Marian has made significant improvement in research, consultancy and extension.

The major highlights are:

- The College **has a well-defined research policy** since 2013 which is regularly updated to be contemporary and relevant.
- Created necessary **infrastructure facilities** for the promotion of research and research culture.
- Has **5 research Centres/ Chairs:** viz. Commerce, Centre for Sustainable and Inclusive Development, Centre for Rural Innovations and Indigenous Knowledge, Research Centre for Data Analytics, and Centre for the study of Eastern Culture and Religious Thought.
- **LUC MRC- An international Research Centre** established in collaboration with **Lincoln University College, Malaysia** for promoting **Inter disciplinary** research.
- There are **56 PhD scholars and** 12 research guides attached to the various research Chairs/ Centres.
- **Rs.16.05 lakh provided as seed money** to teachers for research projects.
- **Earmarked Rs 1.69 crore for research and for establishing four academic chairs.**
- The faculty members **published 120 research articles and 120 books/chapters in edited books.**
- Through the incubation centres, **15 start-ups** were registered. As a testimony to the performance of the College, the MHRD, GOI established MHRD's Innovation Cell (MIC) in Nov 2018.
- Marian **IEDC** was also selected for the **“Performance Award” for the year 2017-2018** and received **2 lakhs** rupees as grant from Kerala Start Up Mission.
- Marian is recognized in the **“Promising”** band in **ARIIA** ranking system for innovation achievement- December 2021.
- **Secured 3.5 Star Rating for Institution category**, from Innovation Council (IIC) in December 2021.
- **73 workshops and seminars on IPR** and skill enhancements were organised.
- **Rs 31.17 Lakh has been raised** through the Consultancy services
- The College has a fully functional extension department which organised **344 extension activities** and received **41 awards** for its commendable work.
- The **Child Line nodal office** of Idukki district functions at Marian.
- Has 2 NSS units and 1 Girl's NCC Battalion.
- Received the **best NSS unit award** from Government of Kerala.
- **Signed 53 functional MoUs** with reputed organisations and was able to conduct more than 200 collaborative activities.

Infrastructure and Learning Resources

Marian College has state of the art infrastructural facilities which provides a student centric, ICT enabled learning environment. Spread over two properties, Marian College Campus and Marian Institute of Management Campus, the institution has an area of **26.5 acres** with a total built-up of 80000-sq mtrs.

The major highlights of the criterion are:

- **56 classrooms** fitted with Wi-Fi connectivity, smart television/ Interactive board.
- One auditorium, and 2 conference halls with a seating capacity of 1200.
- Flipped classroom and media centre with acoustic audio system.
- **Moodle integrated mcka.in** - the in-house developed ERP and Examination Automation System.
- Science laboratories with modern equipment.
- Two examination halls with a seating capacity of 480.
- 5 Computer labs with 399 latest configured computers for academic purpose.
- Two campuses of Marian together have a total library space of 22185 Sq.ft which can accommodate 380

students.

- 31662 books and 104 journals.
- The library is fully automated with KOHA
- 7 Discussion rooms and 34 cubicles named as **research hubs** in the library help to stimulate research culture among faculty and students.
- Plagiarism detection using *Turnitin*.
- **Placement cell** with two officers.
- Bandwidth of **400 Mbps** with 90 Wi-Fi points across the campus for hassle-free access.
- A multipurpose indoor stadium, football ground, basketball court, volleyball courts, 3 indoor shuttle courts, space for table tennis, chess, and other indoor games.
- Fully equipped gymnasiums and yoga center.
- Facility for Aerobics and Zumba dance.
- Responsive campus to **divyangjan**.
- Infirmary with 3 trained nurses.
- Counselling wing with two certified counsellors
- 2 Chapels, Guest House.
- Amphitheatre with a seating capacity of 1000.
- On an average **43.33%** of total expenditure excluding salary is utilized for infrastructure augmentation during the accreditation period.
- Approximately 10% of the total expenditure was spent for maintenance during post autonomy period.
- **Professional Studio Floor** equipped with Apple Computer, Yamaha O1V Audio mixer, Yamaha MSP 5 Audio Monitor Speaker, Harizon Argos LED lights and teleprompter for e-content development.
- 24*7 uninterrupted power supply.
- Energy efficient equipment.
- Separate maintenance wings for electrical, plumbing and general estate.
- ICT enabled systems are in place for maintenance of infrastructure facilities.

Student Support and Progression

Marian is committed to facilitate the holistic development and academic progression of the students. It ensures the proper functioning of different systems for student support and progression, including the vibrant alumni network.

Highlights of the criterion are:

- Scholarships are given to socially and financially backward and meritorious students. Government scholarships were facilitated for **30.95%** of students and institutional and NGO Scholarships were made available to **25.08%** of students. Coordinated by a centralized system of scholarship administration, a total of **Rs 14916185.00** was distributed by the College and non-governmental agencies as scholarships.
- A total of **223** capacity enhancement programs were conducted under four schemes to develop students' skills and competencies.
- Finishing School for career orientation and training programs for competitive examinations attended by **1411** students, more than 60% of total strength. More than 37 percent of outgoing students (1116) who attended such trainings got job placements. 182 students progressed to higher studies which is 30.23% of outgoing batch.

- A total of 150 students, 93.36% of the students, whom attended competitive examinations, cleared it.
- A transparent grievance redressal system (online and offline) is in place which functions effectively.
- Importance given to sports and cultural activities resulted in securing **106** International, National and State level prizes.
- The vibrant campus creatively engages the students with sports and cultural events. A total of 223 events and competitions were conducted, by various clubs, associations, NCC and NSS, under the guidance of Students' Union.
- Marian College Students Council (Students Union) elected through representative democratic process, spearheads all the student activities and programs in the campus and conducts programs which promote national integrity, diversity and patriotism.
- A registered **Marian Alumni Association (MAA)** with a total of 5600 members, actively functions in various chapters, across the globe. Chapter wise regular meetings, annual mega alumni meet, and annual cultural event called '**Marian Diaries**' are organized by the association.
- The Alumni, through its various wings (Career and Professional Development, Social and Community Service, Alumni Welfare, Business Forum), contributes to the overall development of the College. **Financial contribution of Alumni amounts to Rs.20,88,272.00.**

Governance, Leadership and Management

The top leadership at Marian has demonstrated its commitment and effectiveness by creating a culture of excellence and innovativeness. **Successful attainment of 'autonomy status'** and its implementation is an excellent example for the effective participatory governance approach, strategic planning and committed leadership.

- The Governing Body (GB) and the Board of Management (BoM) decide on major policy matters and makes necessary recommendations for institution's seamless operation.
- Marian has the following policies in place: curriculum, teaching-learning, HR, research, extension, consultancy, environment, infrastructure, gender equity, grievance-redressal, faculty development, collaborations and *divyangjan*.
- Annual Corporate Plans are prepared based on inputs from departments and long term strategic plans of the institution. Suggestions from all stakeholders are incorporated in the process. The successful implementation of **Rs 5 crore RUSA project** is an example of the participatory planning and execution process adopted by the institution.
- All institutional administrative transactions, documentation and data management procedures are automated with **Campus ERP system** by investing Rs. 84,16,702.
- Many staff welfare measures like financial support for attending training and conferences, staff tour, loan facilities, salary advances, maternity and paternity leaves are implemented. Rs. 21,70,900 was spent in this head.
- Marian is the first in the State to implement **Outcome Based Education and Moodle** and raised Rs.

31,17,000 through consultancy and inter institutional quality enhancement projects. **Published 2 books on OBE.**

- Conducted the following audits - Annual Academic and Administrative Audit, Green Audit, Energy Audit, Environment Audit and Gender Audit during the assessment period.
- Organized 8 National and International workshops, 52 training programs, provided financial support to 143 teachers for attending conferences and workshops. 256 teachers attended FDPs.
- The institution has obtained **ISO Certification** and participated successfully in **NIRF** from 2018 (84th Rank in 2018)
- **Mentored three institutions** towards successful NAAC accreditation through **PARAMARSH** scheme.
- Fund mobilization and utilization policy with regular auditing mechanism and generated **Rs. 1,12,58,678** from various philanthropists.
- The institution is in the forefront of exploring the new opportunities offered by **National Education Policy 2020** and has implemented initiatives such as **OBE, ABC, NAD** and multi-disciplinary components in the curriculum.

Institutional Values and Best Practices

The learning environment at Marian consciously fosters a sense of social responsibility, value orientation and a proactive attitude towards gender equity, sustainability and inclusiveness. The major highlights are:

- The gender equity and sensitization concepts are integrated into the curricula. During the current academic year, **127 courses** with components directly related with gender issues included in the curricula.
- Anti-sexual harassment cell, anti-ragging cell, counselling centre, grievance- redressal cell, infirmary and fitness centre etc. are fully functional on campus.
- As an '**Energy Positive Campus**', 80 KW of the total daily requirement of 199 KW /day power is generated from the Solar Photovoltaic (SPV) System.
- For lighting, LED bulbs are used.
- Being a '**Water Positive Campus**', systems are devised to harvest 2 crores 71 lakh litres of rainwater.
- **50,000 litres of waste water** are recycled and reused daily.
- **Biogas plants** are installed to process biodegradable waste.
- Systems are in place to manage plastic, paper and electronic wastes.
- Regular gender, green, energy, **environmental audits** are conducted. awareness is created among students by implementing the recommendations with student participation.
- The College received **six awards** for maintaining a green and clean campus.
- The beyond campus activities include informational videos by students, cleaning activities and research on environmental issues.
- Disabled friendly and inclusive environment is ensured through policies and facilities like **elevator, wheelchairs and screen reader in the library.**
- Reservation of seats for marginalized factions.
- Constitutional obligations and rights are emphasised through daily chanting of national anthem, respect of national symbols and leaders, student activities etc.
- The training on code of conduct and professional ethics are arranged as part of yearly orientation programs.
- Commemorative days are identified and celebrated jointly by teachers and student leaders.

- **Best-practice I:** The College has developed innovative ICT enabled systems in teaching- learning and evaluation and generated Rs. 31.17 lakhs through consultancy.
- **Best-Practice II:** The social interventions through dedicated extension activities and corresponding attainment of POs.
- **Distinctiveness:** As a Green Campus, Marian has policies and protocols for preserving campus environment. **Conscious efforts have reduced the carbon footprint from 0.311 TCO₂ of previous cycle to 0.158TCO₂ during this assessment cycle.**

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MARIAN COLLEGE
Address	Marian College Kuttikkanam (Autonomous) Kuttikkanam, Peermade Idukki
City	Kuttikkanam
State	Kerala
Pin	685531
Website	www.mariancollege.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Ajimon George	04869-232203	9446919482	-	mariancollege@mariancollege.org
IQAC / CIQA coordinator	Binu Thomas	04869-232654	9446845140	04869-4869232203	binu.thomas@mariancollege.org

Status of the Institution	
Institution Status	Private and 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 Certificate of Marian College.pdf
If Yes, Specify minority status	
Religious	Yes
Linguistic	
Any Other	

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	11-08-1995
Date of grant of 'Autonomy' to the College by UGC	27-05-2016

University to which the college is affiliated

State	University name	Document
Kerala	Mahatma Gandhi University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	10-01-2001	View Document
12B of UGC	10-01-2001	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	19-03-2013	12	Annual Renewal

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	10-01-2001
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	Ministry of Education MHRD
Date of recognition	01-12-2021

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Marian College Kuttikkanam (Autonomous) Kuttikkanam, Peermade Idukki	Rural	26.5	80000

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Department Of Applied Economics	36	Plus Two	English	34	34
UG	BSW,School Of Social Work	36	Plus Two	English	84	84
UG	BCom,Research And Pg Department Of Commerce	36	Plus Two	English	177	176
UG	BSc,Department Of Mathematics	36	Plus Two	English	30	19
UG	BA,Department Of Languages	36	Plus Two	English	43	43
UG	BBA,Department Of Business Administration	36	Plus Two	English	60	57
UG	BCA,Department Of Computer Applications	36	Plus Two	English	60	57
PG	MA,Department Of Hospitality Management And Tourism	24	Undergraduate Degree	English	25	23
PG	MSW,School Of Social Work	24	Undergraduate Degree	English	30	30
PG	MCom,Research And Pg	24	Undergraduate Degree	English	70	69

	Department Of Commerce					
PG	MA,Department Of Communication And Media Studies	24	Undergraduate Degree	English	33	33
PG	MBA,Department Of Business Administration	24	Undergraduate Degree	English	180	180
PG	MCA,Department Of Computer Applications	24	Undergraduate Degree	English	60	59
PG	Integrated(PG),Department Of Physics	60	Plus Two	English	15	14
Doctoral (Ph.D)	PhD or DPhil, Research And Pg Department Of Commerce	36	Postgraduate Degree	English	30	30

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				15				12			
Recruited	0	0	0	0	9	6	0	15	8	4	0	12
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	2				11				51			
Recruited	2	0	0	2	11	0	0	11	28	23	0	51
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				16
Recruited	10	6	0	16
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				12
Recruited	10	2	0	12
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				4
Recruited	2	2	0	4
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	16	5	0	15	3	0	40
M.Phil.	0	0	0	1	3	0	1	3	0	8
PG	1	0	0	3	0	0	20	19	0	43
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	8	9	0	17
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	3	1	0	4

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	609	3	15	0	627
	Female	652	7	21	0	680
	Others	0	0	0	0	0
PG	Male	171	0	0	0	171
	Female	259	3	0	0	262
	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

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	30	42	38	39
	Female	34	39	34	40
	Others	0	0	0	0
ST	Male	6	6	6	8
	Female	7	7	6	5
	Others	0	0	0	0
OBC	Male	17	18	21	20
	Female	23	25	22	24
	Others	0	0	0	0
General	Male	192	220	232	230
	Female	252	283	266	260
	Others	0	0	0	0
Others	Male	20	12	17	14
	Female	10	13	10	14
	Others	0	0	0	0
Total		591	665	652	654

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Department Of Applied Economics	View Document
Department Of Business Administration	View Document
Department Of Communication And Media Studies	View Document
Department Of Computer Applications	View Document
Department Of Hospitality Management And Tourism	View Document
Department Of Languages	View Document
Department Of Mathematics	View Document
Department Of Physics	View Document
Research And Pg Department Of Commerce	View Document
School Of Social Work	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The College is convinced about the significance of transcending disciplinary boundaries for meaningful understanding of any domain of knowledge. Based on this conviction the institution has kept a multidisciplinary approach in preparing curriculum for most of the programs. Multidisciplinary programs</p> <ul style="list-style-type: none"> • Master of Management in Hospitality (MMH). The program has courses offered by faculty members who belong to disciplines of Commerce, Management, Sociology, English and Law. • Master of Communication and Media Studies (MCMS). The program has courses offered by faculty members belonging to disciplines of English, Journalism, Media Studies, etc. • Master of Social Work. Has courses on political economy, Psychology, Human rights besides the focus area which is social work. • Bachelor of Business Administration. The program has courses offered by faculty members from the disciplines of Business Administration, Commerce, Computer Applications, Mathematics, English, Law etc. • Bachelor of Social Work. Has courses on political economy, Psychology, Human rights besides the focus area which is social work. • Bachelor of Applied Economics. Has courses offered by faculty members from the disciplines of Economics,
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	<p>Commerce, Statistics and English. • BA English Literature, Communication and Journalism. Faculty from the disciplines of English literature, Journalism, Public Relations and Communication engage classes for this program. • Bachelor of Science in Mathematics. Has courses offered by faculty members from the disciplines of Commerce, Statistics, Computer Science, English, Indian Languages and Mathematics. Multidisciplinary courses • All Under graduate students are undergoing a course on “Human Rights and Environmental Studies” during their fifth Semester. During the fifth semester of all UG programs all students are required to study a course which is not offered by their parent department. This requirement offers an excellent opportunity to have studies outside their core discipline. The courses offered includes, physical health and wellness, film studies, etc., • Students of MMH program study a course titled “Professionalism and leadership” during all the four semesters. • A non-credit course is offered to students of MCA program titled as ‘Domain expertise’. The course offered in three semesters are intended to apprise students about various domains like education, insurance, tax etc.</p>
2. Academic bank of credits (ABC):	<p>The State of Kerala where the institution is located and the Mahatma Gandhi University to which it is affiliated has not yet made necessary statutory changes to introduce the National Education Policy 2020. Therefore, the institution is unable to reap the benefit of the flexibility offered by the Academic Bank of Credit. In spite of this difficulty, the institution has made the following initiatives in this regard; •Marian College is one of the first signatories to the National Academic Depository to which all the academic scores of students are to be uploaded. We are on board with Academic Bank of Credit and the data of 2021-22 batch of students are in the process of being uploaded to NAD. •The institution has framed few courses which provides multiple entry and exit as visualized in the ABC. For example, the Post Graduate Diploma program on ‘Geriatric Care and Management’ provides for entry and exit of students at any stage of the program. •The ERP of the College has been redesigned to suit the requirement of multiple entry and exit of students. •A faculty from Krithu Jayanthi College, Bangalore</p>

	<p>delivered a talk on implementation of ABC on 31 August 2022 which was attended by all the top functionaries and Heads of Departments of the College. The resource person, Dr Geethu Anna Mathew, elaborately presented the practical side of implementation of ABC. •The topic of Academic Bank of Credit was discussed by Dr Jose James to all faculty members during the input session as part of the academic planning retreat (SPEL 2022). •The College has appointed a senior faculty as nodal officer for coordinating the implementation of NEP in general and ABC in particular.</p>
3. Skill development:	<p>The curriculum of all programs is framed with the intention of integrating theoretical and practical knowledge wherever possible. Domain specific skills are imparted through appropriate internships/projects and it is supplemented by various tasks assigned under continuous assessment. •All programs offered at Marian has an internship/project/field work integrated to it. The intention behind such internship/project/field work is to offer an opportunity to students to acquire necessary skills in the areas where they acquired theoretical knowledge. Few examples are cited below; •In the case of the under graduate program of Social Work, (BSW) in every semester the students are assigned to have field work in the respective area they learned during that semester. •For both MCA and BCA programs, theoretical classes and practical lab sessions are handled alongside during all the semesters. This is supplemented by the project work during the Fifth and Sixth semesters of the UG program. For MCA students mini projects are assigned in every semester in new fields of technology. •Soft skill training is imparted to students of all programs through training programs offered during every year. For example, M Com students have a non-credit course on soft skills spanning all the four semesters in which they are given •Skills which are not domain specific and vocational in nature are imparted by few departments through noncredit courses. For example, Bachelor of Commerce (B Com) program offers a bouquet of nine non-credit courses like cooking, carpentry, gardening, home tools and its repair, tailoring etc. Each student has to select any two workshops offered and has to undergo the same for successful completion of the academic program. This unique program is termed as</p>

	<p>“Life Skills Competency Workshops”. •All B Com students are given training in IT skills as a non-credit course. Students of B Com and BA English Literature, Communication and Journalism are given training in the accounting software Tally, as part of their training in Accounting. •MSW students are given skill-based courses on counselling, project planning and management, participatory rural appraisal etc. •As part of research methodology course, students of M Com, MSW and MMH are given training in the SPSS data analysis software.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Indian knowledge systems have been integrated to curriculum in myriad ways. Yoga training</p> <ul style="list-style-type: none"> •International yoga day is celebrated in the College with the active support of students and faculty. Every year training in Yoga is arranged for faculty and students who are interested to learn yoga. •A faculty member of the College is an accredited yoga trainer and he conducts training programs for students on a need basis. <p>Indian languages</p> <ul style="list-style-type: none"> •Students of B Com and BSc (Maths) programs study Hindi and Malayalam as part of their curriculum. •B Com students study these languages during their first and second semesters. •BSc students study languages during the four semesters of their UG program. <p>Indian Culture</p> <ul style="list-style-type: none"> •The course contents of Indian literature prescribed for the B Com and BSc Mathematics students are from different periods of history spanning from ancient to modern literature. The discussion of those topics offers an opportunity to discuss and learn the values and culture of those periods of time. •Fourth Semester Students of BSc Mathematics study a course on Hindi focused on culture and civilization. •Students of BA in English Literature, Communication and Journalism has several courses in various aspects of Indian culture. They have courses on Indian Literature, Dalit Studies, Studies focused on films from regional languages, study materials from texts translated from regional languages etc. •Students of BBA program has a course on Indian Ethos and Values. The course content is on values grounded in Indian culture which are linked to functional areas of management. Similarly, BBA students have a non-credit, value-added course on Gandhian Thoughts as part of their syllabus. •BSW students are given a course in Gandhian philosophy as part of their syllabus.

5. Focus on Outcome based education (OBE):

The College has attained notable recognition nationally in successful implementation of outcome-based education (OBE). The following details deserves special mention; •The College has published two books on OBE. “Transform Learning: A Guide to Implement Outcome Based Education” was authored by Dr Cherian P Kurien, (Director, Marian Institute for Innovations in Teaching Learning and Evaluation), Dr Regi M Cherian, (Director, International Relations, Marian Institute of Management), and Dr Roy Abraham P (Former Principal, Marian College Kuttikkanam.) The book is a theoretical study on various facets of OBE. •The second book, “Outcome Based Education: Experiments of a Higher Education Institution” is a brief chronicling of the efforts of Marian College Kuttikkanam to practice the principles of Outcome Based Education. The experience of institutional leaders, departments and faculty members are shared in this work. •Five faculty members of the College, namely, Dr Roy Abraham P, Dr Jose James, Dr Mendus Jacob, Dr Cherian P Kurien and Dr Binu Thomas had been serving as resource persons in National and International Seminars and Conferences on National Education Policy and Outcome Based Education. •All the programs offered by the College have been redesigned to suit the requirements of outcome-based education (OBE). Each course of the program has a well-articulated course outcome and the outcome is assessed in both continuous assessment and semester-end assessment. •In the assessment process, each course outcome is assessed multiple times. Outcomes are assessed through continuous assessment examinations, assignments and other activities as outlined in the assessment pattern of each course. Similarly, it is ensured that in the Semester End Assessment questions from each of the course outcome is asked. •Another uniqueness of the OBE model adopted by the College is that marks/grades are awarded only to course outcomes. Even in the Semester End Examination unique templates are generated by the software for each question paper which facilitates mark entry to the course outcomes. •Students of M Com is running a Retail Experiment Lab, wherein they manage a shop and administer it as a commercial venture applying the theory, they learn in the class room.

6. Distance education/online education:

Meaningful integration of online education and assessment is one of the hall marks of the curriculum offered by Marian. The following are the details;

- The Moodle LMS is used by all faculty members for sharing learning resources and student performance assessment for continuous assessment.
- Students of MCMS has a course in online mode integrated to their syllabus. The students are required to study a course approved by the faculty in online mode and has to submit the pass certificate for the successful completion of the program.
- Most Departments offer MOOC as part of continuous assessment component. The assessment rubric approved by the Department Councils specify MOOC as a compulsory/optional course for Continuous Assessment for Research Skills (CARS) and Continuous Assessment for Deepening Learning (CADL).
- Cutting edge areas of Computer Applications included in the syllabus of MCA and BCA programs are taught in blended learning approach integrating class room teaching and online materials.
- The School of Social Work is offering two Diploma programs namely, Diploma in Counselling and Psychotherapy, and PG Diploma in Geriatric Care and Management. Both these programs are offered in hybrid mode integrating class room teaching and online education.
- The PG Department of Computer Applications offers a Certificate Course in Data Analytics and Visualization in online mode.
- M Com students are given training and support to study MBA program of Bharathiyar University in distance mode and almost all students of the program pursue the same.

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
13	13	13	13	13
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 10

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1740	1708	1719	1611	1496
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
602	633	643	541	516
File Description		Document		
Institutional data in prescribed format		View Document		

2.3

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1735	1708	1719	1224	589
File Description		Document		
Institutional data in prescribed format		View Document		

2.4

Number of revaluation applications year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
47	84	80	80	21

3 Teachers**3.1**

Number of courses in all programs year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
563	480	473	462	385
File Description		Document		
Institutional data in prescribed format		View Document		

3.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
91	91	82	75	65
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
91	91	82	75	65
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
8690	6203	7223	5470	11844
File Description		Document		
Institutional data in prescribed format		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
194	196	194	192	174
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 63****4.4****Total number of computers in the campus for academic purpose****Response: 375**

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

2020-21	2019-20	2018-19	2017-18	2016-17
385.13	294.17	460.29	443.22	152.25

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

Marian focused on the following **UN SDGs and traits to address the VUCA** (VUCA Stands for volatility, uncertainty, complexity, and ambiguity) **world challenges** while formulating and implementing the curricula.

- SDG 3 Good Health and Well-being
- SDG 4 Quality Education
- SDG 5 Gender Equity
- SDG 8 Decent Work and Economic Growth
- SDG 9 Industry, Innovation and Infrastructure
- SDG 11 Sustainable Cities and Communities
- SDG 16 Peace and Justice Strong Institutions
- Human values
- Use of technology for administration and communication
- Critical thinking and research

A few examples of courses addressing the developmental needs reflected in the POs, PSOs and COs are given below.

Course	Needs	CO	PSO	PO	SDG Goals
PMH2019: Cultural Tourism Resources and Product Development	Local	CO5: Assist local people to use their cultural resources in the tourism market so as to lift the quality of their living	PSO5: Develop awareness of their strengths and engage their autonomy to enhance their professional skillset and innovation in hospitality and tourism.	PO4: Reflective Response to Ethical and Social issues	SDG 8 Decent work and economic growth
PMM2019: Business Environment	National	CO5: Evaluate the impact of international treaties and agreements on the business environment in India.	PSO2: Able to explore business opportunities and translate them into sustainable, ethically responsible, and globally competitive business ventures	PO7: Entrepreneurship	SDG 9 Industry, innovation, and infrastructure
PMH2029A: Global Tourism Geography	Regional & Global	CO3: Locate and identify the countries, main cities, and physical features of the world with particular emphasis on Europe, America, the Middle East, Asia, and Africa	PSO2: Value the Indian socio-cultural ethos and develop competencies for multinational job assignments in hospitality and tourism.	PO 9: Self-directed and Lifelong Learning	SDG 11: Sustainable Cities and Communities
UEN2008: Basic Skills in Communication	Global	CO1: Demonstrate knowledge of the International Phonetic Alphabet and be able to perform phonetic experiments.	PSO1: Demonstrate global competencies in listening, speaking, reading, writing, and thinking skills in English.	PO 2: Communicative competence	SDG 4: Quality Education

The establishment of Marian College in the educationally backward district of Idukki which is a remote tea plantation hamlet was a creative response to the local **need for quality higher education** for the less privileged children of plantation workers, tribals and minorities.

Curricula relevant to the developmental needs:

Local needs

- Inclusive **research projects and field surveys** in curricula to identify problems faced by the local people.

- **Semester/annual internships** to gain a practical understanding of the industry related to the programs provided.
- **Value added courses** that help students develop life skills, social applicability, technical skills, and ethical values to address real-life problems.
- Eg. **PSW2004-Social Work Practice with Individuals, Families and Group** course added to the MSW curriculum addresses local needs.

National needs

- Implementation of **Outcome-Based Education (OBE)** in line with the **National Education Policy(NEP) 2020** resulted in the acquisition of industry-relevant skills. E.g.**100% placement in most of the PG programs.**
- Extensive **use of technology** in teaching, learning, assessment and administration made students use modern technologies comfortably. E.g. ERP for administration, Learning Management Systems, Interactive Technologies for teaching and assessment.
- Many activities of the **NSS and NCC were sustainability-focused.** E.g. Assistance to develop a kitchen garden in two partnering panchayats.
- **Students and Faculty Exchange Programs** with colleges especially in the **North-Eastern regions of India** foster peace and harmony among diverse communities.
- **Environmental Studies & Human Rights** course incorporated in the curriculum of all undergraduate programs addresses national needs like gender equity, sustainability, human rights etc.

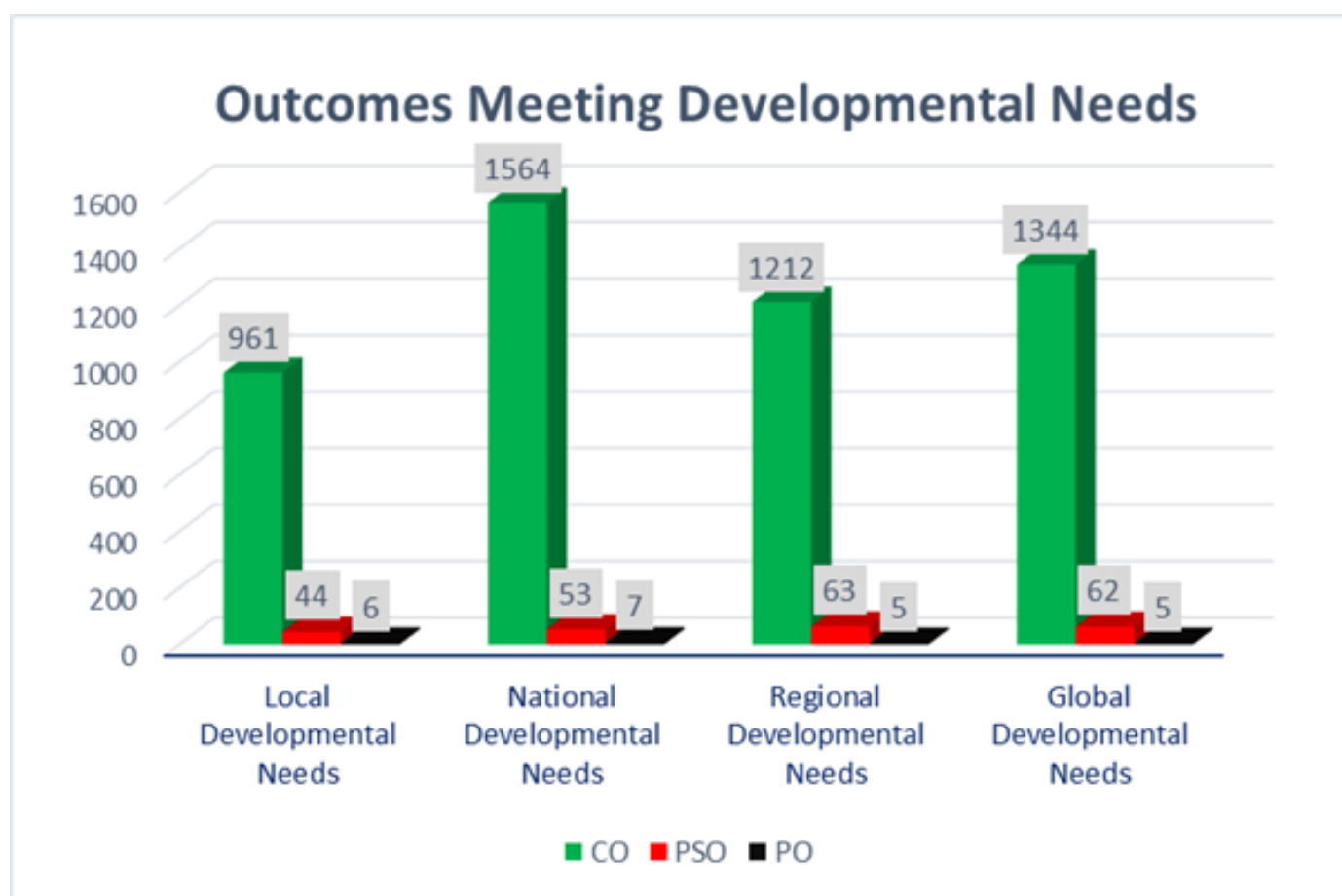
Regional needs

- **On-campus incubation centre** to develop industry relevant skills and ecosystem for innovation.
- Regional and international industry-ready **certification programs** (Eg. RedHat, Microsoft)
- **International Field Trip and Learning Report** in the curriculum of Master of Management in Hospitality (MMH)
- **PMH 2029A: Global Tourism Geography** in MMH curriculum to study regional tourism specific destinations.

Global needs

- **POs, PSOs, and COs** are designed in line with the **UN SDGs.**

- Program curricula of BBA, BCom, BCA , MCA are designed in **integration with TCS**
- Curricula of **MMH program** modelled after **Cornell University, USA**
- Study of **international reports** published by Government organisations and NGOs (E.g. UN, WTO, NASSCOM)
- Curriculum enrichment through **MOUs** with the University of UTTAH, Red hat, ACCA, IMA, etc.
- Foreign languages (**German, Syriac**) are offered at UG level.
- **Augmented Reality (AR)** based learning in association with the **Hong Kong Baptist University**.
- **PMM2022– International Finance and Business** in M Com curriculum covers international finance and liquidity.



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

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.**Response:** 100**1.1.2.1 Number of all Programmes offered by the institution during the last five years.****Response:** 13**1.1.2.2 How many Programmes were revised out of total number of Programmes offered during the last five years****Response:** 13

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years(Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years**Response:** 97.68**1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..**

2020-21	2019-20	2018-19	2017-18	2016-17
558	473	463	447	370

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years. Response: 79.68	
1.2.1.1 How many new courses are introduced within the last five years Response: 855	
1.2.1.2 Number of courses offered by the institution across all programmes during the last five years. Response: 1073	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year). Response: 100	
1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented. Response: 13	

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3 Curriculum Enrichment

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

Response:

Marian is committed to the enrichment of society and guarantees the emergence of a responsible generation imbibed through:

Professional Ethics

- **Syllabus of all programs necessarily contain courses on professional ethics (275 courses).** Plagiarism check is mandatory while submitting dissertations.
- **Expert lectures, participation in conferences and training programs, AR Learn Application** help students to acquire ethical ideals; **Eg.** seminars on Intellectual Property Rights(IPR).

Gender Sensitivity

- **53% of our students and 42% of the staff are women.**
- Students are sensitized through **143 courses** on gender-specific issues and women empowerment.
- There are dissertations, project works, surveys, field work in order to deepen gender sensitivity (Eg. *The Field Practicum of MSW*).
- International and national seminars, workshops and webinars organised on gender and women issues.
- Women Cell and Gender Champion Movement draw attention of students to gender issues.
- The second edition of the film festival – **Kuttikkanam International Film Festival (KIFF) – Chappa** - organised by the Department of Communication and Media Studies was on the theme- **gender discrimination**.
- A drama was enacted on the theme of discrimination.
- A 3-day stay-in camp together with Kerala Lalitha Kala Academy for Third Gender youngsters from all over Kerala made significant contributions to the deeper understanding of the issues faced by them.
- Street plays, debates and short films for promoting gender awareness.

Human Values

- **143 courses** deal with human values. Eg. "**Social Practice with the Elderly**", "**Social Legislation and Human Rights**" in MSW.
- Visits, voluntary **services rendered to special homes**. *109 services to selected care centres during the period.*
- Initiatives to **help the needy** by house construction, providing electronic gadgets for students for online classes etc.
- Avenues for the development of human values provided through **NCC, NSS, EBSB, Gender Champion, Women Cell, UNAI** etc.
- **Volunteering** by students in the **relief and rehabilitation** initiatives of the Government during the **flood calamities of 2018 and 2019**.
- **Value education classes** on *Constitutional values, self-esteem, equality etc.*, organised bi-weekly, led by class representatives.
- Won **State and University awards for the NSS** activities of the College.

Environment & Sustainability Initiatives

- **288 courses** address environment and sustainability concerns.
- Course on environment is mandatory for all UG programs.
- From water scarcity campus, Marian became **water positive** through efficient **rainwater harvesting**.
- **Green energy** provided by solar power upto 85 KV as well as fuel supply by bio gas plant.
- **POs, PSOs, and COs** reflect many **UN SDGs**. Eg. Reflective response to ethical and social issues in PO4 and sustainability values in PO5.
- Fostering **microgreen farming** in the campus and hostels.
- **Green campus initiatives**- minimising the use of paper through digitisation, plastic free campus, planting new plants and trees, waste management etc.
- Periodic **green audit** and corrective steps resulted in the **reduction of carbon footprint from 0.31 to 0.158 TCO₂**

Health and Wellbeing

- **Marifit** (Assessment of Health-related Physical Fitness) program for students to assess their BMI.
- Multi-gym facility for both girls and boys.
- Facilities for Yoga, Aerobics, Zumba dance.
- Training for self-defence, health and hygiene .
- Nurse on campus and doctor on call.
- Counselling/ mentoring
- Meditation and spiritual exercises



File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 131

1.3.2.1 How many new value-added courses are added within the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
30	27	25	25	24

File Description	Document
List of value added courses (Data Template)	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 72.75

1.3.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1012	1213	1161	1080	1496

File Description	Document
List of students enrolled	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)

Response: 70.29

1.3.4.1 Number of students undertaking field projects / internships / student projects

Response: 1223

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: A. All 4 of the above

File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document
Link for Additional Information	View Document
URL for stakeholder feedback report	View Document

1.4.2 The feedback system of the Institution comprises of the following :

Response: A. Feedback collected, analysed and action taken and report made available on website

File Description	Document
Any additional information	View Document
URL for stakeholder feedback report	View Document
Link for Additional Information	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 95.17

2.1.1.1 Number of students admitted year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
692	654	652	665	591

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
684	669	729	729	614

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 69.72

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

2020-21	2019-20	2018-19	2017-18	2016-17
115	137	129	138	141

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

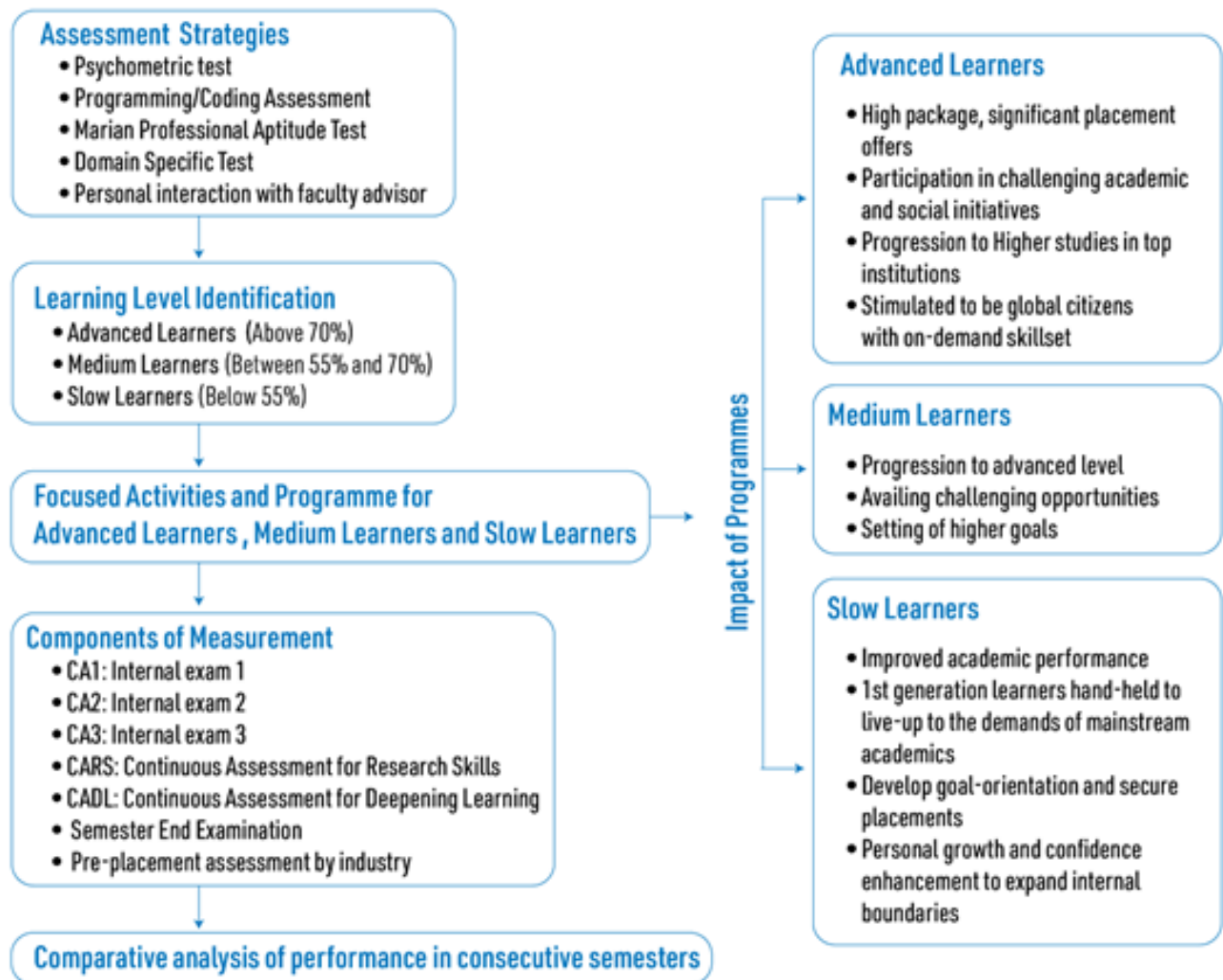
Response:

Assessment of learning levels is done to identify **Advanced** (score above 70%), **Medium** (55-70%) and **Slow** (below 55 %) learners. Special programs are organised and students' improvement is measured formally through a battery of outcome-based internal assessments and also through industry/pre-placement evaluations. The scores are analysed and compared to track the progress. Informally, the class advisors assess the progress and give feedback to the learners.

1. Assessments of learning levels

- A **psychometric test** covering reasoning (analytical, verbal and situational) and language comprehension
- Performance in the **qualifying examination**.
- **Domain Specific tests** administered by departments & **Personal Interaction** by faculty advisors.
- **MPAT (Marian Professional Aptitude Test)** is conducted for B Com freshmen.
- **Programming/ Coding skills Assessment** for MCA students by an external team ('For A good Start' organization.)
- **Life skills of students assessed to create a baseline data** for classroom interventions, mentoring, counselling and career guidance.

ASSESSMENT AND PROGRESSION OF STUDENTS WITH DIFFERENT LEARNING LEVELS



2. Programs for advanced learners

- **Walk with a Scholar** (Government funded- Rs 604500/-)
- **Competitive examinations training**- Civil Services, UGC Net, Banks, CAT/MAT
- **Free Competitive Test Bank** for bank recruitment.
- **Professional Courses Training** -ACCA, CA –CPT, CMA (Ind), CMA (US).
- **Scholarship support for CMA (US)** - Seven Lakh Rupees(approx.)
- **IELTS training.**
- **Teaching internship** opportunity (53 students)
- Exposure to advanced topics – (NPTEL- SWAYAM, Coursera, edX, Alison)
- **Free Institutional subscription for Coursera and edX** (course value – 36 lakhs approx.)
- MoU with **Hong Kong Baptist University** for online certifications (29 students completed).
- **RUSA funding (Rs17670/-) for National/International conferences**
- **RUSA funding (Rs237500/-) for visiting centres of excellence** - IIM and Asian Development

Bank.

- **Placement Training support by Alumni in industry** for students who clear first -level screening (Deloitte, TCS, Wipro)
- **RedHat Academy** (Rs181125) offers **international certifications** in RedHat and provides scholarship (Rs 41125/-)
- Interaction with corporate heads, public figures and Alumni.
- **Publishing research papers**, student research projects.
- Support to **student entrepreneurship**
- **‘Earn while learn’** scheme.
- Student involvement in **creating instructional** resources, English & Computer **training for local school students**, **Marian Buds** program, Student **Software** consultancy.

3. Programmes for slow learners

- **Scholar Support Program-** Government funded (Rs. 417500/-)
- **Peer group & Buddy learning**
- **Remedial and Bridge** programs by departments
- **Department library** (MCA) for lending expensive books on computer science.
- Cooperative Learning Tasks and group formation mixing slow and advanced learners for projects/ fieldwork.
- **Mentoring and Counselling support.**
- **Laptops donated** (alumni and faculty contribution)
- Supplementing **audio/ video tutorials**
- Periodic **parent teacher meetings**
- **Re-tests and Save a Semester** examination opportunities.

4. Engaging Learning Environment for Advanced, Medium and Slow learners

- **Scholarships and freeships** to economically weak students.
- **Industry (TCS) curated syllabus for undergraduate courses.**
- **Career guidance and Placement Support**
- **Induction, Outreach**, participation in sports, arts, and University youth festivals
- **Student exchange programs** with institutions.
- **Student clubs’** - public speaking, debating, and quizzing.
- **Hand-holding by Alumni** through Alumni association.
- **Training programs** (life skills, leadership ,personal development)

A doctoral research on “**An Intelligent E-learning Environment for Enhancing Learner Performance**” was taken up by Dr Lumy Joseph of Marian, in which a model for adaptive e-learning system for slow learners was developed. Extended application of the findings of the study on campus is under development.

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

2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 19:1

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

2.3 Teaching- Learning Process

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

Response:

Marian endeavours to foster a constructivist approach in which all curricular transactions are learner centric where knowledge creation becomes the end of all transactions.

1. Experiential learning methods adopted integrates reflective practices to hands-on learning:

- *Internships, industrial visits, on-the-job training* in different discipline areas.
- *Field practicum, farm planning, field trips, surveys, and research projects* are integrated to the curriculum.
- *Discipline specific Workshops, Certificate Courses* and *personal and professional training programs*.
- Experiential learning by *organising, hosting and participation*: Department fests, festivals, days of national and international significance, various clubs' activities, inter and intra collegiate competitions.
- **Discipline specific experience gaining activities** like filing Income Tax Returns, obtaining information under RTI Act, video production, online coding, teaching juniors, and itinerary development.
- **Part-time jobs and start-up initiatives** enable the students to '**earn-while-they-learn**'.
- *Skill-based courses* offered by departments - Entrepreneurial Skill Development program, Technical Competencies for Executives.
- Active *participation in conferences, conclaves, seminars and presenting papers* on and off the campus.
- Online and offline **interactive classroom activities** facilitate vibrant learning through debates, group discussions, public speaking, roleplays, media reporting, quizzes, seminar presentations, video presentations, collage making, chart displays, displaying exhibits, 'walk-and-talk' program, advertising and digital marketing.

- ***Outreach programs and value education sessions*** for experiential assimilation of universal values.

Participative and collaborative learning in Marian nurture higher order thinking and self-directed learning in students with teachers as their 'Guide by the Side.'

- ***Need based-cooperative learning in small groups***: Students of different learning levels interact and mutually benefit.
- ***Peer- teaching activities, focused group learning, group discussions, and group presentations*** encourage working together to jointly resolve issues and complete tasks on time.
- ***Theme-Centered Interaction*** as a pedagogical model for sustainable, living learning experiences.
- Involvement in various ***club activities*** hones their leadership, team playing and communication skills.
- ***ICT tools like Augmented Reality, Padlet, Kahoot, Mentimeter*** - lively and fun-filled opportunities to collaborate.
- ***Hackathons, case study presentations, blog creation and radio interview*** give practice based interactive learning.
- ***Mentoring by corporates, placement training.***

Problem-Solving methodologies adopted in Marian exposes the learners to real life scenarios and challenge them to arrive at sustainable solutions.

- ***Flipped Classroom strategy***: Pre-class engagement with study materials text books, articles, case study reports, documentaries, short films etc. and for higher order learning in class through discussion, interaction, case analysis, and testing etc.
- ***Opportunity to do online courses - MOOC, Coursera, SWAYAM etc.***
- ***Response paper writing, reflective writing, critical review*** of films, interviews, articles, news and events.
- ***Model development*** through *mind mapping, flow charts and brainstorming*.
- ***Invited lectures and interaction, scholar-on-campus, experts interviewed*** by students.
- ***Funded and non-funded research projects, micro projects, publishing articles in research journals.***
- ***Taking up online jobs for tutoring, content development*** (like Chegg India) and ***video creation***.
- ***Creative writing*** through *class magazine and newsletter publication, blog posts, social media content creation*.

Impact of Adopting Student-Centric Learning Methods

Diversified Classroom Transactions

- Optimal Challenges for Different Learner Levels
- More Sensitized and Attentive to Individual Learner's Pace

Judicious Mix of Theory with Practice

- Opportunity to Develop Practical Wisdom
- Hands-on Field Encounters and Exposures

Engaging Teaching-and-Learning Activities

- Ensures Willing Participation of Students
- Instils a Love for Learning and Ensures Joy in Learning

Fosters Learner Autonomy

- Higher Levels of Self-reflection and Self-regulation
- Intrinsic Goal Orientation

A research on a learner- centric pedagogical model for higher education was undertaken by Dr Joby Cyriac of Marian. The thesis '**Theme Centered Interaction: Towards a learning –oriented didactics of ELT**' puts forward a collaborative, democratic and holistic didactic approach which marks a shift from teaching to learning. A few teachers have received training in this method, received international certificate/ graduation and have served as resource persons in India and abroad. Sessions/workshops based on the approach are also conducted for teachers and students on campus.

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

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

In Marian, ICT integration has made the teaching-learning more individualized, creative and dynamic.

1. Tech Systems in place

a. Customised Moodle LMS (METLE- Marian E-ware for Teaching Learning and Evaluation)

- Teachers use Moodle LMS to **manage courses**, and students access it from anywhere and anytime.
- Course resources, assignments and assessment tests are given to students through **METLE**.
- Activities and resources in the LMS - Databases, Wiki, Glossary and Discussion Forums are used in the teaching-learning process.
- Online interaction, mentoring, peer teaching, and virtual meetings through facilities like **Big Blue Button**.
- **Code Runner** tool utilised for programming code evaluation
- Teachers create and upload **video-content** to the LMS

b. MCKA.in, on Campus ERP

- Complete **Enterprise Resource Planning Software** for the campus, used for individual course management also.
- For **managing Continuous Assessments and Semester End Examinations**.
- For **management of attendance**.
- Platform for **Question Bank generation, tabulation of scores and results**.
- Interface to effectively carry out **assignments**.
- Platform for **feedback and peer reviews**.

c. *Assessment* support through **Rovan Software.& SMART-E** integrated into the new ERP (*Mcka.in*).

d. Peer learning and e-resource sharing through applications and social media channels like YouTube, Clubhouse, WhatsApp, Instagram and Facebook.

2. ICT Enabled Environment

- 24 x 7 Wi-fi with 400 Mbps leased connection
- Paid Zoom Platform allowing up to 1000 participants
- Email addresses bearing College domain through G-suite provision with unlimited cloud storage– for all teachers and students.
- Digital Class rooms with interactive boards/ Android TV/ LCD projector.
- MOOC integrated to teaching and learning,
- Free access agreements for paid courses in Coursera and edX and Marian Swayam Local chapter initiated.
- Teachers use online resources like e-pathsala, W3 schools, Flipgrid, MIT Blossoms, Virtual labs, Wordwall, Mathematicos, and Investopedia.
- Smart applications like Padlet, Plotagon, Prezi, Kahoot, Mentimeter, etc.

3. Collaborations & MOUs

- **Chinese University of Hong Kong's Location-based learning systems** available for managing the projects and field-based activities.
- **Hong Kong Baptist University's augmented reality-based learning systems** for various disciplines.

- **MOUs signed** with these Universities.
- Tie-up with **Delhi ALS** for Civil Service coaching.

4.Marian Digital Library

- Access to the **NLIST**. A component of *e-Shodh Sindhu consortium* is available with access to 6293 journals and 195709 e-books,
- **Delnet** provides 10828 e-books, 5000 journals
- **British Council library** online provides access to 3228 e-books, and 1683 audio books.
- **Digital Library** has 15600 e-books.
- **EBSCO Business Source Elite** provides access to **1142 non open access journals**.
- **Turnitin software** for plagiarism checking.

5.E-Content Development Facilities

a.Studio Marian (Multi-purpose Audio-Visual recording Studio) is well equipped with facilities for:

- High-definition Audio Recording
- Video content creation
- Dubbing
- Audio- visual editing suite
- Group Video conferencing
- Lecture capturing system
- Green mat facility
- Live multi-camera broad casting system

b.Use of recording applications like PowerPoint, OBS, Inshot etc.

Teachers given ICT training by Marian Institute for Innovative Teaching-Learning and Evaluation (MIITLE)



File Description	Document
Any additional information	View Document
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	View Document
Link for Additional Information	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 19:1

2.3.3.1 Number of mentors ?????????????? ???????

Response: 90

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	View Document
Circulars pertaining to assigning mentors to mentees	View Document
Any additional information	View Document
Link for additional information	View Document

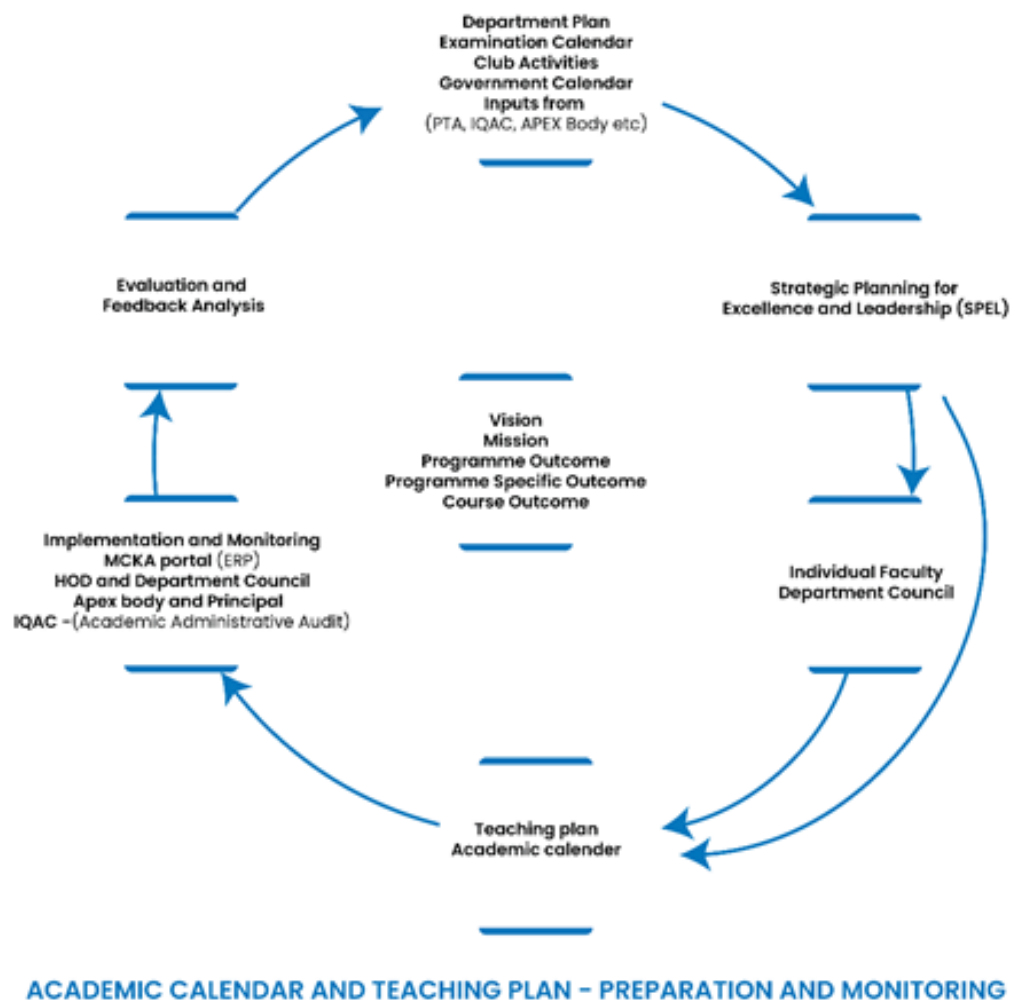
2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institution

Response:

The **Academic Calendar** of the College delineating the various curricular activities is drafted during the **Department Council** meeting and the Annual Academic Planning meeting -**SPEL (Strategic Planning for Excellence and Leadership)**.

Preparation of Academic Calendar

- The expert team consisting of the Principal and the Apex body members including the IQAC coordinator, aligns the inputs from departments, academic/administrative bodies, clubs and associations.
- Examination Calendar specifying commencement and ending of semesters, dates of examinations, valuation, uploading of marks/grades and publication of results is finalised by COE, consulting Principal and HoDs.
- Department-level plans include, dates for workshops, seminars, industrial visits, Internships, field-visits/research, induction, bridge courses, career/placement sessions, mentoring, yoga and fitness sessions, alumni & PTA meetings and study tours.
- The examination calendar, annual plans of the departments, clubs, and associations are compiled aligning them with the key events of the College, the Government holidays and commemorations to prepare the Academic Calendar.
- The Calendar is drawn out in such a way that the required academic sessions are not affected when various curricular activities are scheduled.
- The draft is finalised in **SPEL**, the 2-day annual stay-in planning retreat.
- Academic Calendar is published on website.
- Printed copies are distributed to faculty and students.



Preparation of Teaching plans

- Teaching plans are prepared by individual faculty incorporating course outcomes, assessment plans, learning resources and activities as per Blooms Taxonomy.
- CA scheme for CARS (Continuous Assessment for Research Skills) and CADL (Continuous Assessment for Deepening Learning) are discussed and approved by the Department Council.
- The mapping of POs and PSOs to COS is done when the teaching plan and scheme of assessment are entered in the campus ERP Software -**MCKA.in**

Adherence to Academic Calendar, Teaching plans and Monitoring mechanisms

- Adherence to academic calendar and course plan is ensured by the HoD and the course faculty.
- *Class Cancellation Policy*: In case of absence, faculty has provision in MCKA to reschedule class hours with HoD's permission, so that no classes get cancelled.
- Session progress and attainment of outcomes as per the teaching plan is reviewed by the faculty and

the Department Council. If gaps are identified, remedial strategies are devised.

- HoD gathers student feedback on learning progress and concerns are addressed during Department council.
- HoDs, update regarding the progress of the sessions and course outcomes attainment before the Apex body, during HoD meetings.
- IQAC and Apex body oversee adherence to the plans. Timely conduct of the exams by the COE office also supports this.
- MCKA software has provisions in HoD, Vice Principal and Principal log-ins to track the progress of the teaching plan. Provision for feedback on the course is also available in MCKA.
- Reviews/feedback from different levels lead to continuous qualitative improvement in the teaching-learning process.
- Reminder notification regarding tasks is made in MCKA. Defaulters list is accessible to HoD/Principal for ensuring compliance.
- CA score entry schedules are published in MCKA and permissions are made mandatory for defaulters.

File Description	Document
Upload Academic Calendar and Teaching plans for five years	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.4 Teacher Profile and Quality

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

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Link for Additional Information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 40.13

2.4.2.1 Number of full time teachers with *Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit.* year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
40	38	31	29	25

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 11.31

2.4.3.1 Total experience of full-time teachers

Response: 1029

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 14.92

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
12.85	12.36	13.22	18.08	18.08

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 4.48

2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
47	84	80	80	21

File Description	Document
Number of complaints and total number of students appeared year wise	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.3 IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution

Response:

Ensuring the twin objectives of **integrity and confidentiality** of the examination process, the College has made extensive reforms to improve the examination system. Integrating IT is at the core of these reforms. **The College has developed an in house ERP** which integrates the administration processes of the College and the examination system. The ERP **takes care of all examination related services** of the College right from submission of application to various programs offered by the College to the issue of Transfer Certificate after the completion of the program.

IT integration and reforms in examination procedures and processes.

A) MCKA.in – An ERP enabling seamless communication

- All important **communication to students** (notifications/circulars etc.) are issued through the ERP.
- the ERP is used for attendance monitoring as the norms regarding minimum **attendance is verified by the ERP** itself.
- Students who fail to secure minimum attendance (75%) is required to **apply for condonation through MCKA.in**.
- Students **register for their examinations through MCKA.in**.
- **Hall tickets are issued online** to those students who have mandatory minimum attendance and minimum continuous assessment score.
- **Examination halls are allocated** to candidates through the ERP. Students can **identify their seating position** from their login page.
- Students can take **printouts of their semester marks** from the ERP.

B) IT Integrated Examination Related Procedures

- **Question papers are generated from question banks** uploaded by the faculty with the help of the ERP. *Smart-E*, a software developed by faculty team of the College, was in use to generate question paper and capture CA marks till 2019. In 2019 these processes were also integrated to the campus ERP *MCKA.in*.
- Each question in the question bank is linked to the COs. COs are linked to PSOs and POs so that when answers are valued after the Semester End Examinations, the **assessment of outcome occur automatically**.
- Level of the question as per **Blooms taxonomy, difficulty gradation, and the nature of question (application or theory)** are set by the faculty in charge of the course. The pattern set by the faculty is adhered to by the system in the question paper generation process.
- **Teachers for invigilation duty are allotted by the software**. The faculty members can substitute their invigilation duty through the ERP before it is locked by the Controller of Examinations (CoE).
- **False numbering is managed through barcoding** and this provides speed and accuracy to the process and reduces manual intervention.
- The Chairman of the Board of Studies makes the **allotment of answer books to evaluators** through the ERP.

C) Evaluation and Further Procedures

- Evaluators **directly enter marks to the software** for each course outcome thereby ensuring data accuracy and facilitating CO assessments.
- **Results are declared through the ERP**.
- Students who are not satisfied by the marks scored in the valuation process can **apply for various services like scrutiny, revaluation, photocopy of answer books etc.** through the ERP. The results of the same are also intimated to the applicants through the ERP.
- **Allotment of teachers for revaluation** is done by the Controller of Examinations through the ERP.
- Various **payments for certificates and mark lists** are integrated through the ERP. Status of their requests are also updated through the ERP.

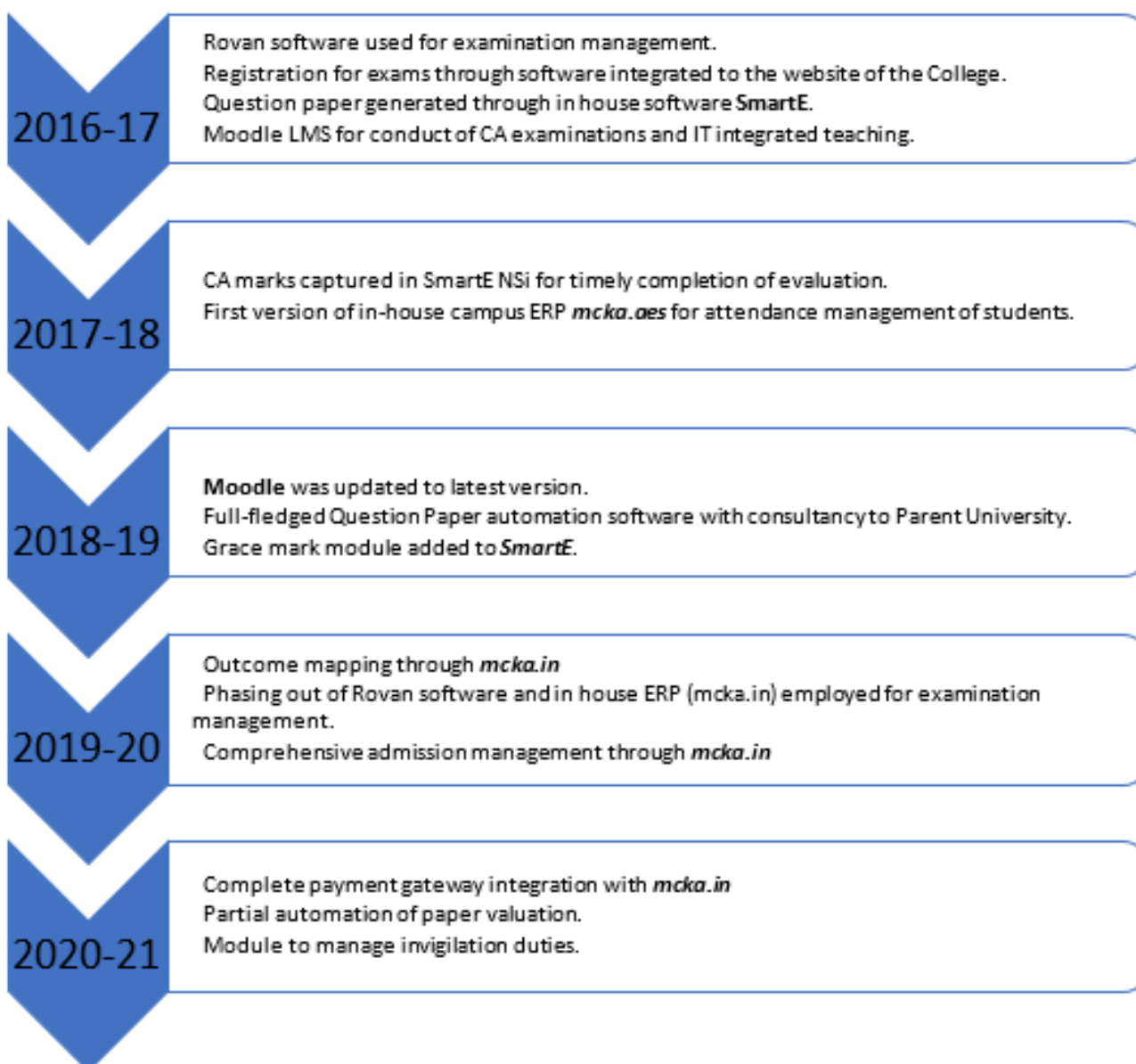
D) IT Integrated Quality & Safety Maintenance

- Mark lists and certificates are printed through the ERP by the office of the Controller of Examinations.
- **The mark lists are printed with about eight security features including microtext, UV readable watermarking, hologram etc.**
- Mark lists and certificates are issued with photo of the student which prevents chances of malpractices.
- The office of the Controller of Examinations and all the examination halls are equipped with **modern surveillance systems** for enhanced security.
- The office of the Controller of Examinations is protected from unauthorized entry through **bio-metric systems**.

IT integration and reforms in Continuous internal assessment system

- For all taught courses, the ratio of Continuous Assessment (CA) component to Semester End Assessment (SEA) is 40:60. This relatively high weightage compels students to engage in learning process throughout the duration of the course.
- **CA examinations are often conducted through Moodle LMS.** The Moodle LMS is linked to the ERP of the College.
- The Office of the Controller of Examinations prepares a **calendar for CA examinations**. The portal for entry of marks of each component is opened on the basis of this calendar **only for a specified duration**. This process prompts the faculty to complete the valuation of each CA component without delay which facilitates quick feedback to students.
- Students can monitor their academic progress by logging on to the ERP.
- **Final CA attainment** for each course is generated by the course facilitator from the ERP (including the marks for attendance as provided in the regulations) at the time of the completion of the course. This ensures objectivity in the assessment process.
- A student has to secure a **minimum percentage of CA** to appear for the Semester End Assessment. This requirement is **monitored by the ERP**.
- Candidates who fail to secure the required percentage of marks in CA are disabled from registering for the SEA. Such students need to repeat their CA.
- **CA marks/ grades are linked to COs and the scores of students are integrated to the POs and PSOs.**

IT integration to the Examination System over the years



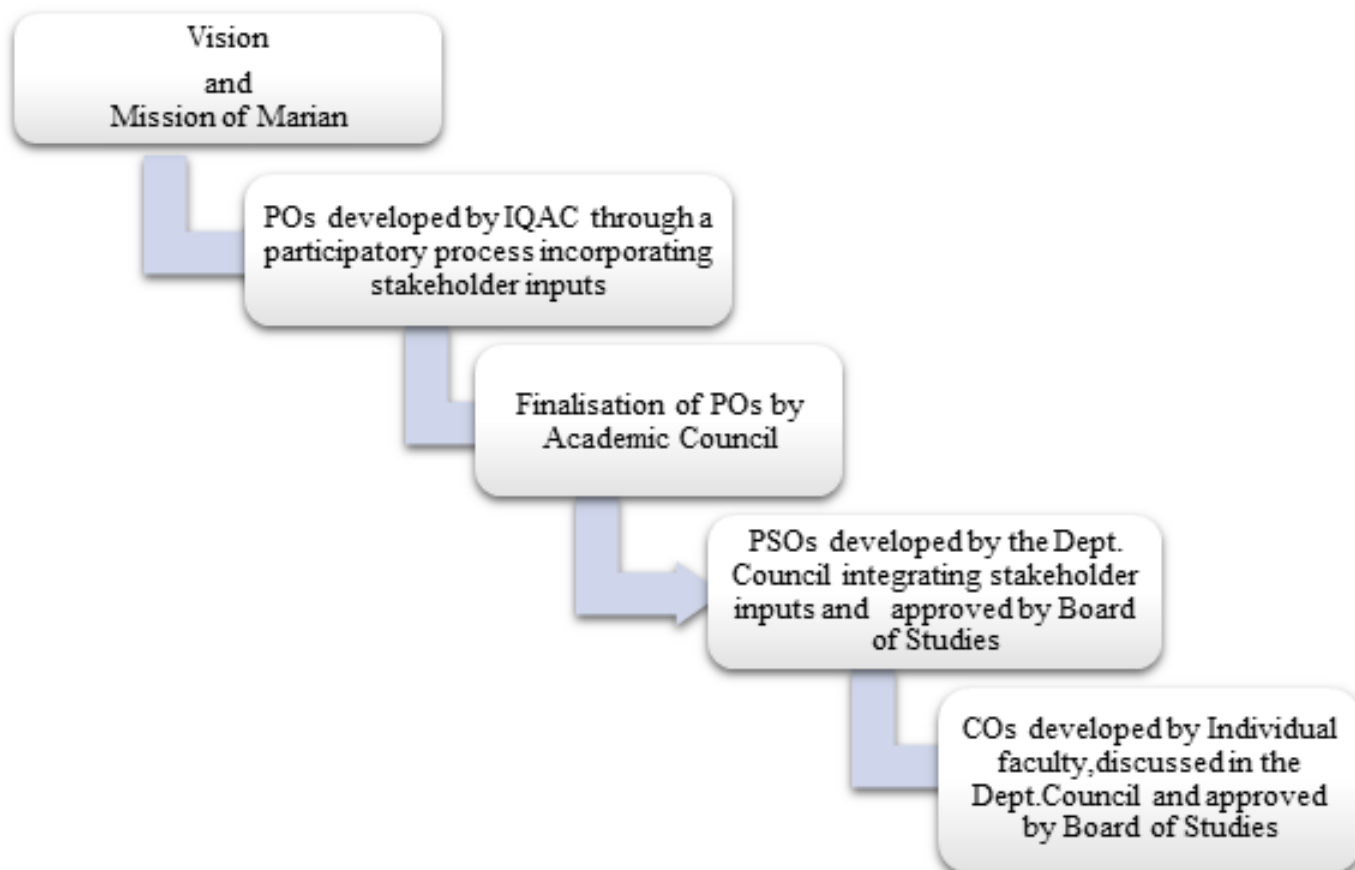
File Description	Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

Participative processes through which POs, PSOs and COs of the College were evolved, has ensured collective ownership and facilitated the shared implementation of the Outcome Based teaching, learning and assessment in Marian



Development of POs, PSOs & COs – Process

The Course Outcomes of all courses offered are designed as directly measurable. The College effectively communicates the outcomes to the teachers and students.

COMMUNICATION TO TEACHERS

1. Training Sessions

- In 2018, **Marian Institute for Innovation in Teaching Learning and Evaluation (MIITLE)** was established to train teachers on OBE and Teaching Innovations.
- In house **workshop** conducted to align Vision and Mission of the College to expected students' learning outcomes.
- **Residential training programs** held on Outcome Based Education (OBE) for the faculty during curriculum development.
- **International workshop on OBE** in association with Lincoln University College Malaysia conducted.

- Training to teachers in association with **Centre for Holistic Teaching Learning, Hong Kong Baptist University, Hong Kong** conducted.
- Regular training program on OBE for teachers by inviting resource persons from institutions of national Importance.
- Interdepartmental faculty groups formed to give **peer mentoring** to fine tune measurable outcomes and assessments.
- Workshop on Bloom's Taxonomy to support development of course outcomes on 22nd February 2019.

2. Internalizing and Dissemination of Outcomes

- **Department level discussions** and presentations for finalizing outcomes.
- Department level meetings held in the beginning of every academic year to communicate the POs and PSOs to the teachers.
- POs and PSOs **displayed** in the Departments.
- Outcomes displayed in the **College website**.
- The campus **ERP – MCKA.in** and **MOODLE** provide provision for the Heads of Departments to enter PSOs and review course outcomes.
- Individual teachers enter Course Outcomes and map COs with PSOs and POs in MCKA portal.
- Assessments done using scheme and rubrics based on the COs in Semester End Assessment (SEA).

3. OBE Related Publications and MOOC by Marian

- *"Outcome Based Education: Experiments of a Higher Education Institution"* -Book published by the faculty of the College.
- *"Transform Learning: A Guide to Implement Outcome Based Education"* -Book authored by Dr. Cherian P Kurien, Fr.(Dr) Regi M Cherian and Fr.(Dr) Roy Abrham P, Book Bay Publishing (2021).
- MOOC titled "Outcome Based Education" developed by IQAC on OBE Implementation offered internally and for other institutions.

COMMUNICATION TO STUDENTS

1. Orientation Programs

- OBE introduced to students during the **induction program, "Set Sail"** every year.
- **Discussion on COs, PSOs and assessment strategies** among students in every batch by teachers.
- Student leaders of **Marian College Students Council (MCSC)** organize student orientation sessions on POs and PSOs.
- Competitions organized by the MCSC student team to illustrate outcomes.

2. POs, PSOs and COs – Modes of Display

- **Department notice boards and Class rooms** - PSOs, POs and Sample mappings displayed.
- PSOs displayed at different locations on campus.
- The campus **ERP – MCKA.in** and **MOODLE** display PSOs and COs in the students' dashboard.
- The **syllabus** document communicates POs, PSOs and COs.
- Outcome-centric question papers with course outcomes printed.

- Separate outcome attainment certificates issued to students detailing achievement of outcomes.
- **College Handbook** features outcomes explained.
- **College website** displays outcomes in detail.

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

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

Method of measuring attainment of POs, PSOs, and COs

- All assessments aim at measuring student-progress in the attainment of learning outcomes at different levels of cognition in the Bloom's Taxonomy(revised).
- The assessment structure constituting the various assessment instruments enable computation of outcome- attainment.
- The assessment structure and computation have been automated through the campus ERP-MCKA.in
- The course articulation matrix of each course maps the strength to which COs address POs and PSOs.
- The strength of mapping of COs to POs and PSOs is defined at three levels - Level 1 (Slight),Level 2 (Moderate) and Level 3 (Substantial).
- All COs are measurable and are assessed directly through continuous assessment and summative assessment

Continuous Assessment:

- Three centrally monitored continuous assessment activities (CA1, CA2 & CA3) are used.
- In addition, teachers design two sets of continuous assessment activities [CARS (Continuous Assessment for Research Skills) and CADL (Continuous Assessment for Deepening Learning)] which are assessed directly.
- CARS and CADL are discussed and approved by the Department Council.
- The mapping is done by individual teachers in the campus ERP software.
- Based on the Course Outcomes, Continuous Assessment activities are mapped to POs and PSOs.
- The finalized mapping table is illustrated on the MCKA dashboard.
- Assessments are done using rubrics developed.

Semester End Assessment:

- For the Semester End examination, questions are developed for the direct assessment of outcomes.

- Course teacher prepares a question bank consisting of questions requiring higher order thinking.
- Question Banks are peer vetted by subject experts and the final question paper is automatically generated from MCKA.in.
- The pattern of question paper is designed to include questions for assessing the attainment of each CO.
- Teachers prepare answer schemes/ rubrics for assessing. A buddy system is followed for valuing answer scripts.

Direct attainment of outcomes is calculated based on the students' performance in Continuous Assessment (CA1, CA2, CA3, CARS & CADL) and Semester End Assessment (SEA), and indirect attainment is calculated based on the course exit survey. The CO attainment is calculated combining direct and indirect attainment with 80 and 20 weightages respectively.

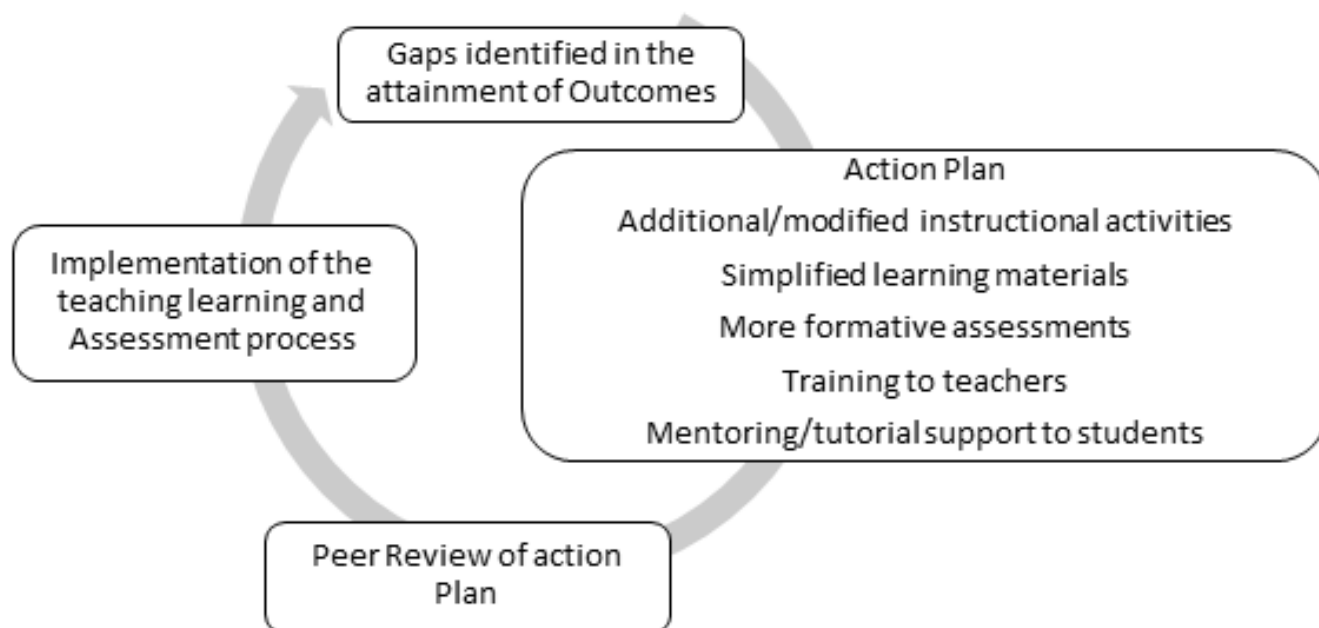
- The attainment of POs and PSOs are calculated by the MCKA based on the mapping table and it is displayed on the dashboard.
- Outcome attainment certificate is issued to the students.

Level of Attainment of POs, PSOs, COs & Closing the quality loop

- Targets are set for the attainment of each course outcome.
- In order to compute the total attainment of COs, POs and PSOs, total direct CO attainment [CA (Weightage -40) and SEA (Weightage -60)] is combined with the total indirect CO attainment.
- Outcome attainment is quantized based on CO- wise class averages at three levels:
 - Level 3: Class average > 70%
 - Level 2: 50% / = 70%
 - Level 1: Class average < / = 50%

Assessment provides essential feedback to both teachers and students by computing gaps in the CO attainment in comparison to the set targets.

Based on the attainment reports generated from the MCKA software, necessary steps are taken to improve the program. This can lead to either enhancing the targets if gaps are not identified, or, preparing an action plan to reduce the gap.



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

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 90.12

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

Response: 538

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

Response: 597

File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	View Document
Any additional information	View Document
Link for the annual report	View Document
Link for additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.86

File Description	Document
Upload database of all currently enrolled students	View Document
Link for any additional information	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

The research facilities of the College are continuously updated in line with the research policy and strategic plan for research in order to facilitate cutting edge research in all domains of focus.

Marian has substantially augmented research facilities since the last assessment period which are summarised below.

Research Facilities and its updation

Sl No	Facilities	3rd Cycle 2014	2021
1	Research Centres/Chairs	1	6
2	International Research Centre	NIL	1 (LUC-MRC)
3	Research Guides	NIL	12
4	Research Scholars	NIL	56
5	Faculty with PhD	7	40
6	Research methodology in the syllabus	Only in PG	Both UG and PG
7	Internet Facilities	Internet Connection: 30 mbps	Internet Connection: 400mbps
8	Computers and reprographic systems	Computers :152 High Speed Printers: 5	Computers: 442 High Speed Printers : 19
9	Built area earmarked for research	Research Resources Lab (10 workstations)	Researchers hub (34 Seating Capacity), Research Resources Lab (10 workstations), Discussion rooms 7
10	Research Softwares made available	2 Nos (SPSS Ver 18, N Vivo)	8 Nos Paid :Turnitine, SPSS Ver 28, N Vivo, Smart PLS, Free: Biblioshiny, R Studio, Publish or Perish, Mandaley, VOS Viewer,
11	Research Databases	N-List, DELNET	EBSCO, J Gate, N- List, DELNET, British Council Online Library
12	Books and journals	Print Books: 20702 E Books: 1,20,000 Journals: 70 E journals: 3200	Print Books: 31,652 E Books: 2,05,000 Journals: 104 E journals: 11000
13	Collaboration with other Libraries for resource sharing	NIL	10
14	Research Help Desk (Library)	NIL	YES
15	Funding for research	Rs 15000/	Rs 50,000/

Research Policy and Practices

Marian College adopted a comprehensive research policy in 2013 which is continuously updated in accordance with the UGC and University research regulations.

Research promotion measures outlined in the policy:

- The Marian Research Committee for Social and Economic Development (**MRCSED**) is the ad hoc advisory body that oversees research and overall compliance of ethical standards outlined in the policy.
- Each department in the College has an Ethical Review Committee to give ethical clearance to department level student /faculty research projects.
- Provision for seed money of Rs 50,000 to faculty for innovative research projects.
- Integration of research methodology courses in the curriculum including UG level programs.
- Organised 73 workshops to students and faculty in research methodology in addition to class level activities as part of curriculum.
- Flexible timing provided to teachers pursuing research.
- Provision of financial support to faculty and students for attending research conferences and workshops.
- Instituted awards and incentives to faculty and students who publish articles in indexed research journals (upto Rs 10,000).
- Peer Review support for teachers to submit research proposals to UGC and other funding agencies.
- Relaxation from examination duty and concessional leaves on study holidays for teachers during data collection and final stages of Ph.D. thesis submission.
- Every year, an internal review of existing facilities & progress is made in a participatory approach at the behest of MRCSED.
- Student publications including Working Papers (Eg. SUGGEST by M Com Students).

Strategic Plan for Research

The College launched two long term programs, **MIRSS**(Marian Innovative Research for Social Sciences) and **MIRBS** (Marian Innovative Research for Basic Sciences), in 2019 with specific short and long term goals to further enhance research at an accelerated pace, in the Social and Basic Sciences domain.



- The MIRSS envisages development of Social Science research in the campus with a multidisciplinary focus. The establishment of an international research centre, **Lincoln University College Marian Research Center (LUC MRC)**, is the result of this endeavor.
- The establishment of the following Chairs/Centres of research under RUSA with a total funding of 1.6 crore is another notable endeavor.
 - Centre for Sustainable and Inclusive Development (CSID)
 - Centre for Rural Innovations and Indigenous Knowledge (CRIIK)
 - Research Centre for Data Analytics (RCDA)

◦ Centre for the studies in Eastern Culture and Religious Thought (CECRT)

- MIRBS program aims at the creation of research centres / facilities in Basic Sciences including Physics, Mathematics, IT and Chemistry with a long term perspective. The five year **integrated PG program in Physics** with a research focus is a step towards this goal.
- Marian College is eyeing on international collaborations and funding under this initiative, the efforts for which are in full swing.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 3.21

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
4.95	10.47	0.45	0.18	0

File Description	Document
Minutes of the relevant bodies of the Institution	View Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	View Document

3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

Response: 5.94

3.1.3.1 The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
18	0	1	1	4

File Description	Document
List of teachers and their international fellowship details	View Document
e-copies of the award letters of the teachers	View Document

3.2 Resource Mobilization for Research

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

Response: 169.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	160.2	0	6.446	3.15

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by government and non-government	View Document
Any additional information	View Document

3.2.2 Percentage of teachers having research projects during the last five years

Response: 1.73

3.2.2.1 Number of teachers having research projects during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	4	0	1	2

File Description	Document
Names of teachers having research projects	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.3 Percentage of teachers recognised as research guides**Response:** 13.19**3.2.3.1 Number of teachers recognized as research guides**

Response: 12

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years**Response:** 16.11**3.2.4.1 Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	4	0	1	2

3.2.4.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
10	9	9	9	8

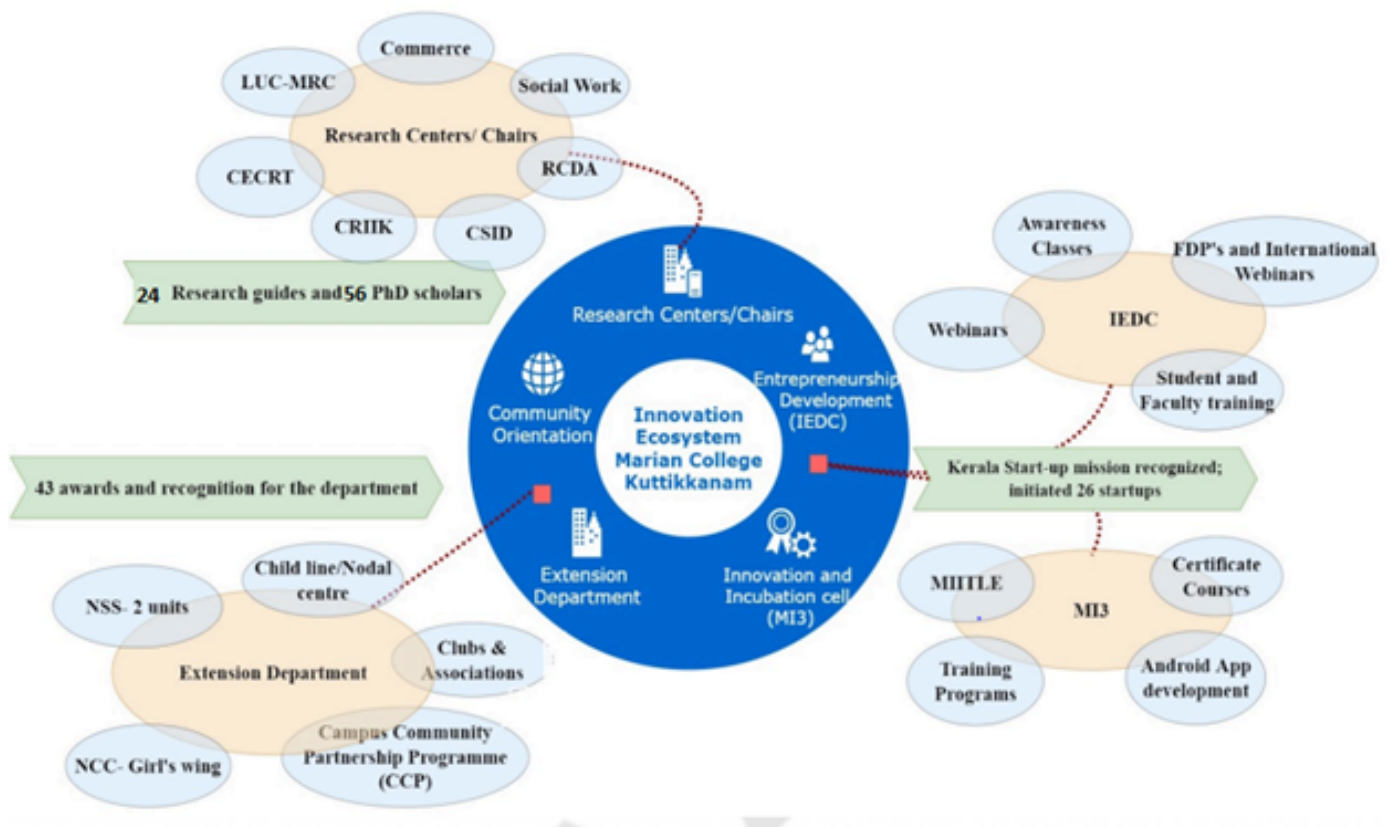
File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Any additional information	View Document
Paste link to funding agency website	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.

Response:

Marian has a research ecosystem that nurtures innovation and puts in place systems and procedures that lead to the creation and transfer of knowledge. This system is supported by 6 dedicated centres for research, initiatives for entrepreneurship and incubation, and community orientation. An overview of the ecosystem is shown in the image below,



Research centres/chairs/facilities

1. Commerce
2. LUC MRC (Lincoln University College Marian Research Center) a collaborative Research Center with Lincoln University College, Malaysia
3. Centre for Sustainable and Inclusive Development (CSID)
4. Centre for Rural Innovations and Indigenous Knowledge (CRIIK)
5. Research Centre for Data Analytics (RCDA)
6. Centre for studies in Eastern Culture and Religious Thought (CECRT)
7. 'Researchers Hub' with 34 workstations in the library
8. Research Help Desk with dedicated staff for assistance in research studies.
9. Research Resource Lab

Innovation and Entrepreneurship Development Club (IEDC)

The Club is recognized by Kerala Start-up Mission for Startup Boot Camp activities and it actively supports student start-ups. This venture moulded a good number of successful entrepreneurs during the last five years. It won the following recognitions and awards for the exemplary work done during the

assessment period..

- **3.5/5 star** for Marian IEDC in the academic year 2020-21 from the Institutions Innovation Council, Government of India.
- Marian IEDC was selected by Kerala Development and Innovation Strategic Council (K-DISC) as a partner institution under One District One Idea – MSME innovation clusters program.
- Marian IEDC was selected as one among the top performing colleges for the years 2016-17 and 2017-18 and received grants from the Kerala Startup Mission
- Initiated 26 startup programs during the period 2016-2021

Innovation and Incubation Cell (Mi3)

The Innovation and Incubation Cell, labelled as **Mi3**, is facilitating and promoting innovative ideas of both students and faculty. Marian Institute For Innovations In Teaching-Learning and Evaluation (MIITL) is an offshoot of Mi3 which is an academic center facilitating innovations in curriculum, pedagogy and assessments. Marian has adopted the Outcome Based Education (OBE) system from the academic year 2018- 2019. The College published two books primarily portraying the Marian experiences in OBE implementation, They are 1) Outcome Based Education- Experiments of a Higher Education Institution and 2) Transform Learning- A Guide to implement Outcome Based Education.

Community orientation

The Extension Department of the College organises socially and locally relevant activities and outreach programs towards ‘developing social responsibility for inclusive development’. During the assessment period of 2016 - 2021, the Department organised **101 sensitizing programs and 206 extensions programs**. As a testimony for their exemplary services, the Department has won about **43 awards and recognitions** during the assessment period.

Initiatives for creation & transfer of knowledge

Ecosystem	Creation of Knowledge	Transfer of Knowledge
Research centres & Consultancy services	<ul style="list-style-type: none"> 44 research projects originated under the 7 research centres Software developed for NAAC documentation using consultancy services 	<ul style="list-style-type: none"> 270 journal publications during 2016-2020 Books on OBE, Student Working Papers Library/Computer lab with database, books and journal access Research methodology and IPR workshops for students and faculty 41,89,901 rupees generated offering consultancy services
IEDC	<ul style="list-style-type: none"> Innovative idea generation through association with Start up Village, TiE, CII, KMA etc 	<ul style="list-style-type: none"> Webinar and workshops on Entrepreneurship, Innovation and App development Awareness classes on Global Opportunities for Student Entrepreneurs, Opportunities and Challenges in Entrepreneurship etc. Sristi 2020 Marian Innovation Fest by Marian IEDC, NSS and CRIIK
Mi3	<ul style="list-style-type: none"> Initialised utilisation of Moodle LMS for Course delivery Developed an android application M-DocIt in collaboration with IQAC for NAAC documentation An 'Attendance tracking system' application is developed by MCA students 	<ul style="list-style-type: none"> Developed consultancy in Moodle LMS for course delivery Implemented Question Bank innovation with consultancy in parent University and colleges all over India. Conducted training to teachers on Moodle and OBE in institutions all over India. M-DocIt application is shared among PARAMARSH Colleges, offering consultancy. MIITLE offers professional development services for educators in Marian and other mentee colleges. Two books published from marian on OBE implementation
Extension department	<ul style="list-style-type: none"> Developed campus community partnership programme for conducting awareness and outreach activities 	<ul style="list-style-type: none"> 'Marian Buds'- An after school free tuition programme for the school students by the advanced learners of the college & 'Marian Smart Community'- An avenue for women entrepreneurs to produce and market their products Promotion of Organic Vegetable Farming in Government Harijan Welfare UP School, Kattadikavala Marian Smart Plus- Start up for women empowerment (production of organic curry powders)

File Description	Document
Paste link for additional information	View Document

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response: 73

3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
49	6	5	6	7

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

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Link for additional information	View Document

3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years

Response: 4.67

3.4.2.1 How many Ph.Ds are registered within last 5 years

Response: 56

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

Response: 12

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI web site	View Document

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

Response: 0.46

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

2020-21	2019-20	2018-19	2017-18	2016-17
04	09	10	10	04

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

3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years

Response: 1.46

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

2020-21	2019-20	2018-19	2017-18	2016-17
61	22	23	9	3

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

3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed**Response:** 4.85

File Description	Document
Bibliometrics of the publications during the last five years	View Document

3.4.6 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution**Response:** 4

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document

3.5 Consultancy**3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).****Response:** 31.17**3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2020-21	2019-20	2018-19	2017-18	2016-17
11.22	18.10	1.85	0	0

File Description	Document
List of consultants and revenue generated by them	View Document
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View Document
Any additional information	View Document

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking

consultancy during the last five years (INR in Lakhs).

Response: 47.16

3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
6.34	6.89	15.45	18.33	0.15

File Description	Document
List of training programmes, teachers and staff trained for undertaking consultancy	View Document
List of facilities and staff available for undertaking consultancy	View Document
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View Document
Any additional information	View Document

3.6 Extension Activities

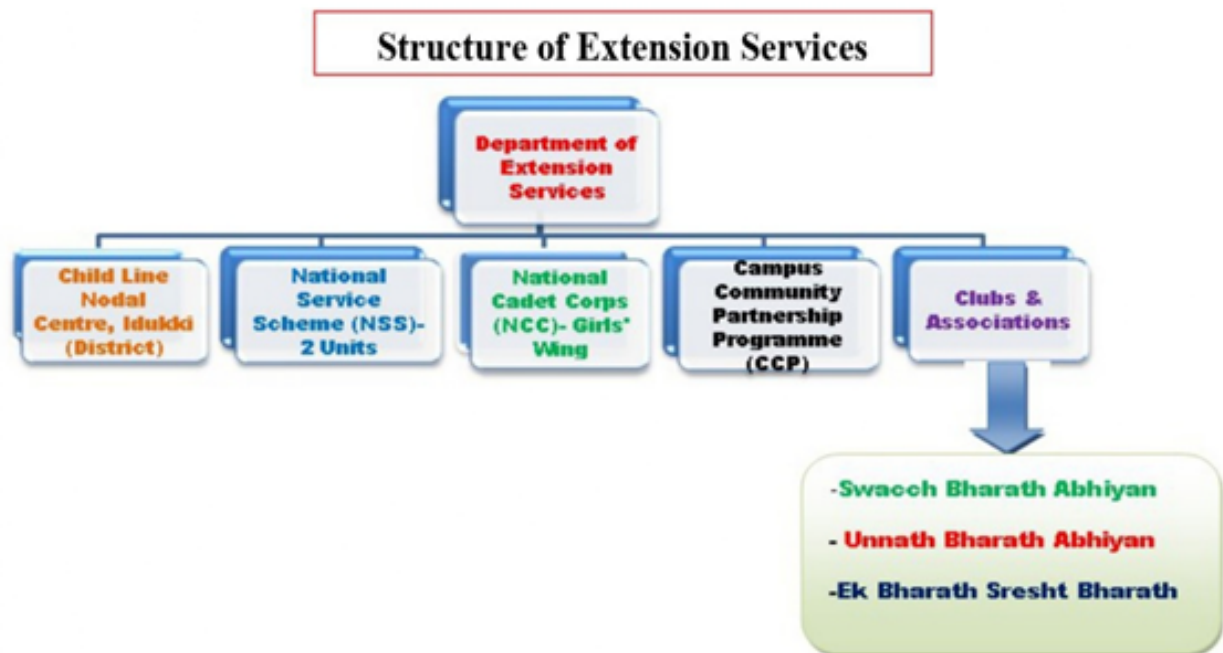
3.6.1 Extension activities are carried out in the neighbourhood community, sensitising students to social issues, for their holistic development, and impact thereof during the last five years

Response:

As instilled in the Mission of the College ‘to establish campus community network’, Marian has institutionalised its extension services through the Department of Extension Services. The Department has implemented the concept of ‘developing social responsibility for inclusive development’ as a strategy for inculcating social and humanistic values among students. Marian promotes regular engagement of faculty and students with neighbourhood communities and partnering villages under **Unnath Bharath Abhiyan (UBA)**.

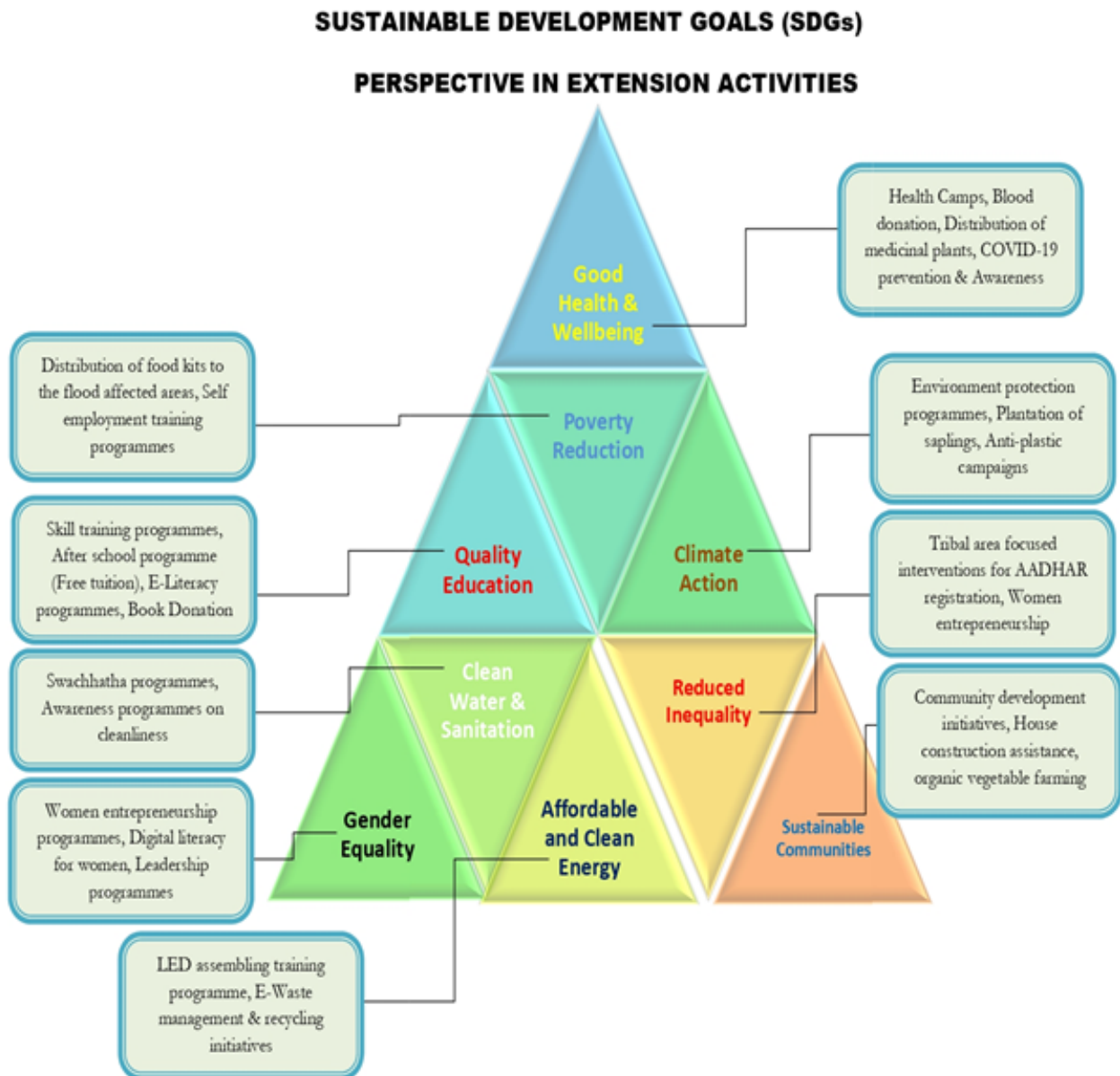
Entire students of the College are part of the outreach programs and they conduct awareness programs, residential camps, skill development programs, sensitization campaigns etc. in the surrounding villages and tribal hamlets. The College has developed partnership for these outreach programs with 6 panchayats in Azhutha Block Panchayat of Idukki District.

During the period 2016-2021, the College organised **101 sensitizing programs** and **206 extensions programs** for the community. Summary and structure of the Extension activities are described below.

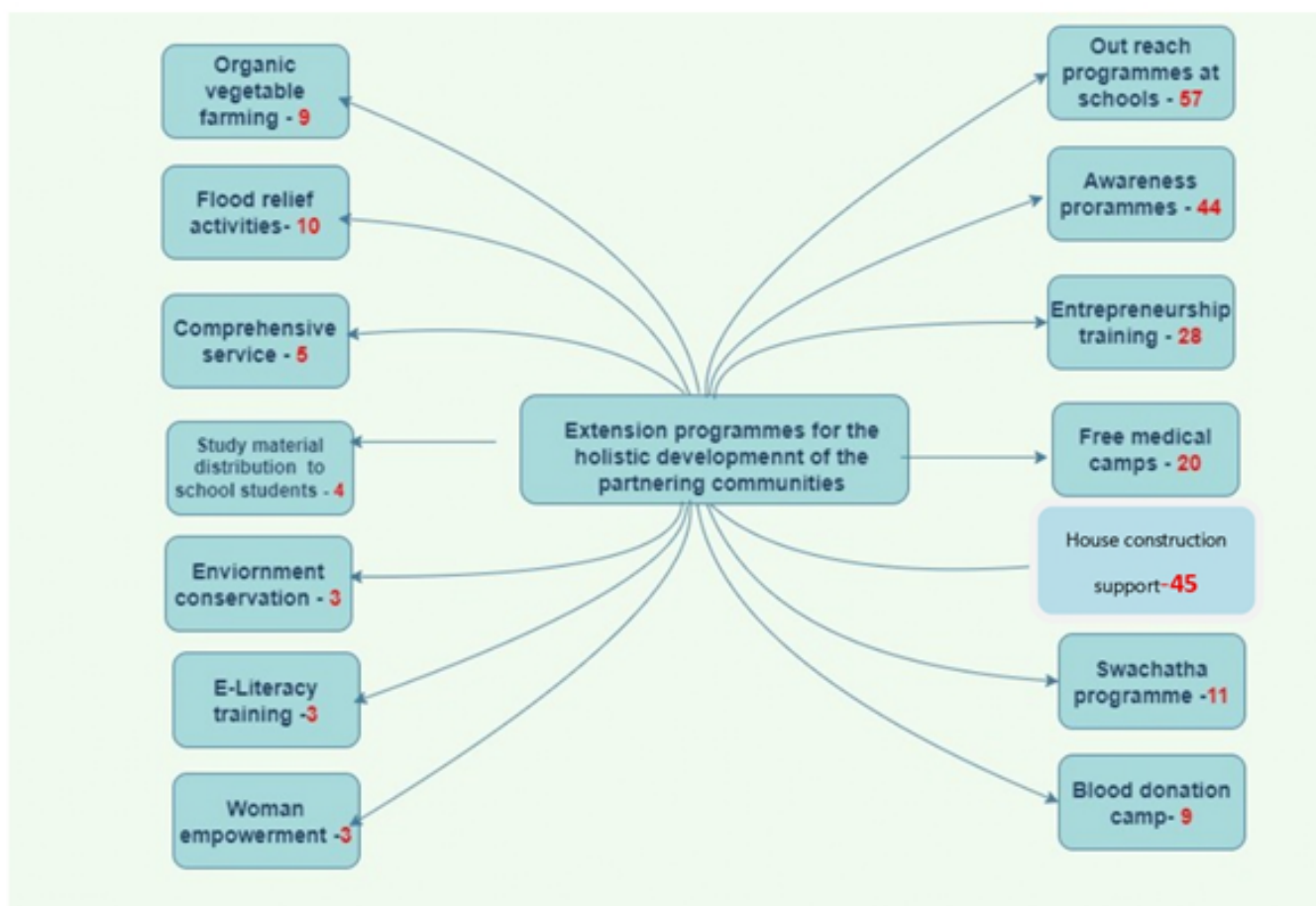


Summary of 101 Sensitizing Programmes	
43	•Outreach works of different departments • Focusing on the house construction, beautification of anganwadis, distribution of relief materials, conducting of awareness generation programmes etc
27	•Special days observation with the partnering communities • Examples: Observation of children's day, HIV/AIDS day, Environment day, Yoga day etc
22	•Special camps in the partnering communities • Under the banner of Department of Social Work, NSS, NCC, other clubs & associations
6	•Training programmes for different target groups in the communities • Examples: E-Literacy, digital banking, LED assembly, mask and sanitizer making, curry powder making etc
2	•Need assessment and interventions in the tribal areas of the district • Surveys were undertaken, distribution of food kits in the flood affected areas, organised free health camps etc
1	•Observation visit to the jail & undertaking counseling services for the inmates • Aimed for sensitizing the students on the administration of prison and the social work department has involved the trained students for the counseling services for the inmates

The Extension programs of the College take place from the perspective of the selected UN Sustainable Development Goals (SDGs)



A summary of 206 remarkable extension programs conducted during (2016-2021) are as follows:



Major Extension Programs

- The College shares its resources and services for the partnering communities. For example, ‘**Marian Buds**’- An after -school free tuition program conducted for the school students by the advanced learners of the College.
- ‘**Marian Smart Community**’- An avenue for women entrepreneurs to produce and market their products.
- Distribution of food kits to 45 tribal families of Murikkattukudy, a tribal village in Idukki District.
- Awareness camp on HIV/ AIDS for migrant labourers in the estate lanes of Peermade Taluk of Idukki District.
- Material distribution in flood relief camps (2018 and 2019) in Idukki and other districts.
- **Ithal (Petals) & Ottamarathanalil(In the shade of a lone tree)** - these are the awareness camps and anti- plastic campaign (*Vimukti*) conducted in in Amalagiri Village of Peermade Taluk.
- Painting and beautification of nearby **Anganwadi centres**.
- Philanthropic activities in old age homes in the District.
- Free medical camps and awareness on health and hygiene for rural women.
- Leadership training camps & personality development sessions for SC/ ST students.
- COVID-19 prevention & awareness programs - distribution of mask and sanitizers.

Impact of extension services to the students, community and College

Students	Community	College
<ul style="list-style-type: none"> Students develop a sense of civic responsibility and understand the living conditions of the marginalized communities in their own neighborhood. Students attain POs such as communicative competence, reflective response to ethical and social issues, critical thinking and problem solving, and leadership through their involvement in extension services Inculcate a sense of empathy and attachment among the students with an insight into problems, needs and remedies of the community 	<ul style="list-style-type: none"> Extension activities helped to improve the social, economic, health & educational conditions of the neighborhood communities. 45 homes for the homeless Promotion of organic vegetable farming and established in 4000 plus families in 2 panchayats 200 plus school students received free tuition from <i>Marian Buds</i> programme Beautification works held in 25 <u>anganawadis</u> 	<ul style="list-style-type: none"> The extension services of the college are recognised <ul style="list-style-type: none"> NSS unit was awarded as the best unit in the state of Kerala (2015) and in the University (2014 and 2015). The extension department has received 43 awards and recognitions

File Description	Document
Upload Any additional information	View Document
Paste link for additional information	View Document

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

Response: 41

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

2020-21	2019-20	2018-19	2017-18	2016-17
15	4	6	9	7

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

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 68

3.6.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
4	8	16	24	16

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

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 84.67

3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
406	1708	1719	1611	1496

File Description	Document
Reports of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document
Any additional information	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

Response: 26.4

3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

2020-21	2019-20	2018-19	2017-18	2016-17
36	57	16	13	10

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

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

Response: 53

3.7.2.1 Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
21	18	6	4	4

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

Marian is successful in creating technology enabled environment which ensures student-centric, active and engaged learning through class rooms, laboratories, library and equipment.

Campus

- **Feast over two properties** - Marian College Campus and Marian Institute of Management Campus
- Sprawls over an area of **26.5 acres** with a total built-up area of about **80000 sq.m**

Classrooms

- **56 well-thought-out, spacious classrooms** equipped with projectors/screens, television, interactive smart boards and individual chairs for students make them perfect for teaching-learning.
- All classrooms have **Wi-Fi** facilities to optimize teaching-learning process.
- **46 LCD projectors, 7 LED Televisions, 27 Smart boards**, and state of the art '**Studio Marian**' for e-content development.
- **90 Wi – Fi Access points and 400 Mbps** internet leased line support are provided for fast network connectivity.
- **2-conference halls** with an occupancy of 400 at a time for meetings, group activity and training for students and faculty.
- **7-discussion rooms** in the library for academic discussions and brainstorming.
- **2-examination halls** equipped with ICT facilities with a capacity of 480.
- College has an ICT enabled **capacious auditorium** with 800 seats; a larger one is presently under construction.

Library

- Both the campuses of Marian together have a total library space of **22185 Sq.ft. with a seating capacity of 380**
- Fully automated with Library Management **KOHA**
- Collection of **31662 books, 104 journals** and periodicals
- Online access to **N- LIST, DELNET and British Council Library** which provide right to use:
 - **10125 e-journals**
 - **205000 e-books**
 - **More than 1 Lakh theses / dissertations**
 - **3 Crores books** available as inter library loan
 - **1687 Audio books**
 - **BBC Learning English platform** for stakeholders
 - **1,50,000 e-pages** of original **ancient Indian Scripts**

- **Marian Digital Library powered by 'calibre E- book management'** has **15600 e-books** and **897 rare e-books**.
- **Reference Section** and **34 cubicles** named '**Researcher's Hub**'
- **Plagiarism detection** service using **Turnitin**
- Library open from **8 a.m. to 10 p.m.**

Laboratories

- The College provides diverse labs for assisting students in developing abilities related to a given subject.
- **Language lab with 26** computers and the necessary software.
- State-of-the-art **Physics Lab**.
- **Chemistry Lab** set up with latest equipment.
- **Hardware assembly lab** for hands- on training to students.

Computing Equipment and Facilities

- **399 Computers** for students' access.
- **40 Computers** for administrative support
- **400 Mbps** leased connection.
- **Fully Wi-Fi** connected campus.
- **3 LED Display Boards**

Other Facilities

- **24-hour uninterrupted power supply** is ensured by a **Transformer with Kerala State Electricity Board's permission, Solar Panels, modular online-UPS and 125-KVA generator**.
- Paid **Zoom Platform** - hosting up to **1000 participants** since June, 2020.
- **Gsuit** account mail ids for all stake holders.
- **Divyangjan responsive campus** ensured with **ramp, elevator, wheelchair, screen reading softwares, and audio books** in the library
- **Gyms, Cafeteria, and Stores**
- Full- fledged **infirmary** with 3 trained nurses
- **Reprographic centre** with **photocopy machines, printers and binding equipment**
- **Avant-Garde studio floor-** facilities for e-content development, dubbing, editing etc.
- **24*7 electronic surveillance** ensured in the campus..
- **Placement Cell-** 2 Student Placement Officers
- **Counselling Wing-** 2 certified Counsellors
- **Mentoring** integrated into time table.
- **Moodle integrated Mcka.in** - the **in-house ERP** and Examination Automation System

Infrastructure Improvements

	Infrastructure/Resource	2013 (Third Cycle)	2021 (Fourth Cycle)	Percentage Increase
1	Academic Built Up area	19715 .236 Sq.mts	28859.236 Sq.mts	46.38%
2	Class Rooms	30	56	86.66%
3	Library			
3.1	Area of Library	12,500 Sq. Ft	22,185 Sq. Ft	77.48%
3.2	Discussion Room	Nil	7	100%
3.3	Presentation Room	Nil	1	100%
3.4	Researchers Hub	Nil	34	100%
3.5	Research help desk	Nil	Yes	100%
3.6	Seating Capacity	140	380	171.43%
4	LCD projectors	30	46	53.33%
5	LED Televisions	Nil	07	100%
6	Smart Board	Nil	27	100%
7	Conference Hall	1	2	100%
8	Laboratory			
8.1	Physics Lab	Nil	1	100%
8.2	Chemistry Lab	Nil	1	100%
9	Computer for Academics	222	399	79.69%
10	Computers for administrative support	15	40	275%
11	Wi- Fi Points	24	90	275%
12	Wi -Fi Speed	<100 Mbps	400 Mbps	300%
13	Paid Zoom Platform	Nil	Yes	-
14	Gymnasium & Sports Facilities			
14.1	Gymnasium cum Fitness Centre	350 Sq. Ft.	7316 Sq.ft	1990.28%
14.2	Basketball Court	1	2	100%
14.3	Badminton Court	2	4	100%
14.4	Volleyball Court	1	1	100%
14.5	Cricket Net	Nil	1	100%
14	Hostels			
14.1	Boys Hostel	Occupancy: 469	Occupancy: 665	41.79%
14.2	Girls Hostel	Occupancy: 431	Occupancy: 995	130.85%
15	Avant Grade Studio	Nil	1	100%
16	Elevator	Nil	3	>100%
17	Moodle Integrated in-house developed ERP	Nil	Yes	-
18	CC TV Surveillance	16	258	1512.5%
19	Controller of Examinations Office	Nil	Yes	-
20	Examination Halls	Nil	2	>100%
21	Power Laundry	Nil	1	100%
22	Auditorium under construction	Nil	1	-

File Description	Document
Upload Any additional information	View Document
Paste link for additional information	View Document

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

Response:

Marian College has developed recreation and sports facilities like indoor stadium, halls, auditoriums and a multipurpose sports complex.

Facilities for cultural activities

- **ICT enabled auditorium** with a seating capacity of 800
- **2 Conference Halls** with a seating capacity of 400
- An **Amphitheatre** with a seating capacity of 2000
- **Multipurpose Stadium** of 1000 Sq.m where Onam, Christmas, Ramzan, Deepavali, etc. are celebrated.
- **Open stage in front of the Academic Block** provides venue for debates, open forums, musical events, etc.
- **Courtyard in front of the Administrative Block** provides venue for street plays, mimes, flash mobs, teasers and announcements
- **College ground** provides adequate space to organize large-scale cultural events
- **Portico of Marian Institute of Management** hosts diverse cultural events
- **Music Band** of the College has a room specially set apart for their practice
- Marian studio to operate '**Marian Radio**' and '**Marian News Channel**'
- Marian College Students' Council takes lead in **organizing Intracollegiate and Intercollegiate (National Level) cultural fests**. These events support students to showcase their talent and excel in extracurricular activities.

Achievements

- Marian won **the First position with an 'A' grade in Light Music Vocal (Indian) female and Group Song (Indian)** at Mahatma Gandhi University Youth Festival 2020
- Marian Cultural Team bagged **06 'A' grades in various events** of Mahatma Gandhi University Youth Festival 2020

Facilities for Yoga

- **Multipurpose indoor stadium** of 1000 Sq.m for daily yoga practice
- **Open Air Netball** court for yoga practice
- **College Auditorium** for Yoga Sessions and observing Yoga Day
- **40Sq.m in the new Auditorium Complex** earmarked for Yoga Centre

Sports & Games

Marian has the following facilities for sports and games

- **Multi-Purpose Stadium** with an area of 1000 Sq.m for:
 - Basketball
 - Rollball
 - Roller Hockey
 - Speed Skating
 - Badminton
 - Aerobics
 - Yoga
- **1 Gymnasium** - gender neutral facilities with a built- up of 7316 sq. mtrs
- **2** for girls with a total area of 620 sq. m
- **College Ground** with an area of 5500 Sq. m for Track and Field events, Football and Cricket

- **04 Badminton Courts** with a total area of 810 Sq. m
- **Basket Ball Court** of 875 Sq. Mtrs at MIM Campus
- **02 Volley ball courts** cover an area of 775 Sq. m
- **Cricket nets** with an area of 88 Sq. m
- **Net ball** court with an area of 560 Sq. m
- **02 Table tennis** tables
- Room for **Chess, Caroms etc.**
- Marian is the Nodal Centre of **Kerala Sports Council**
- 'SAI' **Khelo India Centre**

Achievements in Sports & Games

- Won **Bronze at Kickboxing World Championship 2021** held in Italy
- **University Champions:**
 - **Rollball for the last 5 years**
 - **Roller Hockey 2020**
- **Podium position at University Level in Men's Basketball and Badminton** for the last 5 years
- Won **18 Gold Medals and 1 Silver** in Kerala State Amateur Kick Boxing Championship 2021
- **Marian Trophy Inter Collegiate Tournaments** have been organized on a continuous stint from 2006

Apart from the above, **New Auditorium Complex** which is under construction, will provide added space for enhancing Cultural activities, Yoga and Fitness.

File Description	Document
Upload any additional information	View Document
Geotagged pictures	View Document
Paste link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 95.24

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 60

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 43.33

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
197.92	44.44	285.96	257.89	45.41

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	View Document
Upload audited utilization statements	View Document
Upload any additional information	View Document
Link for any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

- Name of the ILMS Software : KOHA
- Nature of automation : Fully Automated
- Version : 20.11
- Library Access URL : <http://library.mariancollege.org/>
- Year of Automation : 2014

Description of Library

The College has made significant improvement in Library infrastructure, resources and facilities. The number of print books and e-books have increased by 53% and 70% respectively while the number of

journals and e-journals have increased by 48% and 216 % respectively.

In addition to N-List, Delnet and British Council Online Library new subscriptions of J-Gate and EBSCO were added in the recent years.

The college has replaced the proprietary software *Campus.Net* with Calibre to support the digital library repository and KOHA meets library automation requirements. During this accreditation, the electronic database Android app, webOPAC which enables convenient access to 1,000+ public and academic libraries were subscribed. Other Android apps used in the library are Library ILMS User Interface, Digital Library, Library Gate Register, IRINS Institutional Profile and Google Scholar Institutional Profile. The open source software now in use are KOHA, D-Space, Ubuntu and Calibre.

The span of the library has increased by 77% with seating capacity enhanced by 207%. The library is under CCTV surveillance and the college has an automated web-based gate register and extensive Wi-Fi connectivity. RFID also is implemented in the library for security.

The library has 7 discussion rooms, one presentation room and a researcher's hub. A research help desk too is made available. The research resource lab which housed 10 desktops in the last accreditation now houses 12 desktops in an area of 328 sq.ft.

Plagiarism detection software Urkund was introduced in 2017 and from 2020 the Turnitin license is in place. The library currently offers a training consultancy in plagiarism detection and Koha ILMS. The college also provides training in Calibre, Mendeley, Zotero, Publish or Perish, Biblioshiny, VoS Viewer and IRINS.

File Description	Document
Upload any additional information	View Document
Paste Link for additional information	View Document

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc	View Document

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 6.93

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
7.66	3.66	11.8	5.4	6.12

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 41.13

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 753

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities

Response:

Marian's IT Policy aims to provide fair and transparent strategies to facilitate and encourage all stakeholders' participation, effective use of IT in providing a stimulating and broadening learning environment, automating the College's day-to-day operations, and upgrading, expanding and developing IT facilities, besides aiming at creating new infrastructure assets as well as utilizing existing assets efficiently. It revolves around the basic moto of IT Policy **“Encourage use and discourage misuse”**.

The policy envisions sustainable IT use and practices that promote the efficient use of newly acquired IT-resources. **ICT-Committee** helps to implement IT-based initiatives by recommending, coordinating and facilitating the process.

Marian IT Policy

- Make the teaching-learning process more effective and empower the faculty.
- Greater transparency in the decision-making process, aligning with IT infrastructure development.
- Ensuring the spirit of ownership and participation of all stakeholders in utilizing the IT facilities.
- Cost-effective utilization of IT in the daily activities of the college and in-house IT application development.
- Internet access is advised to be for legitimate academic objectives exclusively, although, in light of the epidemic, appropriate personal use is permitted on campus. As on this date college has dual band high speed WiFi access points (90) that are connected to the main server through Optical Fiber ensuring 400 mbps speed for internet using BSNL optical leased line.
- Proper guidelines are established to avoid unlawful or unwanted internet use, ensuring that no shared computers/networks, are jeopardized/interrupted. **Services for Students** such as registration, fee-remittance, and access to information pools, library resources, and media collections are **network-supported**.

The network usage policy

The internet and intranet of the college has the following users namely **the Students** - to make it an inextricable component of their academics, **Faculty members** - to enrich their pedagogy in novel ways and to carryout office works, and **the Management and Administrative staff** - to re-engineer their better performance.

Unified Access Policy

A **unified mailing system** for all students and employees with a single user interface using the domain www.mariancollege.org. Students are given individual login-ids to access the **in-house software MCKA** for all of their academic-related needs, including admissions, hostel allocations, scholarships, continuous assessments, exam schedules, application for exams, hall tickets, exam-hall allotment, etc.

TRAI rules Compliance Policy

- Unauthorized access to the Marian network is monitored using firewalls (Sophos XG430 series version 18.04) and physical security systems.
- Students are directed to install **proper antivirus software** on their personal gadgets like laptops.
- Software and OS used in the College are properly licensed.
- **260** surveillance cameras are installed across the campus and among them **65** HD night vision cameras are installed in all the exam halls and classrooms to avoid misconduct and they are monitored in three locations viz. computer lab, Controller of examination office and manager's office.
- Each building in the campus is also connected using optical fibre to ensure seamless, uninterrupted network access with 400 mbps leased optical fibre connection.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.3.2 Student - Computer ratio (Data for the latest completed academic year)**Response:** 4.64

File Description	Document
Upload any additional information	View Document
Student - computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution.**Response:** 750 MBPS

File Description	Document
Upload any additional information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.4 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

Response: A. All of the above

File Description	Document
Upload Additional information	View Document
Institutional data in prescribed format	View Document
Link for Additional information	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic**

support facilities excluding salary component during the last five years**Response:** 24.78**4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year wise during the last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
95.57	94.33	54.66	89.47	53.26

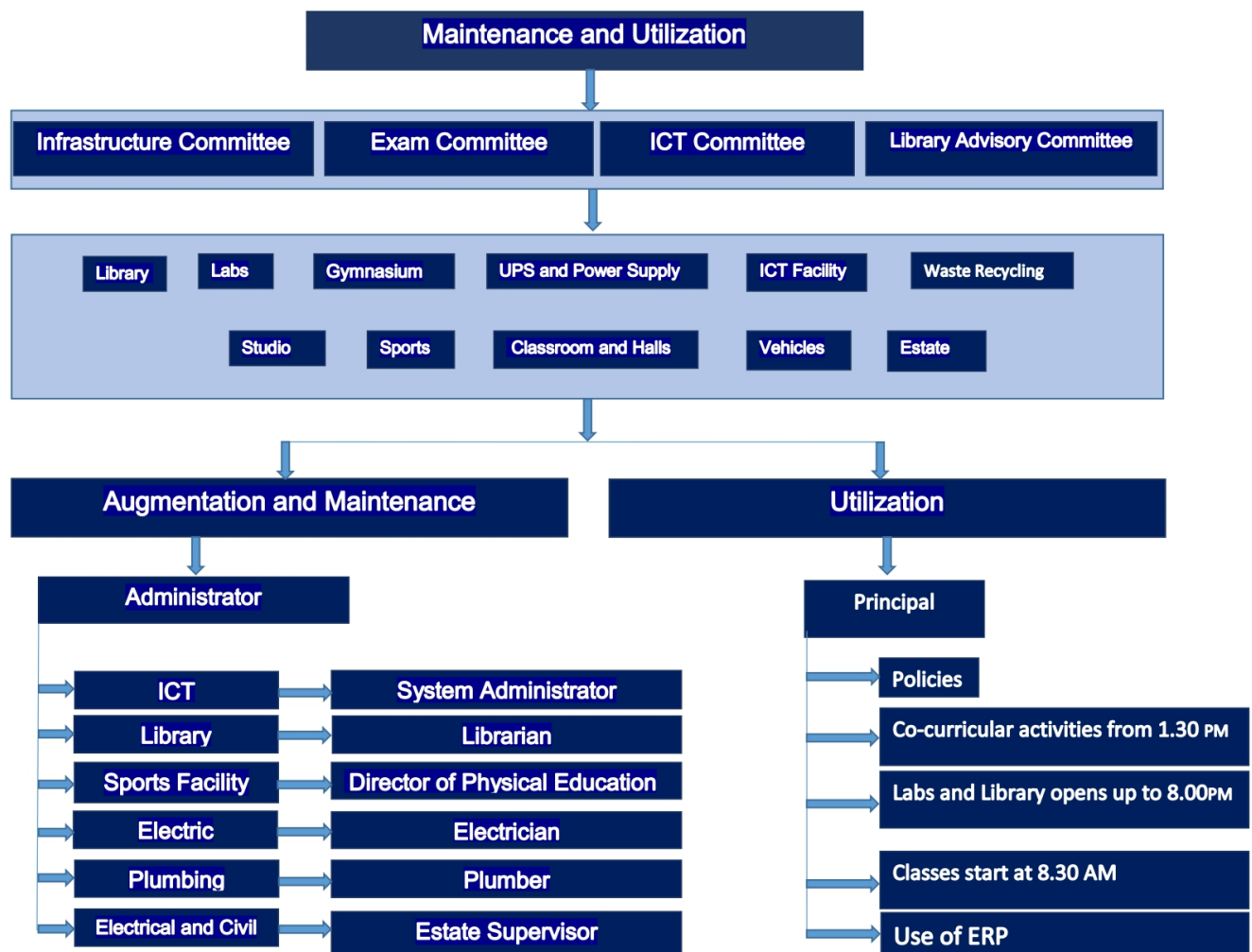
File Description	Document
Upload any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts	View Document

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

The institution has implemented a suitable policy and system for the maintenance and utilization of its infrastructure.

Highlights of Utilization

- Classes commence at 8.30 a.m. to ensure optimum utilization of classrooms, library, auditoriums, halls, labs, computing equipment etc.
- Multi Purpose Audio/Video recording facility for producing Audio/video content available from 8.30 a.m. to 8.00 p.m.
- Classes end by 1.30 p.m. and afternoons are set aside for part time jobs, extracurricular activities, sports, skill and value addition courses, exercise and yoga
- Teaching-learning process is enhanced through optimum utilization of interactive boards by teachers and students
- ICT tools are effectively designed to ensure optimum utilization of resources like libraries, auditoriums, halls, studio etc.
- Library and computer labs open at 8 a.m. and close at 10 p.m.
- In a year, the campus utilizes 2 crores 71 lakhs of rainwater through rainwater harvesting systems. Solar Power plant produces 80KW of energy every day
- Energy-efficient centralized steamer has been installed in hostel kitchen for fuel-efficient cooking
- Computers are assembled in the campus for optimum utilization of components



Highlights of the Maintenance Policy

- Day-to-day maintenance of the campus infrastructure is addressed by the in-house maintenance wing of the college
- Major corrections are rectified by hiring external expertise
- Annual Maintenance Contracts are signed with suppliers
- Departments monitor the utilization and maintenance of assets allotted to them
- Committees are in place for the utilization and maintenance of infrastructure

Committees to enforce policies of utilization and maintenance

a. Infrastructure Committee

- Chaired by Principal with the primary responsibility resting on the Administrator.
- Evaluates general requirements and plans of upgradation
- Authorized to deal with all matters related to the acquisition, upkeep, and disposal of campus infrastructure.

- Attending to Complaints registered in M-DocIt App (App developed by the college for maintenance support), or on the WhatsApp number which are usually attended to within 24 hours
- Maintaining Support staff for campus cleaning, gardening, and hall upkeep.
- Maintaining 03 Boys Hostels and 06 Girls Hostels
- Managing Power laundry service with a capacity of 250kg for the students and faculty.
- Appointing Security staff under a Chief Security Officer to provide 24x7 security to the Marian fraternity.
- 258 CC TV Cameras installed in the campus

b. Library Advisory Committee

- Librarian as head and faculty members nominated as members
- Entrusted to frame and review policy regarding library
- Decides on upgrading, subscription, membership, and renewal of library resources
- Maintenance and upkeep entrusted with the committee
- Deciding library policies

c. ICT Committee

- Chaired by Principal and nominated faculty members as members
- Designs policy regarding, ICT infrastructure and utilization
- Decides on upgradation, cyber security, utilization, and Database management.
- Maintenance and purchase decisions are finalized
- Initiate development, update, and maintenance of college website
- Decides on E-Governance and ICT enabled Teaching Learning and Evaluation systems

Facilities and systems for Maintenance

a. Laboratory and ICT Facility

- Each laboratory has an Administrator and Laboratory Attendants. They manage the day-to-day maintenance; cleanliness is ensured by the Head of the Department
- Head of the Department submits the requirements of a department to the administrator
- Recurrent requests for repair and upkeep of the laboratory are reported through Infrastructure maintenance systems.
- Hi-Tech instruments and equipment are kept under Annual Maintenance Contracts
- Lab Assistants led by the System Administrator maintain the computers, networks and ancillary equipment on the campus
- Workshop area earmarked in the lab for assembly and maintenance of desktops
- Annual Maintenance Contracts through external experts for studio and other sophisticated ICT equipment.

b. Classrooms and Halls

- Head of the Department is responsible for the periodic inspection and maintenance of classrooms and furniture.
- ICT facilities of the classrooms are maintained via the digital complaint register and Apps of the

college.

- Auditorium, Halls, and its ICT facilities are periodically inspected and maintained by the maintenance wing
- Stock Register of furniture and equipment is kept in the department
- All physical infrastructure is substantially evaluated, maintained and updated during summer vacation

c.Library Facility

- Year-on-year stock is taken and an inventory register is kept
- Maintenance of ICT facilities is through Computer-lab administrator
- Maintenance of books and other infrastructures happens during summer vacation

d.Sports Facilities and Gymnasiums

- Department of Physical Education maintains sports & games facilities, and gymnasium
- Requests for maintenance are administered through M-DocIt App
- Periodic maintenance of sports equipment and gym apparatus are done by external experts

e.Other Facilities

- Dams, Water Tanks, filters and Water Treatment Plants are periodically purified as per statutory norms
- 125 KV generator, modular UPS and other equipment are maintained internally and Insurance-covered
- In-house Electricians and plumbers maintain all electronic and electrical equipment.
- Green Coverture of the campus is meticulously maintained
- Fire extinguishers installed are covered under Annual Maintenance Contracts
- College Premises are fully insured
- Lifts are regularly inspected by technicians and covered by Annual Maintenance Contracts
- Civil maintenance works are executed by the Civil Works wing in the campus headed by the Estate Supervisor
- Suggestions and Complaints regarding maintenance of Cafeteria, Borma, and Stores are managed by the Administrator
- Vehicles' insurance as per statutory norms and periodic maintenance is ensured by the administrator
- The guest house maintenance is under the responsibility of care-taker

Maintaining Green Campus

- Periodic maintenance is ensured for Sewage Water Treatment Plants and other waste management systems
- Sufficient dustbins with colour distinction for bio-degradable and non-degradable
- These segregated wastes are managed by cleaning staff
- Periodic maintenance of 80KW solar power plant is done by external experts
- Green protocol is enforced in the campus
- Canals and dams for rainwater harvesting are cleaned during summer
- Parking areas are earmarked to ensure disciplined vehicular movement

As cited above, a **methodical** plan and procedure is followed for the maintenance and utilisation of academic and support facility to guarantee enhanced **Teaching and Learning** environment.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 30.95

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
741	461	469	449	449

File Description	Document
upload self attested letter with the list of students sanctioned scholarships	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years

Response: 25.08

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
630	331	388	364	369

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	View Document
Institutional data in prescribed format	View Document

5.1.3 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. Awareness of trends in technology

Response: A. All of the above

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

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 83.99

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

2020-21	2019-20	2018-19	2017-18	2016-17
1449	1494	1537	1424	1068

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

5.1.5 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
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

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

Response: 37.16

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

2020-21	2019-20	2018-19	2017-18	2016-17
188	306	334	171	117

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

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

Response: 26.58

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 160

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

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 92.87

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

2020-21	2019-20	2018-19	2017-18	2016-17
71	30	29	8	6

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
90	29	27	9	7

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

5.3 Student Participation and Activities

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

Response: 103

5.3.1.1 Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
19	26	22	21	15

File Description	Document
Number of awards/medals for outstanding performance in sports/ cultural activities at inter-university / state / national / international level during the last five years	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document

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

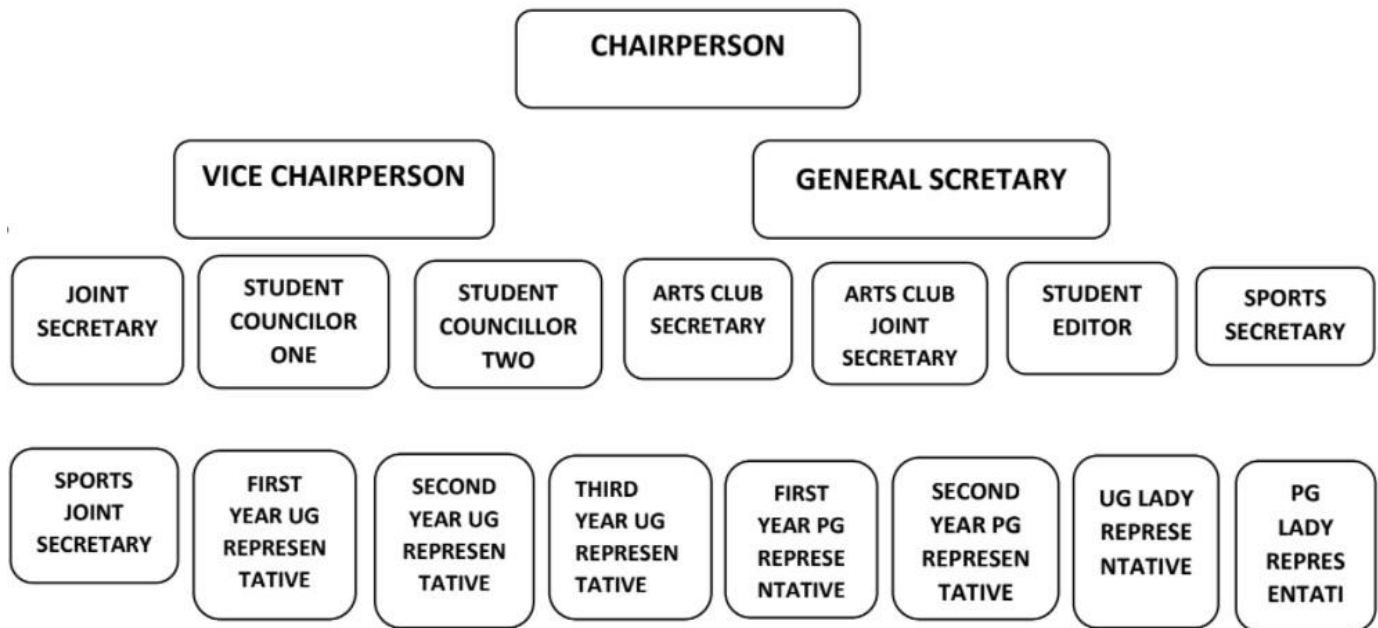
Response:**Affirmative**

There is a strong presence of students in active student council, academic and administrative bodies of the institution. All student members of these councils and bodies/committees receive trainings on organizing, team-building and leadership skills from the first day of their service.

- Marian College Students' Council (MCSC)**

MCSC is the official student body of the College which organizes all extra-curricular activities held on campus. MCSC is a Council of democratically elected students' representatives. The duty of an MCSC member is to address and promote the interests of the students of the College. A dean and two staff advisors provide guidance and support to all the activities of MCSC. The Council members are given absolute freedom in their activities so that they get enough exposure in organising, planning and managing the activities.

• **The Council members:**



Activities of College Students' Council

- Conducts programs that promote cultural, social and the corporate life of the students.
- Trains the students to become responsible citizens.
- Organises talks, debates, competitions and exhibitions by ensuring student participation.
- Organizes arts and cultural festivals to promote and develop the artistic talents of students;
- Conducts sports and games competitions to develop and celebrate the spirit of sportsmanship and teamwork among students.
- Organizes celebrations of important regional and national days to develop a spirit of patriotism among the students.
- The Council publishes the College Magazine annually showcasing the literary and artistic talents of the students.

General Activities of The Students Council

Activities
Council Inauguration
Arts Day

Onam Celebrations
Teacher's Day Celebrations
Ethnic Day Celebrations
Sports Day
Christmas Celebrations
Sports Events
Magazine Publishing
Merit and College Day

- **IQAC Students' body**

Two student representatives are nominated from each class as IQAC representatives. Regular meetings are held under the guidance of the Staff Advisors and the IQAC Coordinator to ensure the student participation and suggestions in all the policy matters. They coordinate feedback from their classes on the various student support programs and play a decisive role in all the awareness programs and extension activities of the College.

Student representation in Academic and Administrative bodies/ Committees of the institution

There are student representatives in various bodies including:

- Grievances Redressal Cell
- Anti-ragging Cell
- Women's Cell
- Hostel Committee
- Anti- Narcotic Cell

Students' representation also in:

- United Nations Academic Impact (UNAI)
- Green Protocol Committee
- Magazine Editorial Board
- Newsletter Editorial Boards
- Gender Champion
- Phoenix Club (SC and ST Club)
- Marian Cultural Forum

- Catholic Students Movement (CSM) and Jesus Youth (JY)
- NSS Advisory Committee
- National Cadet Corps (NCC)

Two student Volunteer Secretaries co- ordinate the activities of National Service Scheme (2 units).

Marian NCC unit (**Girls' battalion with 108 cadets**).

Representation of girl students is ensured in the constitution of all forums in the College.

Student representation is ensured in IQAC which serves as the **immediate source for student feedback**.

The IQAC student representatives participate in the SWOC analysis of the College also.

Meritorious alumni are included in the Board of Studies of every program.

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 44.6

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
112	41	25	20	25

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

Marian Alumni Association (MAA) comprises a diverse and inclusive society, where all identities, experiences, and backgrounds come together to create a strong and welcoming alumni community extending its chapters across India and abroad. **Since its informal inception in 1998 and its formal setting up in 2008 as a charitable society under the T.C.L.C. Registration Act of 1955, the Association has 5600 members currently,**

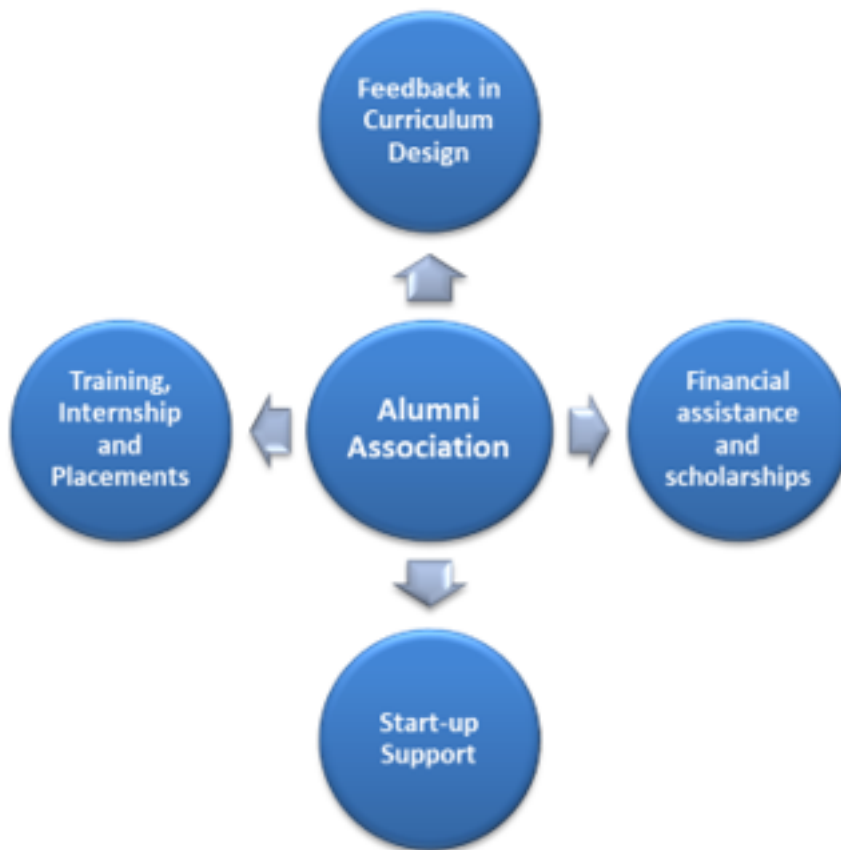
Marian Alumni Association has become an inevitable arm of the Marian family through its exemplary philanthropic services.

The Association aims at building a network of synergistic collaboration, developing healthy relationships, supporting the academic growth of Marian and generating employment opportunities.

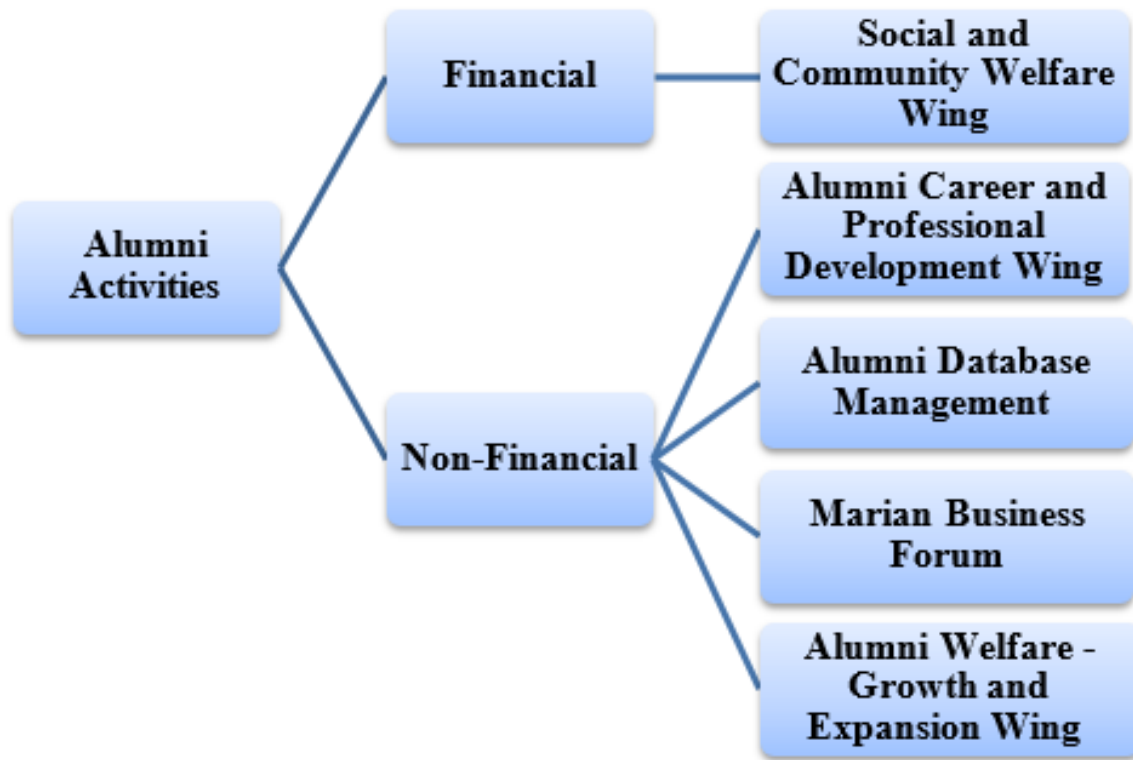
An Executive Committee elected by the annual general body administers and monitors the functioning of the Association.

An office with a liaison officer on the campus guides and coordinates alumni activities.

Contributions



The Alumni significantly contribute to the entire academic gamut of a student from providing feedback and revision in curriculum design, financial assistance and scholarships to infrastructural, health and academic concerns, training, internship and placement opportunities especially to final year students.



A. Non-Financial

1. Alumni Career and Professional Development Wing

This wing renders comprehensive **support in career and professional development** of students.

Meritorious alumni **enrich the IQAC and the Board of Studies** of every program.

The suggestions and feedback from alumni are **incorporated into the curricula** after vetting in the appropriate bodies.

25 alumni are currently working as teachers in Marian.

MAA members maintain a fond relationship with Marian and are regular visitors to the campus.

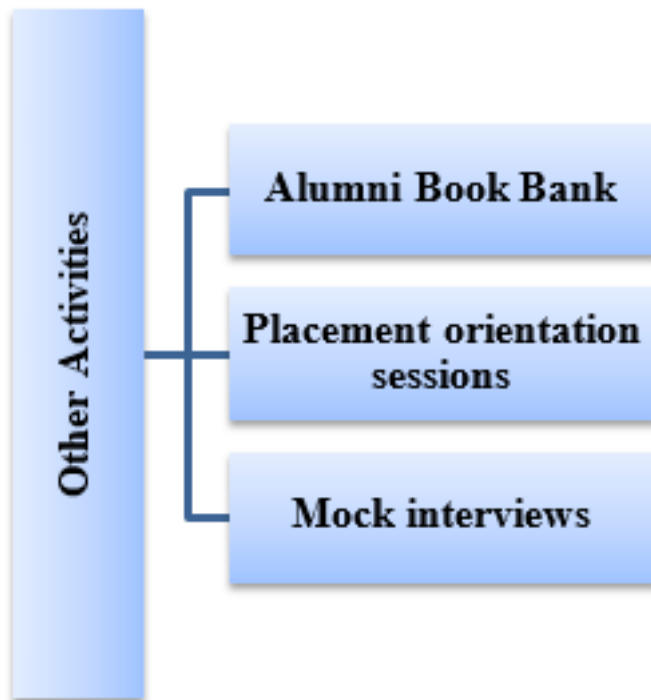
Conduct online and offline **sessions for students.**

Organize **lectures by experts.**

Institute **awards and scholarships.**

Provide for **internships and placements.**

Organize mentoring for students in career and placements by prominent alumni.



2. Alumni Welfare - Growth and Expansion Wing

Activities under this wing include:

Online talent show – **MAATS**

Online magazine- **Marian Diaries**

Alumni **get-togethers**.

The **annual alumni meet** is organized in **August** every year in addition to the department level alumni get-togethers.

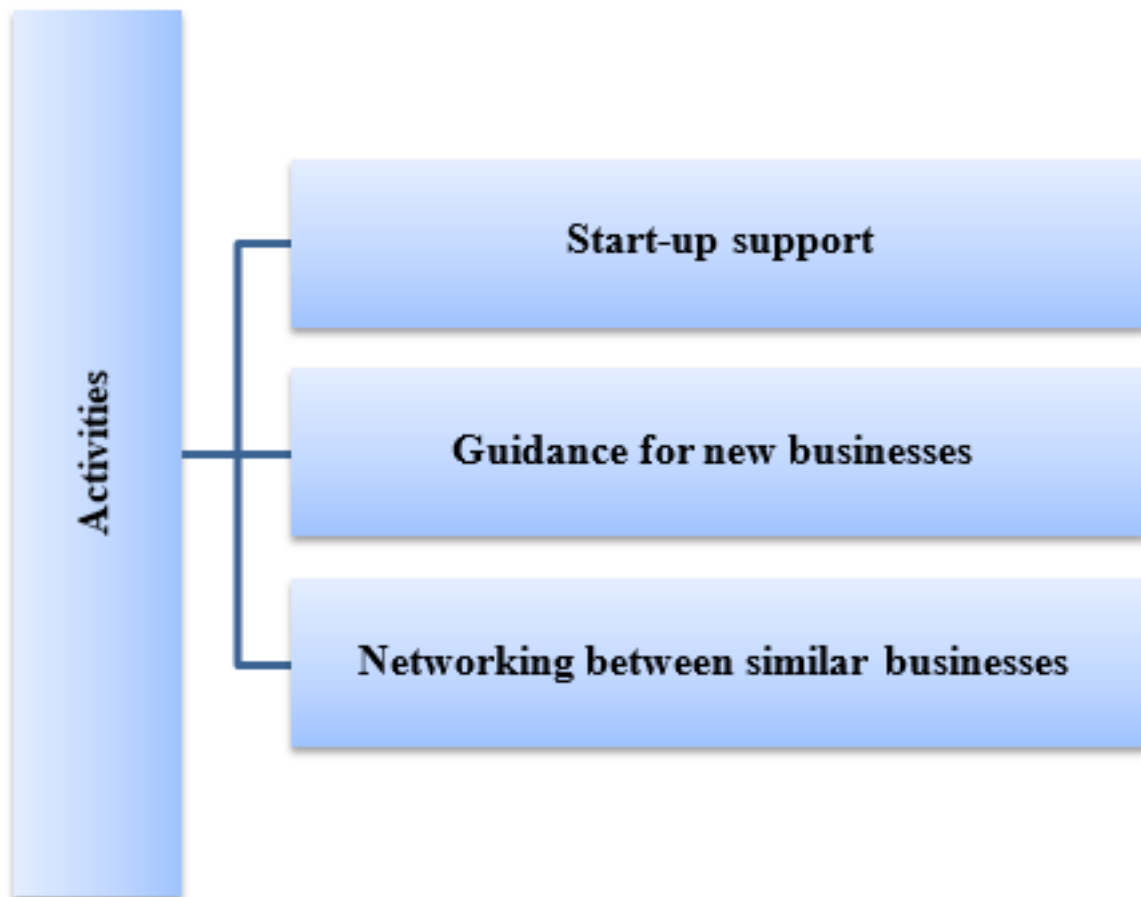
The wing also works for the expansion of **Alumni Chapters in India and abroad**.

Alumni Chapters

Australia Dubai Kuwait UK Qatar Delhi Bangalore Pune Chennai

3. Marian Business Forum

Marian Business Forum functions as a network connecting business persons and professionals across the globe for fruitful collaborations.



4. Alumni Database Management

The purpose of this wing is to keep the network with all alumni activities and to build an alumni database with members' information.

A WhatsApp group named “**Torchbearers-MAA Database**” was created and Batch representatives for each batch were identified and a database was created for the association.

B. Financial

5. Social and Community Welfare Wing

Alumni Association has been extending financial support in the development of Marian infrastructure facilities.

Over the last five years, MAA contributed **Rs. 20,88,272.00** for Marian.

As part of Social Welfare activities, the Association initiated a fund collection among the Alumni for supporting the construction of homes to the needy, providing merit cum means scholarships to students, medical support etc.

A separate account named ‘**Medical Emergency Fund**’ is maintained for the medical support of association members and their families.

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

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

Response: A. ₹ 15 Lakhs

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision:

“To be a transformational leader in education, facilitating and celebrating the full flowering of life in abundance”.

Mission:

- Facilitate an enriching scholastic experience focused on higher order thinking and competencies.
- Create avenues for developing artistic, literary and sports talents, life skills, personal health and well-being.
- Nurture a collaborative learning community, open to free exchange of ideas in which research, creative ideation, innovation and entrepreneurship flourish.
- Influence the educational sector by strengthening and innovating outcome- based learning and assessments, fostering multidisciplinary engagements and integrating technologies.
- Bring in a transformative impact on society - regional, national, and global- by attracting diverse talents and engaging with institutional partners.

Participatory Governance and Management

The College has nurtured a culture of inclusiveness and cohesiveness among the stakeholders which is often referred to as **‘Marian Family’**. Major decisions are taken through a participatory, consensual process and every stakeholder is involved in decision making. For example, during the two-day residential **annual academic planning program (SPEL)**, the faculty members in teams are given the task of revisiting institutional policies and rules and suggest improvements. An outcome document is prepared for each SPEL and it is communicated to all stakeholders to ensure transparency. This helps in building ownership and accountability for the decisions taken and its effective and dedicated implementation.



All major events/ programs are executed through committees where the stakeholders concerned are members. The committees prepare the draft plan and budget, get necessary approvals and proceed for execution.

Such important bodies are:

Board of Management: consists of four teachers and Management representatives. They decide on important matters of policy, resource mobilization, capital investments, administrative planning on the basis of proposals from various bodies, providing an overall leadership. (*Formerly known as 'Governing Body'*)

Governing Body: the highest academic statutory organ, decides on the strategic areas such as new programs, additional batches, scholarships and freeships. 5 members nominated by Management, 4 external members, Principal, 2 teachers and a student representative are members. (*Formerly known as 'Governing Council'*)

IQAC: Besides the external members, it consists of Management representatives, 7 teachers, 4

administrative staff, one student, an alumnus, and the IQAC Coordinator.

All the teachers and student representatives are criterion members.

IQAC coordinates all statutory and other bodies, drives quality initiatives, conducts AAA, takes stakeholder feedback and formulates corrective actions.

Academic Council: The Academic Council reviews the curricula and approve the proposals from the Board of Studies

Boards of Studies: makes suggestions on curriculum revision.

Department Councils: consists all teachers in the department. Takes decisions on time table, internships, projects, certificate courses etc.

Finance Committee: approves the budget for UGC autonomy grant and proposes fee structure.

Staff Council: comprises all HoDs and two representatives from teachers and consider student discipline and other internal affairs.

Apex Body: a consultative body which advises the Principal on critical issues.

Parent Teacher Association: Functions through Executive Committee with teachers and representatives of parents from all batches.

Alumni Association: All graduates of the College are members and they are involved in supporting academic and non-academic matters.

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

6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

The Marian leadership is collective, democratic and inclusive. The planning and implementation of all projects are done through a decentralized participatory process. Strategic plans are finalised based on the recommendations from statutory bodies like Governing Body, Academic Council, and IQAC.

A case study is presented to showcase the successful planning and implementation of **RUSA** (Rashtriya Uchchatar Shiksha Abhiyan) Project.

RUSA -DPR Preparation and Implementation

Marian was selected by the Ministry of Education (MoE), Government of India for RUSA funding under component 8. The proposal preparation was entrusted to the RUSA committee of teachers and staff and the project proposal was successfully presented before the expert committee at the Ministry of Education, within weeks. The proposal was approved for funding of **Rs 5 crores**. The **DPR was prepared within a short time** through an effective and efficient decentralised planning process and collaborative team work. The process is explained below which reflects the decentralised participative management approach.

First phase of Decision

- The MoE announced RUSA 2.0 inviting proposals from HEIs in 2018.
- The Marian Apex Body decided to prepare a proposal before the Board of Management (BoM) and apply for funding from RUSA 2.0 and the BoM gave approval for the proposal.

Preparation of the DPR

- A joint meeting of the teachers and administrative staff was convened by the RUSA committee to prepare the DPR.
- Meeting identified eight major areas - as is given in the table below.
- Accordingly, **eight teams** were constituted headed by a senior faculty to prepare detailed proposals.

Approval process

- The draft proposals were vetted by an ad hoc committee consisting of the team leaders headed by the Principal.
- The modified proposal was again circulated among the entire staff to receive suggestions.
- The third round of refinement was made and the final DPR was **submitted to RUSA in April 2018**.
- The proposal was approved and Marian was selected for funding
- The College was invited for the final presentation of the project before an Expert Committee at New Delhi.
- The RUSA Project Coordinator and the Principal of the College made the presentation and successfully defended the proposal before the Committee and got it approved for funding.

Implementation and Monitoring

- Two bodies - **Board of Governors** and **Project Monitoring Committee** consisting of teachers, administrative staff, students and local body representatives –were constituted to monitor and guide the implementation as per the approved proposal.
- The first instalment of the fund was awarded to the College on 28.03.2019.
- Successfully implemented as per RUSA guidelines within one year and became eligible for the second phase allotment of 2.5 crores.
- Smooth implementation of each project was carried out by a team of faculty led by a team leader.
- The team had close collaboration with the HoDs, Faculty Advisors, Students' Union, Clubs and Associations etc, to successfully implement the project on time.

Since the first phase was implemented successfully, the second phase allotment was sanctioned on 21/12/2021.

The Fruits of Decentralization and Participative Management (Phase1)

No	Themes/Areas	Amount Utilized in lakhs	Outcome
	Infrastructure	125.61947	New Auditorium and New Gymnasium
	Faculty development	17.00308	30 Training programmes for teachers Teachers were sent outside Kerala and India to attend trainings 4 International workshops/ Seminars were organized
	Research Promotion	50.26573	4 Research centres have started in association with Lincoln University College Malaysia 45 Research scholars pursue PhD under these centres Teachers published 70 research papers and book chapters
	Administrative Reforms	19.38939	Implementation of Campus ERP Automation of the office of COE Appointment of Office Assistants for IQAC
	Enhancing Students Achievements	27.99961	Funded students to attend conferences and competitions. 130 students attended such programmes and few presented papers. OBE curriculum was implemented completely
	Diversity Promotion Plans and Establishing Linkages	31.79292	Funded teachers to visit other institutions and establish linkages 38 new linkages were established MoUs were signed with 4 foreign universities.
	Social Engagements	22.45744	93 social intervention activities were funded from RUSA

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Link for strategic plan and deployment documents on the website	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

From its inception, the Marian Management was quality driven, open to new ideas and willing to invest in improving all aspects of student learning. The vision, mission and the strategic plan of the College reflect this orientation. Attainment of an **Autonomous Status** was discussed in the Academic Council, Staff Council and in other bodies during 2012 and was included in the **strategic plan** during the third cycle of accreditation.

Activity successfully planned and implemented: *Autonomy*

Marian attained the ‘autonomous status’, which was the result of thoughtful strategic planning and meticulous implementation. The autonomous status motivated Marian Community to make the best use of academic freedom through the innovation in Teaching-Learning and Evaluation systems.

The deployment process

Planning Phase

- Teachers and staff visited reputed autonomous colleges in other States to learn how they function, design new programs and dispelled perceived fears regarding implementing autonomy.
- Based on the requirements identified on the study, a series of intensive training and workshops were organized for equipping the Management, faculty and for the administrative staff.

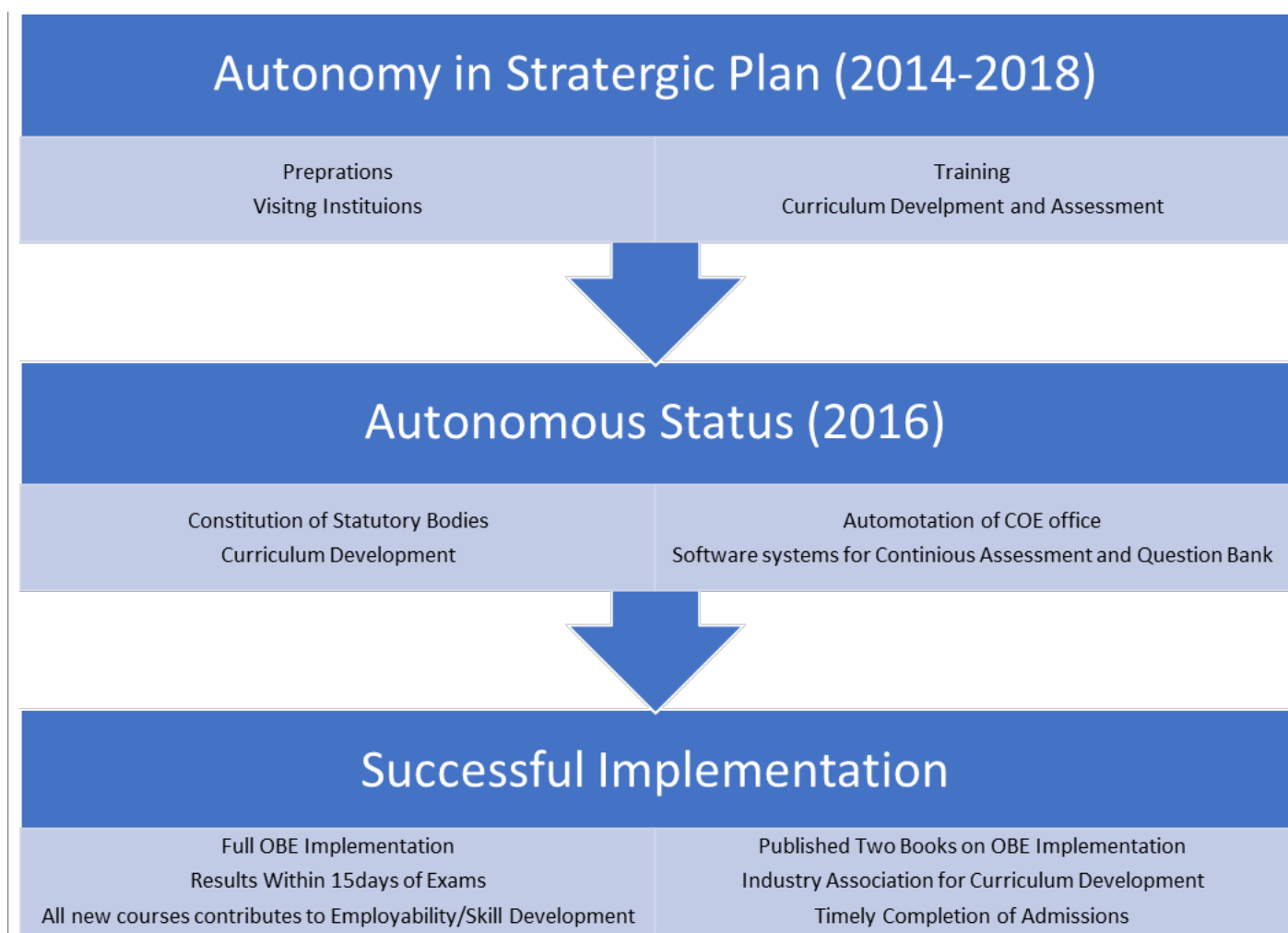
Implementing Phase

- Constituted Governing Body, Academic Council, Finance Committee, Boards of Studies and Department Councils, as per UGC guidelines
- Moving to Autonomy, revised the syllabi of all PG programs in 2016 itself.
- Introduced innovation in teaching-learning process and assessment.
- Established Office of the Controller of Examinations with **automated examination management system**.
- Developed **Bloom’s Taxonomy based in-house Question Paper Generation Software**.
- Introduced **MCKA (In house campus ERP)** for online Continuous Assessment, Examinations and Administration.
- Developed an in-house software, **SmartE, for internal mark calculations**
- Fully Automated Examination Office procedures
- **Automation of the admission process** facilitated documentation & data processing
- Established norms for publishing **examination results within 15 days**.
- Introduced **save-a-semester** examinations for immediate improvement for those who failed in semester examinations.
- Introduced **customised MOODLE**- an open source LMS for conducting Teaching-Learning - Assessment processes.

- Introduced **Outcome-Based Education** approach in all programs
- Introduced a total of 181 certificate/diploma value addition programs
- Established **Marian Institute for Innovations in Teaching Learning and Evaluation (MIITLE)** for supporting teachers in the implementation of Outcome-Based Education.

Changes visible after implementing Autonomy

- Timely admission and commencement of classes
- Timely publication of results that helped better placement opportunities
- Implementation of Outcome Based Curriculum to improve placements.
- Associations with industries (TCS, ACCA, RedHat, IPSR) to implement industry relevant skill-based curriculum.
- Regular updating of syllabus
- Introduced new industry relevant programs with 2361 courses having direct employability and skill development.
- Introduced 251 courses with professional ethics, 127 courses with gender equity, and 131 with human values, 242 courses with environment and sustainability
- Integration of Internship into curriculum
- Participation of all faculty members in Assessment, and Question Bank Development.
- Introduced Outcome Based Education which brought a paradigm shift in learning.
- Published two books on Outcome Based Education, incorporating the experiences of all the faculty members.
- Participation of all stakeholders in Curriculum Development, Assessment, Evaluation and Question Bank development.



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

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

The College has established several statutory and non-statutory bodies that function in accordance with the statutes, manuals and policies laid down by the Government, parent University and the Governing Body of the College.

Functions of Institutional Bodies

The **Board of Management (BoM)** consists of members of the educational agency and is represented by

the Manager of the College who appoints the Principal and other staff members of the College. The Board takes decisions on the policies, strategic planning and resource development based on the recommendations from IQAC and other appropriate bodies. *(From 2016 to 2021, BoM was under the name 'Governing Body')*

Governing Body, the supreme statutory body, represents all Higher Education stakeholders that takes decisions on new programs, fee structure, examinations, result declaration etc. *(From 2016 to 2021, this body was under the name 'Governing Council')*

Staff Council, Academic Council and Board of Studies are statutory bodies that take decisions on curriculum revisions, scholarships and other day to day administration

IQAC recommends on matters related to quality initiatives, framing various policies, setting up quality bench marks, feedback system, infrastructure development and strategic planning to Governing Body/ Academic Council/ Board of Management. It also takes initiatives in Faculty Induction and Development, training, Research and Innovations in Teaching Learning and Evaluation etc. RUSA Monitoring Committee works in tandem with IQAC.

Finance Committee decides on fee structure, prepares the budget for utilization of the plan fund for infrastructure development and teaching-learning resources, scrutiny of audited statements and advise the Governing Body on financial matters brought to its notice.

In addition to the above, there are various committees such as Admission, Examination, Research and Ethics, ICT, Extension, Library, Infrastructure, Scholarship, Placement, PTA, Alumni Association, Grievance Redressal, Anti- Ragging, Anti-Narcotic and so on for the smooth and effective functioning of the College.

Effectiveness and Efficiency of Institutional Bodies

Examples:

INSTITUTIONAL BODY	FUNCTION	POLICY	RESULTS
Board of Management	Leadership Infrastructure & Learning Resources Institutional Values & Good Practices	HR Fund Raising Maintenance	<ul style="list-style-type: none"> • 2 times Salary revision • Strategic Plan • Staff Welfare measures • Periodic Maintenance
Governing Body	Academic Governance & Management	Statute	<ul style="list-style-type: none"> • New Programs • Declaration of results within 15 days
IQAC	Quality Enhancement	Quality Policy OBE Manual	<ul style="list-style-type: none"> • Developed policy documents • Attained Autonomy • Awards and recognitions
Academic Council & Board of Studies	Curriculum development	Curriculum Development Teaching-Learning Feedback	<ul style="list-style-type: none"> • Curriculum update every year • Periodic revisions
Departmental Council	Academic Management	Teaching-Learning	<ul style="list-style-type: none"> • Continuous Assessment methodologies (CARS & CADL)
Alumni Association	Supportive Services	Feedback Alumni Bylaw	<ul style="list-style-type: none"> • Financial contribution of 20 lakhs • Placement support • Feedback on curriculum

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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	View Document
Institutional data in prescribed format	View Document
ERP (Enterprise Resource Planning) Document	View Document
Any additional information	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression

Response:

The **mandatory welfare measures** instructed by the Government like Provident Fund, State Life Insurance, Group Insurance Scheme, Group Personal Accident insurance, Special leaves and so on are followed as per the rules.

The other **staff welfare programs** and avenues for career development enveloped are the following:

EDUCATIONAL

- Faculty Development Programs are conducted regularly to empower and enrich the teaching staff.
- Teachers who are pursuing PhD are given leave and financial support along with supporting staff to reduce his/ her work load as a faculty of the College.
- Duty leaves to staff for attending seminars, workshops, and refresher courses.
- Financial support for the office staff for acquiring additional qualifications.
- Financial support and duty leave for teachers and other staff to attend short term skill development courses.

HEALTH CARE

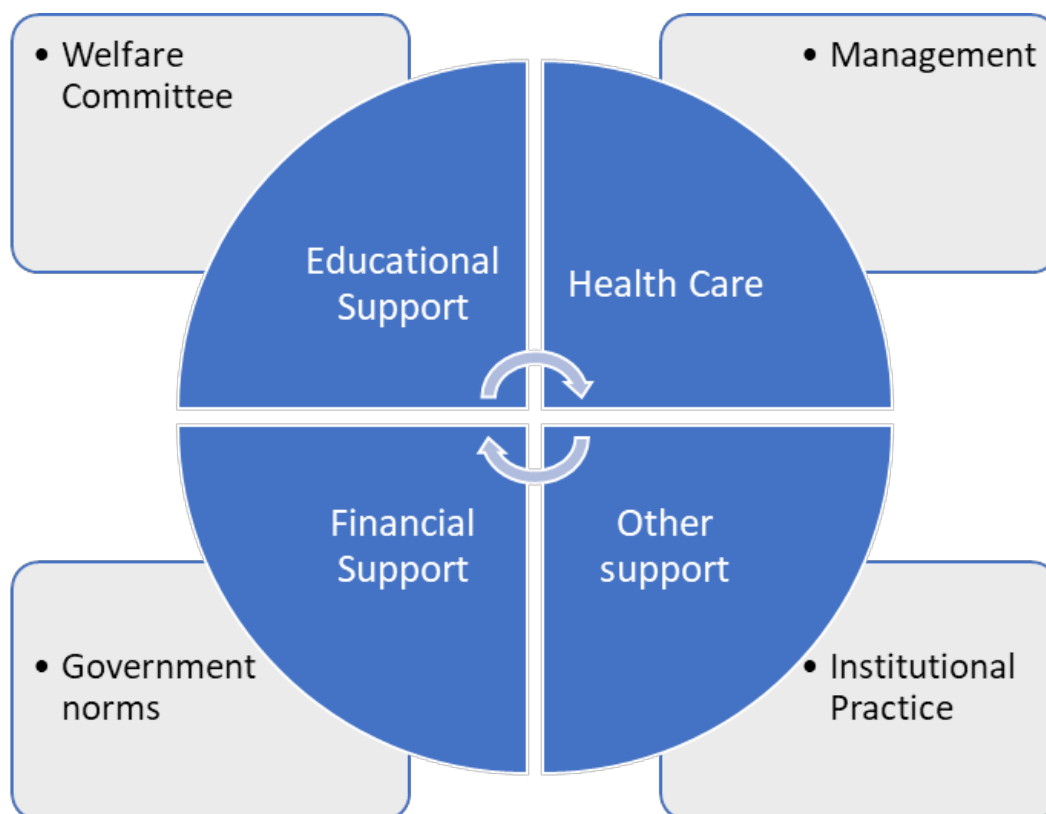
- Free medical service in the Infirmary from 8.30 am to 4.00pm.
- Service of 3 trained nurses.
- Maternity leave of 6 months & paternity leave for 10 days.
- Free consultation with a doctor once a week.
- Paid medical leave

FINANCIAL ASSISTANCE & INCENTIVES

- Financial assistance to attend conferences/workshops/seminars
- Incentives up to Rs 10,000/- for book and paper publication.
- Free use of facilities
- Additional income to staff for providing training sessions for various competitive exams.
- Provision for loans & advances.
- Financial assistance to staff's children for higher studies at Marian.
- Subsidized accommodation, laundry and canteen facilities for staff.
- Provident Fund and Festival allowance.

OTHER WELFARE MEASURES

- Day care facilities for children of staff
- Sports, games, gym and other indoor recreation facilities for staff
- Free food and uniform for security and housekeeping personnel.
- Free Wi-Fi and email addresses using the institutional domain name
- Paid vacation during summer vacation ,holidays including Onam and Christmas.
- Covered parking facilities for staff vehicles.
- Compassionate admission of staff's children in the Management quota.
- Annual tour for employees.
- Last grade employees were given options to experience different mode of transport including flight during the annual tour.
- Free counselling facility provided from 8.30am to 4.30pm.
- Dedicated timing for staff at Gymnasium.
- Teachers with family from far off places are provided free accommodation in a well-furnished staff quarters based on seniority.
- Common Celebration of festivals like new year, Christmas, Onam etc.
- Gifts are distributed to the staff on special occasions
- Self Help Groups (Cooperative society) among non- teaching staff.
- Without deferment, full salary had been distributed to employees during Covid 19 pandemic.



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

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

Response: 34.12

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

2020-21	2019-20	2018-19	2017-18	2016-17
52	41	17	15	18

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

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

Response: 13.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
22	11	12	9	12

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View Document
Reports of Academic Staff College or similar centers	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 62.52

6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
91	86	5	9	65

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
IQAC report summary	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The College conducts systematic and transparent internal and external financial audits every year to monitor its financial aspects relating to both academic and non-academic activities. All income of the College like fees, consultancy amounts, corporate training fee, donations, alumni contributions are received only through respective bank accounts to enable proper financial audit.

Internal Audit

The College has an adequate internal control system to enable the systematic internal audit mechanism. The internal audit is considered by the College as a preliminary audit of all financial matters which is conducted every year by **LV & Co., Chartered Accountant Kochi**. The audit includes scrutiny of the financial records maintained by the College along with the supplementary evidence. The scope of internal audit covers mainly Income from fees, expenses and the financial reporting processes and operational processes of the College as a whole.

External Audit by Chartered Accountant:

The College has appointed James & Co., Chartered Accountants, Thodupuzha, Kerala as the External Auditor for conducting the Annual Audit. The Annual Audit is conducted by the firm covering all the financial aspects of the College such as: UGC Grants, Fees, Autonomy Grants, RUSA, Research funds, scholarships and other financial assistance and the related disbursements and other expenses in relation to its utilisation.

Audit of Government Funds

The funds received by the College under various UGC projects, Other Government funds, RUSA funds and funds received under various projects are separately audited. The audit reports are forwarded to the funding agencies within the stipulated time.

Audit by Deputy Director of Collegiate Education and Accountant General of Kerala

As part of Kerala Government stipulations, periodic audits are conducted by Deputy Director of Collegiate Education and Accountant General of Kerala. An Audit by the Deputy Director of Collegiate Education was conducted in the year 2018-19. The audit was conducted for 2014-15 to 2016-17 and no audit objections were raised. Utilisation of the financial assistance such as Government grants, Autonomy grant, RUSA and other UGC assistance, fee collection from students, Research funds, Scholarships etc. are subjected to this audit.

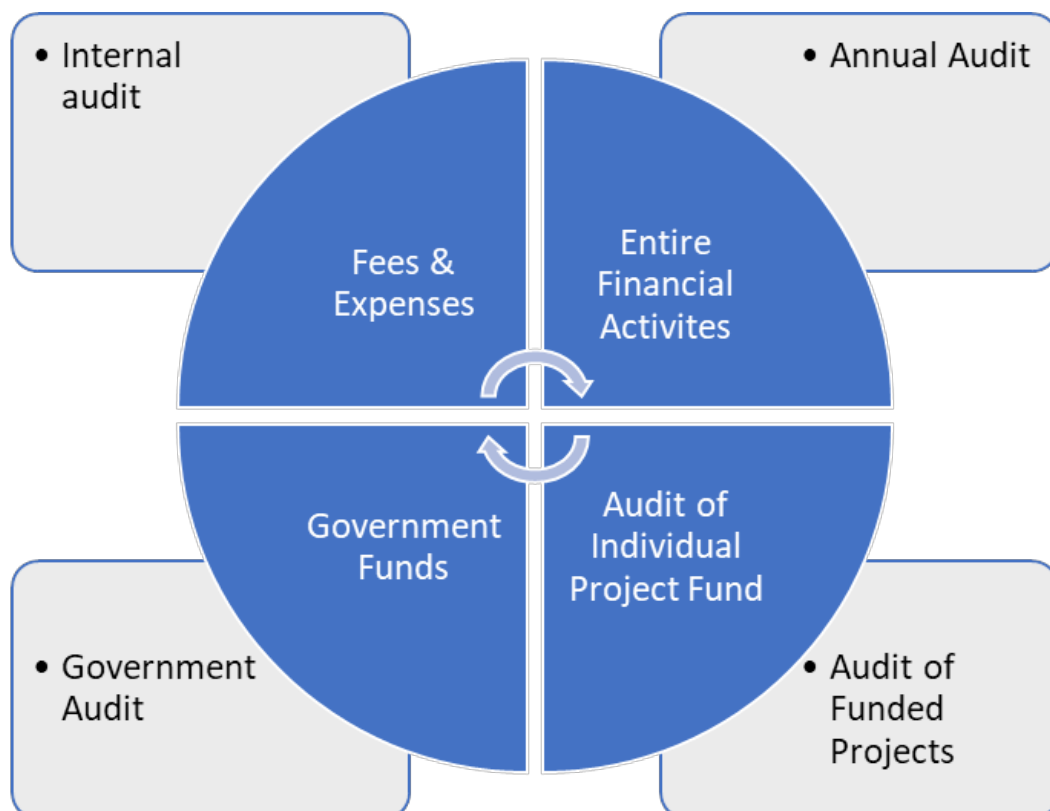
The audit for the remaining period is announced during January 2022

Audit Objections and Clarifications:

The Management of the College takes necessary steps to implement the observations and recommendations in the report with the concurrence of the Governing Body and necessary corrective measures are taken on time. Objections and clarifications, if any, raised in the audit are settled by submitting the required documents. In the case of research projects, the Principal Investigator is responsible for clarifying all audit objections.

A mechanism under the supervision of the Principal is set up for the quick settlement of queries and explanations sought by the auditors. It is ensured that the guidelines prescribed by the Government, University and other agencies are strictly adhered to in all these transactions.

The Audit process



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

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

Response: 111.14

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

2020-21	2019-20	2018-19	2017-18	2016-17
6.76	49.16	13.34	37.21	4.67

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Annual statements of accounts	View Document
Link for additional information	View Document

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

Response:

The College has a well-operated mechanism for the mobilization of funds and its optimum utilization. Finance Committee constituted by the Principal, has the responsibility for planning and supervising the various activities of the College for the mobilization of funds. The Committee prepares a finance budget at the beginning of the year for both academic and administrative activities in accordance with their proposals and availability of funds anticipated from various resources. The Finance Committee functions in consultation with various allied committees such as Infrastructure Committee, ICT Committee, Library Advisory Committee, Research Committee, Extension Committee and Hostel Committee, to formulate various strategies for mobilization of funds and its effective utilization. Committee convenes regular meetings to discuss and plan about the financial management and evaluating the requirements of various departments and other forums, to allocate the funds accordingly. The authorities of the institution like the Governing Body, College Council etc. closely monitor the utilisation of the funds.

Mobilization of Funds

As the College had been acknowledged as Potential for Excellence, it was eligible for CPE grant from UGC twice in 2009 and 2015. The College receives financial assistance for infrastructure and academic facilities development in the form of Autonomy grant, RUSA fund, WWS fund, UGC funds etc., The major sources of funds for Marian are from the following sources:

Central Government Funds & State Government Funds: UGC, NAAC, RUSA, ICSSR, AICTE, KSHEC, Major and Minor Projects funds, State Government fund for NSS, WWS, SSP, Grant-in-aid for salary, CPE Fund, Autonomy Grant and various Sports Grants.

Non-Government Funds: Funds raised by departments/ associations , Students' fee from self-financing programs, PTA funds, Aid from philanthropists, Contribution from teachers, Contribution from alumni, Financial assistance from management, Contributions from Consultancy and Corporate Training.

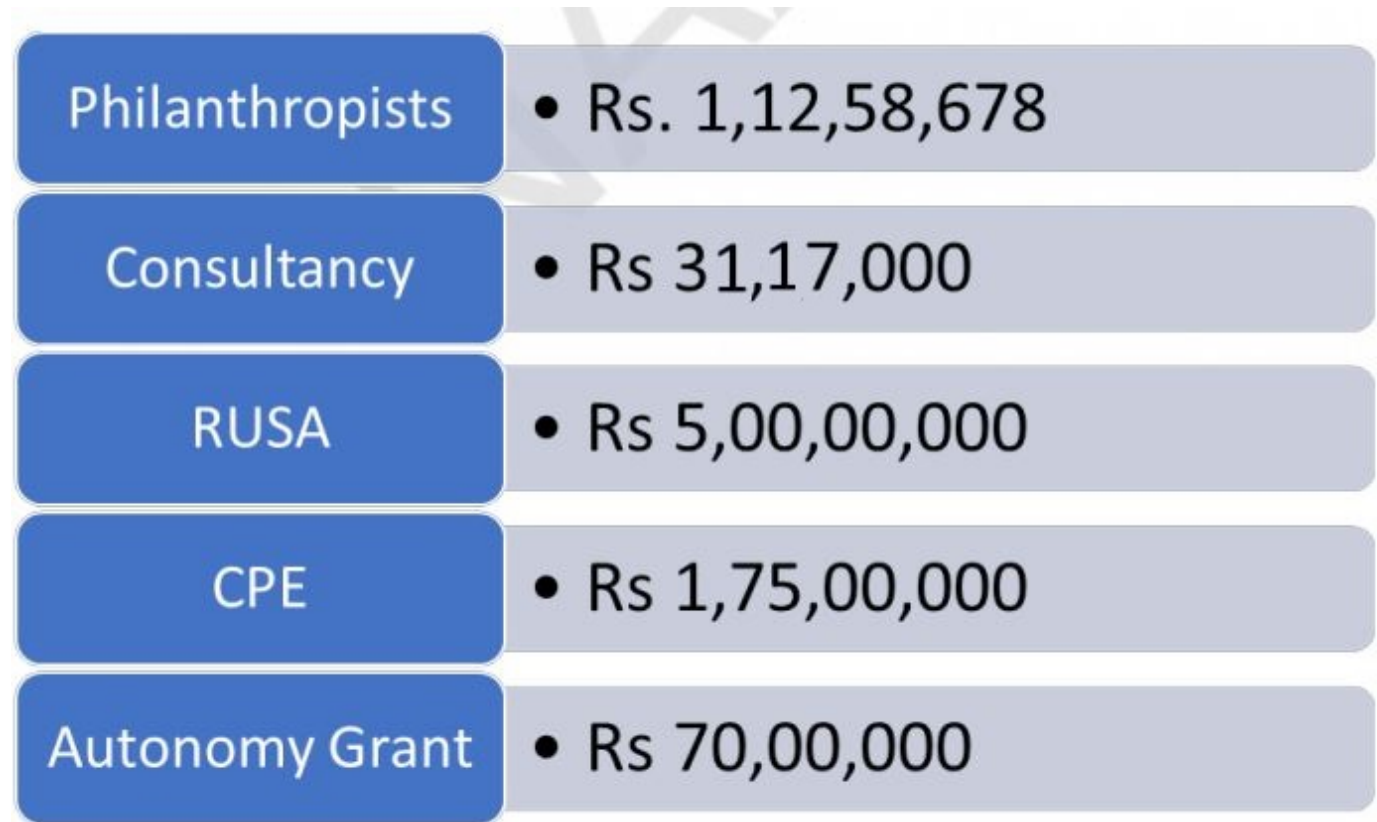
The Research Committee is responsible for facilitating sanction of Research Funds. The teachers coordinating various Government schemes are entrusted to ensure Government funding. Head, Department of Health and Wellness facilitates Government funds for different sports schemes. All the consultancy and corporate training amounts are received through the bank accounts maintained for it.

Optimum Utilization of funds

Central Government Funds are used for academic activities such as purchase of books, journals etc., and other developmental activities and sports activities. Central and State Government funds received for the activities of NCC and NSS are effectively utilised for the purpose.

Marian encourages the faculty members to take up various research projects in collaboration with different agencies such as UGC, CSIR, and ICSSR. A committee of senior faculties is entrusted with the preparation of project proposals for such schemes. The receipts, bills, vouchers, income and expenditure statements of all funds and grants received are consolidated and examined by the auditing firm on an annual basis. The audit report issued by the auditor along with the utilisation certificate is submitted to the concerned authorities.

Funds are also raised through PTA , Alumni Association. Scholarships, endowments and sponsorships are instituted by these two organisations. They also support the institution through many philanthropic activities.

Major Funds Utilized by the College

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

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)

Response:

Practice I

In the previous exit report NAAC Peer Team recommended to **enhance the use of ICT tools** in the Teaching Learning and Evaluation (TLE) process. After getting autonomy in 2016, IQAC has made significant efforts to institutionalize the use of ICT in TLE.

- IQAC has established **MIITLE (Marian Institute for Innovative Teaching Learning**

Evaluation) in 2016 to bring innovations in TLE.

- External experts from IIM, Udaypur and Ambedkar University, Delhi were invited to train the faculty members in Moodle, ICT enabled innovative teaching, Outcome-Based-Education and curriculum development.
- All the teachers started using open source-LMS(Moodle) for course delivery, assignments and other innovative tools like **Augmented Reality Learning** and **Location-Based-Learning** were incorporated into the learning systems.
- The teachers are employing innovative assessment strategies through two continuous assessment activities in Moodle.
- **Campus ERP (mcka.in)** was introduced which keeps track of course delivery, continuous assessment activities, attendance, question bank etc..
- All the teachers now use the **ERP system for Outcome Mappings and assessment of Learning Outcomes**.
- **Question-Paper-Automation-System** was developed by the College for generating question papers based on Bloom's Taxonomy and Course Outcomes.
- Marian expertise in Moodle, Question Paper Automation and other ICT tools have been converted into consultancy projects Including **Moodle Consultancy to Chinese University of Hong Kong**.
- The valuation of answer scripts is facilitated through the *mcka* portal. The evaluating teachers are assigned answer books through the portal and marks are awarded to each question directly into the system.
- This process helps to avoid calculation errors and more importantly, permits outcome assessments based on Semester End Assessment.

Practice II

Increased quality of learning through regular assessments

Course-Outcome attainments are directly measured through several (seven or more) assessment components . Rubrics are shared to the students prior to assessment. Assessment of a course is done through **Continuous Assessment (CA)** and **Semester End Assessment (SEA)**.

Innovations in Continuous Assessment are many:

- Strengthened the **CA ratio to 40 % from 20%**.
- Two novel **CA components** (i) **Continuous Assessment for Research Skills (CARS)** (ii) **Continuous Assessment for Deepening Knowledge (CADL)**
 - **CARS insists on a mini research and report submission** which promotes Team-work and Experiential-Learning.
 - **CADL deepens learning through activities like creating videos, presentations, seminars etc.** Higher involvement of students now results in deeper learning.
 - To ensure transparency, each Department Council finalises the assessment schedules suggested by the faculty.
 - **Provisions are made in the software (MCKA) to capture the grades obtained in each activity.**
 - Periodic entries are made in MCKA for the benefit of students and parents to know the academic progression.

The SEA captures the attainment of all course outcomes.

- **Question papers generated by the software from the Question Bank** are vetted internally and externally to ensure quality and adequacy of the assessment of outcomes.
- **Each question will assess one or multiple COs.**
- **Semester End Assessment (SEA)** questions are mapped to course outcomes for ensuring alignment.
- Rubrics are used to evaluate the answers objectively.

Grades are entered into software by the evaluating faculty for preventing the possibilities of clerical errors.

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

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

Example 1: Marian Academic Review and Planning

Since 2007, IQAC regularly conducts **Marian Annual Academic Review & Planning (MAAP)**, a residential two days academic conclave of all faculty members during summer vacation every year for reviewing the previous year's academic activities and for planning next year's academic activities. It is a platform for institutional academic review and planning where different sessions are held with a view to review and improve the teaching- learning practices, programs, facilities, evaluation scheduling and to prepare the Annual Academic Planning document. It also helps the institution for an introspection on how far the college has updated with the present-day practices in teaching-learning and in the professional growth of teachers.

Every Department of the College presents the activities done in the previous academic year and prospective plans. Every participant has the freedom to voice his/her opinion, critically assess the activities and provide suggestions for improvement. It is also a once in a year opportunity for the faculty members to come together, share their experiences, and discuss matters that affect teaching-learning activities of the institution. The major input into MAAP comes from the departmental review of the implementation of previous year's teaching-learning and co-curricular activities. Since 2019, **MAAP** has been renamed as **“Strategic Planning & Review for Excellence and Leadership (SPEL)”**

IQAC enlisted the following as goals and objectives for SPEL 2019:

- To review the annual teaching learning and cocurricular activities, aligning with Marian Vision and Mission.
- To review the effectiveness of the implementation of **OBE**.
- To set targets for the succeeding academic year and work for it.
- To identify areas of improvement and potential opportunities in the course design, teaching-learning process and assessment strategies.
- To communicate the individual departmental plans and academic activities with other departments.
- To coordinate the various academic activities of Marian and develop an annual academic calendar.
- To prepare an Annual Corporate Academic Action Plan ensuring active participation of all faculty members.
- To provide a venue for expressing opinions, feedback, innovative ideas and suggestions for improving the Teaching-Learning process.
- To facilitate the integration of new teachers to the ongoing systems of the College.

IQAC reviews and takes stock of the previous years' activities presented by the Departments. The compliance to previous year's academic plan, the quality of implementation, effectiveness of the programs conducted, exam results and placements achieved, standards maintained, feedback received from stakeholders etc. are critically reviewed and gaps are identified.

Based on the review findings and suggestions, IQAC prepares a College level academic plan for the next year. The final stage of planning (Corporate Plan and Schedule) is done at the meeting. The implementation of this plan is monitored and reviewed by the IQAC, Department Heads and Statutory Bodies.

Example 2: Regular Academic Audits

1. Academic Audits

Marian conducts **Academic & Administrative Audits (AAA)** in March every year to review, assess and evaluate the performance of the College in teaching learning process, assessment activities, examinations, innovations in teaching-learning, research, curriculum development and co-curricular activities.

IQAC has developed a format for the audit in accordance with NAAC guidelines which includes:

- Curriculum development efforts.
- Teaching learning process
- Continuous Assessment process.
- ICT integration and Innovations in Teaching-Learning and Assessments
- Preparation of course plans and academic calendar
- Employability of programs and courses
- Examination system and results.
- Infrastructure & administration for effective teaching learning process
- Co-curricular activities.

The audit teams visit departments, interact with students, faculties, verify documents and prepare the reports. The audit is based on a presentation by HoD on all the activities conducted in the department.

Focus is given to the teaching- learning process, use of ICT, dissemination of knowledge, value addition courses, remedial measures, support for advanced learners, internships etc. The reports are consolidated and recommendations are prepared by IQAC and submitted to the Principal for implementation.

The College **implemented the following initiatives** based on the recommendations of IQAC-Audits (AAA):

- A **campus ERP Software systems (MCKA)** is implemented for centrally coordinating Continuous Assessments.
- OBE pattern of learning and assessment are introduced.
- Implemented systems for identifying advanced and slow learners and employed special schemes for them.
- Implemented external vetting of question banks to ensure quality.
- New program in Science stream, (**MSc Physics-Integrated**) started.
- Electives were included in all programs.
- Started skill-based value addition courses.
- Ethics, environmental and gender aspects were integrated into the curriculum.
- Feedback committee is formed to analyse feedback on curriculum.
- Inhouse video content creation facilities are created for teachers.
- Regular training programs are arranged for teachers in association with Hong Kong Baptist University

2. Audit on Teaching Learning and Evaluation

This audit was conducted after one year of conferral of autonomy. The focus of the audit was mainly to assess:

- The transparency and effectiveness of Continuous Assessments (CA).
- Course content and delivery.
- Examination results after autonomy.
- Innovative ICT enabled practices in Teaching, Learning and Evaluation.
- Infrastructure development for teaching learning systems.

Outcomes

- Considerable progress in transparency and effectiveness of CA.
- Courses with employability included in the curriculum.
- Assessment activities under CARS (Continuous Assessment for Research Skills) and CADL (Continuous Assessment for Deepening Learning) were streamlined.
- Teachers are equipped and motivated to integrate student centric, ICT enabled, innovative teaching practices and assessment activities.
- Software systems implemented to monitor CA activities.
- ERP (mcka.in) developed to manage all teaching-learning activities of the College.
- Showed **remarkable improvement in the academic results** after the conferral of autonomy.
- External vetting of question banks started.
- A state of the art studio for e-content creation and other ICT enabled teaching learning systems

were implemented.

3. External audit on Outcome Based Education (OBE)

The purpose of the audit was to:

- Ensure the measurability of learning outcomes and assessment strategies.
- Assess the COs, PSOs and POs and their mapping strategies.
- Appropriateness of questions and methods to assess attainment of COs.

Outcomes

- Teachers were given training in outcome based learning and assessment.
- COs are improved with measurable outcomes.
- Questions developed for direct assessment of outcomes.
- Attainment of outcomes ensured through CA.

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

6.5.3 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
- 2.Collaborative quality initiatives with other institution(s)
- 3.Participation in NIRF
- 4.Any other quality audit recognized by state, national or international agencies (ISO Certification)

Response: All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Curricular and co-curricular activities

- The curriculum includes **143 courses** on gender equity, gender identity, gender-specific issues &, women empowerment.
- The institution boasts a **53% female student population** and a **42% female teaching and non-teaching community**, which comply with the UNSDG Gender Equity and Empowerment.
- Emphasis on gender issues/ related topics in the **dissertations, project works, surveys, field works**.
- Women Cell organized **seminars and workshops** such as '*Stress management*', '*Role of Women in Society*', '*Gender in Everyday life*', '*Fashion technology*', '*Cybercrimes and women precautions*', '*Laws for The Protection and Care of Women and Children*', '*Gender equity*', '*Prolife*', '*Relationship management*', '*Defining Today's Woman: Towards a New Paradigm*' and '*Dowry system*'.
- **Gender champion clubs** address gender issues and rights through flash mobs, debates, poster competitions, street plays, installations of '**Chekkutty Paavaas**' and orientation talks. Gender fest was held in collaboration with **EBSB** to uphold gender equity and equality on the campus.
- **Gender audit** was conducted by the District Women's Council of Idukki from 08/02/2017 to 09/02/2017 to assess the various aspects of gender equality on campus.
- An **Internal Compliance Committee** has been established by the College for the prevention and redressal of sexual harassment cases.
- Active **Anti-ragging Cell** ensures a zero-tolerance policy in all forms of ragging in the campus and sensitization through notice boards, special sessions and undertakings.
- A **social awareness program on transgender @ 60 Art Camp**, was organised in collaboration with **Kerala Lalitha Kala Academy** brought together 70 senior artists from all over Kerala including the Tribes and Transgenders.
- **Medical camps** and student's training in health and hygiene, Ayurveda cosmetology, first aid and CPR training, and fire and safety.
- **The NSS** had conducted various skill development and women empowerment seminars for rural women like '*Soap making workshop*', '*Seminars on Women and Legal Rights*', '*Women empowerment through Kudumbasree*', '*Hair donation campaign*' for cancer patients etc.
- A **Girls' NCC Unit** (Army wing) of **108 girl cadets** aims at developing disciplined, motivated, and responsible young women citizens.
- The **Student Council** of Marian ensures gender equity during Union Election and its activities.

Major Facilities Available

- A **Wellness officer** is appointed to implement wellness initiatives, such as programs on exercise, mindfulness and meditation. Training programs are given to students and employees on wellbeing, health and moral issues.

- **Hostels and staff quarters:** It includes six hostels for girls, three hostels for boys with 1546 inmates and two staff quarters.
- Marian has a well-equipped **Infirmery** for the students and staff. A doctor and three experienced nurses are present during the College hours to look after the health issues of students.
- The College provides facilities of male and female **Counsellors** with separate cabin facilities.
- A **Day Care Centre** is available to support the wards of the staff.
- 258 **surveillance cameras** for the safety and security of the Marian community.
- Marian ensures the services of security personnel under the direct supervision of a **Chief Security Officer**.
- The **bus service** from College ensures the safe and convenient transportation of students to their respective hostels.

Gender Equity & Sensitization

Curricular

- 143 Courses, Dissertations, project works, field works
- Seminars/Workshops
- Focus on UNSDG Gender Equity and Empowerment
- Short films, Street Plays as Assessment Activities

Co-Curricular

- Women's Club, Medical Camp, Self defence training
- Gender Champions , Physical Fitness Tests
- Internal Compliance Committee
- NSS, NCC, Student's Council

Facilities

- Hostels for 1546 inmates, First Aid Centre, Counsellors
- 258 surveillance cameras, Security Officers, bus service
- Day Care Centre, Wellness officer, Staff quarters

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b.Counselling c.Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Annual gender sensitization action plan	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

- 1.Solar energy
- 2.Biogas plant
- 3.Wheeling to the Grid
- 4.Sensor-based energy conservation
- 5.Use of LED bulbs/ power efficient equipment

Response: A. 4 or All of the above

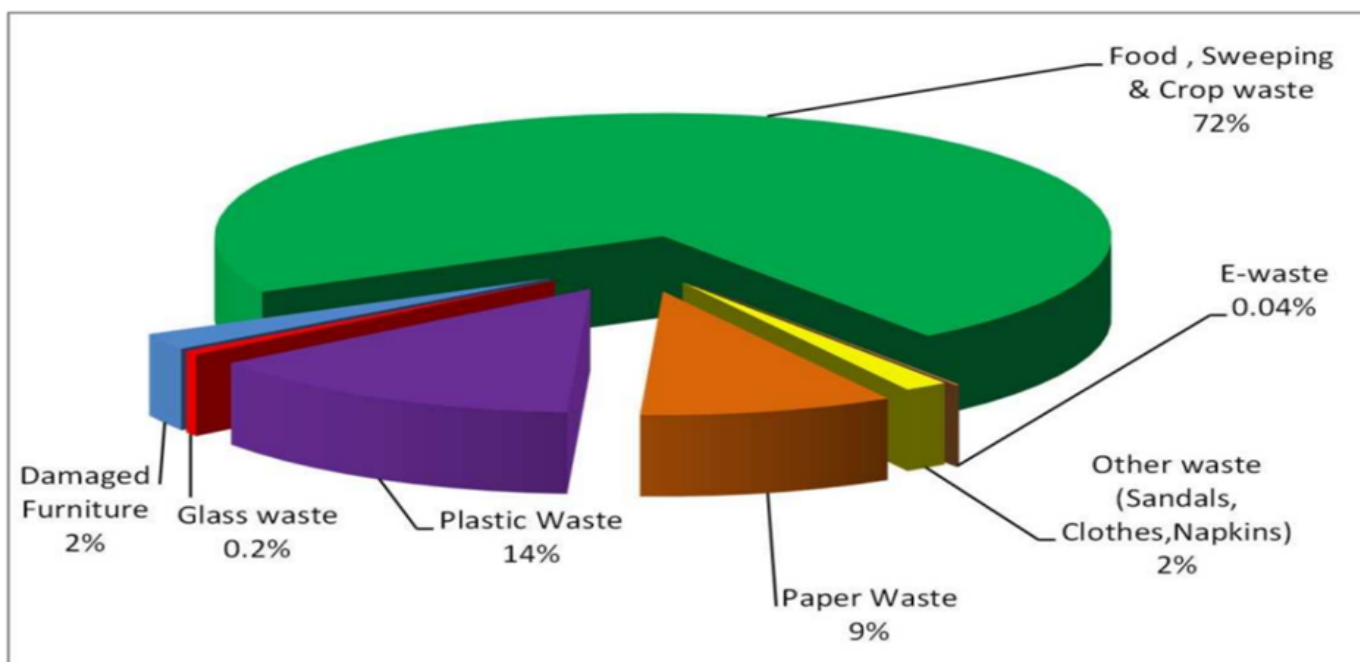
File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

The waste materials produced at Marian campus:



Details of waste composition

Solid waste management

- Waste is segregated at source into degradable and non-degradable though separately coloured waste bins.
- Biogas is produced from food waste and is used for cooking purposes
- Remaining food waste is given as animal feed and finally recycled into manure.
- Plastic and paper waste are sold out to vendors.
- A prototype for plastic recycling is being developed.
- Digital platforms for public addressing, communication, and e-filing to reduce the use of paper.
- Biodegradable waste is processed and utilized for vegetable garden.

Liquid Waste Management

- Sewage Treatment Plant (STP) with a capacity of treating 50000 liters water/ day.
- Treated water is used in toilet flushing and gardening (sprinkler irrigation) and thereby reduces 65% fresh water requirement.

Biomedical Waste Management

- The only biomedical waste produced in the College is masks used by the staff and students on campus that are incinerated.

Electronic Waste management

- Disposal of monitors, CPU, printers and other computer peripherals that cannot be repaired are sold off.
- MoU has been signed with Kalloor Electronics and Lightening Pvt. Ltd (KELL), Mundakkayam for regular supply and buy back of LED bulbs.

Waste Recycling System

- The waste management and recycling strategy revolves around the **five R. Refuse, Reduce, Reuse Repurpose and Recycle.**
- **Refuse:** The use of paper is replaced with electronic form of communication for the staff and students. Similarly, the plastic carry bags meant for one-time use are refused.
- **Reduce:** Another important strategy of managing the waste is to reduce the creation of waste. Eg. Conscientisation, positive reinforcement through proper campaigning for waste reduction.
- **Reuse:** Appropriate maintenance policies are in place to repair and reuse everything that is possible. Also there are certain vendor agreements to take back the damaged the products and is repaired and put them back to use.
- **Repurpose:** Waste materials are repurposed for another use. Eg. Biogas and animal feed from food waste.
- **Recycle:** Some of the waste materials are recycled and is made usable again. Eg. STP, Waste paper being sold for recycling etc.

Different types of waste generated on college campus and the hostels how they are treated is given Table I below.

Type of Waste	Source	Waste Disposal Strategy	Recycle Strategy
Paper Waste	A4 paper (print out papers), newspapers, paper plates, cups, packing boxes etc.	Scrap merchants	One side printed A4 sheets are used for rough works, proof reading etc..
Plastic waste	Pen, refill, plastic water bottles and other plastic containers, wrappers etc.	Scrap merchants	Students make handicraft materials to decorate classrooms
Glass waste	Broken glassware	Scrap merchants	
Damaged furniture	Worn-out and damaged furniture	Scrap merchants	Periodic repair and reuse,
Biodegradable waste	Sweeping waste, food waste, crop waste	Supplied to pig farms	Biogas generation
Construction waste	Broken bricks, sand etc.		Construction of pedestrian pathways. Land reclamation
E-waste	Computers, printers, other electronic gadgets	Sold to Scrap merchants, buy back policy for LED bulbs	Assembling new computers with working components. Setting-up Hardware labs
Liquid waste	Waste water from Hostels, canteens, cafeteria, toilets	Sewage Treatment Plant	Toilet flushing Gardening Vegetable gardening
Hazardous waste	Chemistry Lab	Disposed to properly designed pits	
Biomedical and other waste	Used Masks Used napkins Waste from Basic Health centre Cloths etc..	Collected separately and Burned using properly installed Incinerator	

Hazardous Chemicals

- Gaseous pollutants formed in the Chemistry lab are removed by an efficient exhaust system.
- Liquid effluents are collected in deep pits without percolating.

Sensitizing students and linkages

- **Eco-friendly bag making training** - using recycled paper as a part of plastic evasion campaign.
- **River restoration activities** - taken up by the NSS volunteers of the College to clean and restore the **Koruthodu River** from waste materials.
- **'Ottamarathanal' Program** - A major green outreach program in **waste disposal pit construction** and awareness in association with Peruvanthanam Panchayath
- **'Vimukthi' - Anti plastic campaign** to enlighten the common public and students on plastic avoidance in our daily life.
- **Collaboration:** College has collaboration with **School of Environment Sciences, Mahatma**

Gandhi University to develop guidelines and protocols for waste management. There is another agreement with KELL Electronics for buy-back of damaged LED bulbs.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geotagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Link for any additional information	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any

awards received for such green campus initiatives:

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.**
- 2.Divyangjan friendly washrooms**
- 3.Signage including tactile path, lights, display boards and signposts**
- 4.Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

Marian always made efforts to maintain students and faculty diversity. The result of institutional efforts is

visible from the table below. It gives the average percentage of students for the past five years from diverse groups as listed below.

Student Diversity	Boys	Girls	Students from within the state	Outside the state	Foreign	Socio Economically backward	Socially Challenged SC/ST/OBC	Students under financial support	Mother tongue other than Malayalam
%	46	54	90	7	3	41	20	26	13

The institutional efforts and initiatives are two- fold – structural and sensitizing.

Structural Initiatives for diversity

- 20% reservation of seats for SC/ST all aided and unaided programs.
- Management reservation of 6% for OBC every year.
- 10% of seats under Management quota is reserved for foreign students.
- 2 seats reserved for transgender students in each program.
- 5% seat reservation for Divyangjan over and above the existing strength.
- Remaining admissions are made purely on merit and admissions granted for all communities, castes, religions, and regions.
- Wide publicity for admissions through social media and print media.
- Scholarship/ fee waiver support for 41% of our average students are from economically weaker sections of the society in the past five years.
- Reservation of hostel facility for students from SC & ST
- Sufficient hostel facility for girl students- 6 hostels
- NCC and NSS units established which encourage participation in the national level events.
- Strong and working tie ups with many global academic institutions.

Sensitisation programs to promote diversity

Cultural and religious inclusiveness

- Religious, cultural and regional festivals like Onam, Holi, Diwali, Christmas etc. are celebrated.
- Cultural festivals organised every year by student associations to celebrate the country's pluralistic, cultural and socioeconomic diversity.
- Art forms of different communities are presented such as Margamkali - Christian, Thiruvathira-Hindu, Oppana- Muslim etc.
- Ethnic day celebration encourages students to wear their traditional attire and competitions are organised highlighting our culture.
- **National Integration Camp** was hosted in February 2020 by NSS unit of Marian in which 200 volunteers and 15 program officers from different Universities across India participated.

- Conducted camp for Transgenders for three days.

Linguistic and communal inclusiveness

- Classes and assessments are held in English to dispense with linguistic disparities.
- Due importance given to Hindi as our national language.
- German, French, & Syriac are taught as Common courses.
- Phoenix Club for encouraging leadership among SC & ST students.
- Extension activities undertaken in the neighbouring tribal communities.
- Grants/Scholarships to all eligible students.

National Integration

- Days of national importance like Independence Day and Republic Day are celebrated.
- Commemorate national leaders on special days
- National Integration Camps are organized by NSS and NCC
- Linkages with many institutions in India through various schemes like **PARAMARSH** and **Ek Bharat Shresta Bharat** for cultural and academic exchange. At present the College has institutional tie ups with the following colleges outside Kerala. **Don Bosco College Golaghat, St. Antony's College Shillong, Sophia College Ajmeer, St.Xavier's College Ahmedabad and Govt. College Sanjauli Simla**

Marian is situated in the backward district of Idukki, Kerala which has always been committed to create an inclusive environment through the inclusion of first generation learners of migrant labours and local tribal communities of the region. The College also ensures the upliftment of local society through the concerted efforts of extension activities.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Any other relevant information	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

The students and staff of Marian do have several institutional mechanisms to augment their sensitivity to constitutional values.

Respect to National Symbols

- **National flag is hoisted with respect:** August 15 & January 26

- **National anthem is sung:** every day and for all official programs
- **Statue of Father of the nation** is mounted at a central location of the campus
- **National leaders are commemorated** on campus with colourful events
- The **preamble of the constitution is displayed** in the library.
- Copies of the **constitution in multiple languages is kept in the library** for study and reference
- **Constitutional rights and duties of the citizens are exhibited.**

Participation in Elections

- Campaigns made in the College to **register the names of all adults in voters list.**
- Awareness classes are organised for **students and staff on the right to vote.**
- **Paid holiday is granted** to all staff and classes are suspended to enable everyone to participate in elections.
- Staff of the College **assist the election process as Presiding Officers and Polling officers.**
- Marian provides its **space for election officer training** whenever requested by Election Commission
- **NCC Students also assist the general elections** to enforce law and order.
- **Students' Council elections** are conducted every year through a democratic process.

Course on Human Rights and Constitutional Values and Obligations

The core course **on Human Rights is mandatory** for UG students. Meaningful discussions on fundamental rights and duties are encouraged in the classrooms to create awareness. Debates are also held on topics like concepts of secularism, centre- state relations, election process, freedom of expression, gender equality etc. to sensitize students on Constitutional values, rights and the responsibilities of an Indian citizen.

The following courses also deal with the these subjects:

- USW2023 B Gender and Social Work
- USW2011 Legal Information for Social Work Practice
- PSW2011 Social Legislation and Human Rights

Mock Parliament

Mock Parliaments are conducted by Students' Council which provide them a simulated learning experience of the parliamentary proceedings in our country.

The Council also holds discussions on current political, cultural and economic issues in the light of relevant constitutional provisions.

- **UNAI Chapter** at Marian College organizes activities to create awareness among students on values-rights-duties of responsible citizens.
- **Child Line : Marian** is the nodal centre for **Childline Idukki** district which organizes awareness programs for staff and students on Juvenile Justice, Human Rights Protection and POCSO Act.

Enhancing Citizenship Behaviour

The College also gives several opportunities for staff and students to enhance their citizenship behaviour. The important among them are listed below:

- Participation in **relief works** (Flood)
- National Integration Camp by NSS
- Fire and Rescue Training
- Patriotic Song Competition
- Blood Donation Camps
- Hair Donation Camps

- Awareness training on traffic rules
- Video Creation competition on Fundamental Rights and Responsibilities
- Cleaning Public Places and Properties.
- Training on environmental conservation

File Description	Document
• Details of activities that inculcate values; necessary to render students in to responsible citizens	View Document
Any other relevant information	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. The Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View Document
Code of ethics policy document	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Marian College organizes programs to commemorate national and international days and events of importance to promote the messages of unity and integrity of our nation, social harmony, and universal brotherhood in the students.

Republic Day – January 26

- Republic Day is celebrated enthusiastically which begins with flag hoisting by the Principal.
- Principal and other senior faculties deliver messages, followed by the parade of NCC Girl's Battalion.

Girl Child Day – January 24:

- Girl Child Day is observed under the auspices of the Women Cell.
- Programs are organized to recognise girls' rights and to increase awareness among students on the importance of girls' education, and their health and nutrition.

Martyr's day – January 30:

- The death anniversary of the Mahatma Gandhi is observed with due respect and dignity.

Social Justice Day – January 20:

- The Social Work department organises various programs as part of Social Justice Day.

Valentine's Day Feb 14 – is celebrated as an ethnic day too.

- The value of human relationships especially between different genders is projected through various events.

World Environment Day – June 5:

- Various sessions are organised to spread awareness, strategies and the need to protect Mother Nature.
- Every year seedlings are supplied to students . The college also plants new trees on campus.

International Women's Day – March 8:

- To highlight the social, economic, cultural and political achievements of women.

International Yoga Day – June 21:

- Practice of Yoga in daily life benefits not only students but also people of different ages.
- Students and faculty in the campus actively take part in various sessions organised by experts in Yoga.

Hiroshima and Nagasaki Days – August 6 & 9:

- To make the students aware of the devastating impact of nuclear war and to promote the message of peace and co-existence,

Independence Day – August 15:

- Independence Day is observed in the campus with great importance, paying homage to the courageous sacrifices of our freedom fighters.
- The Principal hoists the National Flag and delivers the keynote address.
- Parade by the NCC cadets of girls' battalion follows. Competitions on patriotic songs is conducted.

Teachers' Day – September 5:

- Marian community pays tribute to the philosopher President of India, Dr. S Radhakrishnan by observing Teachers' Day.
- Students greets and wishes their teachers for their unfathomable service to the budding generation.

Gandhi Jayanthi- October 2 Gandhi Jayanthi celebrations are coordinated by NSS and NCC.

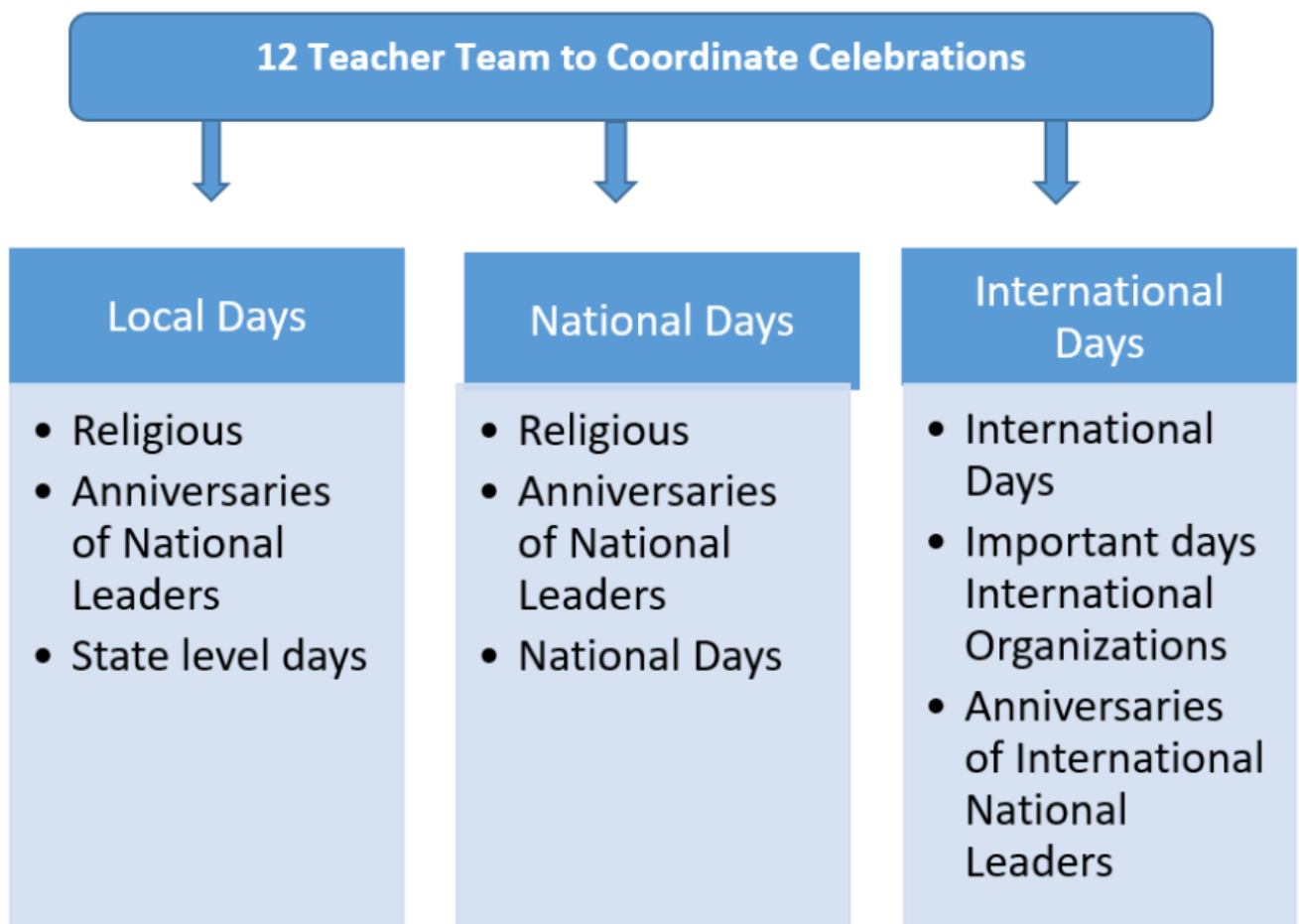
- Many competitions are organized by different batches and the Students' Union

Rashtriya Ekta Divas – October 31:

- The birth anniversary of Sardar Vallabhai Patel is celebrated as National Unity Day (Rashtriya Ekta Divas) to commemorate his contributions in the unification of our nation.
- The value of unity is fostered to the students who grow up to be responsible citizens of the nation.

Children's Day – November 14:

- The birth anniversary of Pandit Jawaharlal Nehru is celebrated with children centric activities.
- An online magazine for children "**Mittai**" is published by NSS unit of Marian and various competitions for school children are conducted.



File Description	Document
Geotagged photographs of some of the events	View Document
Annual report of the celebrations and commemorative events for the last five years	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:

Practice I: ICT integration and Innovations in Teaching Learning and Assessments

A.Objectives of the Practice

- Integrate ICT in Teaching Learning and Evaluation.
- Develop 21st century skills in students and teachers.
- Institutionalize Learning Management System(LMS) to provide a supportive and engaging learning environment for students having different learning styles and levels.
- Implement student-centred LMS based innovative outcome focused assessment systems.
- Bring transparency and efficiency in the assessment process.
- Help other institutions to use ICT in Teaching Learning and Assessment process.
- Provide a stimulating ICT enabled learning environment, focussing on experiential, problem solving learning activities.
- Overcome Marian's locational disadvantages and to facilitate online, hybrid and independent learning avenues.
- Increase student engagement in learning process

B.The Context

- The decision to increase the use of ICT integrated teaching-learning and assessment systems and engaging learning environment for students.
- Extensive opportunities available in MOODLE-LMS for enhancing the student-centred teaching-learning and assessment processes.
- The opening of enhanced technology negotiated teaching- learning and evaluation system opportunities for ensuring the attainment of Learning Outcomes by all students.
- The institutional focus on developing competencies among students across programs.
- The need for centralized systems to document and track the progress of continuous assessments of course outcomes.
- The state of the art studio (Studio Marian) facility which enables the creation of Video Content.
- The need for an efficient and effective semester end examination process with an extensive Question Bank, an automated question paper generation system and data documentation.
- Use of MOOC and SPOC for continuing education and additional skill acquisition by students and

faculty and to overcome the difficulties in bringing resource persons from distant places and Industries.

- Availability of Augmented Reality Based and Location Based Learning opportunities through international collaborations.

C.The Practice

After autonomy, the institution has increased efforts for integrating many ICT Oriented innovations in Teaching- Learning and Assessment areas. Moodle, an open source LMS was customised for course management and all the courses were offered through this platform. It's features like learning activities, resources and assessment tools has greatly enhanced the quality of course delivery, particularly the continuous assessment activities.

Collaborative learning activities like Lesson, Wiki, Forum and online Databases are used as teaching-learning tools to provide more engaging learning experience for the students. Extensive use of Moodle platform has become a sustainable practice and reduced the use of paper in terms of study materials and answer papers. Turnitin was integrated with Moodle to ensure academic integrity among students and teachers. Other learning applications like Mentimeter, Padlet, and H5P were also integrated with Moodle to provide an engaging, higher order learning environment for students.

An ERP (mcka.in) solution has been developed in-house to take care of all teaching-learning and assessment activities starting from admission to final assessment. This system automate all functions in the Office of the Controller of Examinations and college administration.

Automation of question paper generation from Question Bank (QB) was a great boon in preparing semester end question papers in spite of Marian's locational disadvantages. Quality of questions is ensured by external experts. Blooms Taxonomy as well as the difficulty levels are embedded with questions and a judicious combination of all levels are ensured while generating the question papers. All questions are directly aligned with the course outcomes. The system enabled the College to conduct examinations like 'Save a Semester' for unsuccessful students with ease and even place the College on a safer position to shift to an 'Exam on Demand' mode in future. The Save a Semester Examination which is conducted within 45 days of announcement of results, is greatly beneficial to those who are unsuccessful in the first attempt.

Marian has collaborated with Hong Kong Baptist University to use their Augmented Reality Based Learning Systems. This is used to teach various aspects of Integrity and Ethics using Immersive Technology. The location based learning management system, uReplyGo ensures the active participation of students in remote field activities, extension works and academic projects.

Under the RUSA funding, an AI based invigilation system for examinations is under progression. This system, once implemented, will detect all malpractices of students during examinations.

Marian Institute for Innovative Teaching Learning and Evaluation (MITLE) organizes training programmes for college/university teachers and offer consultancy and corporate trainings in OBE and technology integration.

D. Evidence of Success

- Emerged as a Resource Centre for ICT enabled Teaching-Learning and Assessment activities and offered consultancy services in MOODLE to colleges across India.
- The Question Bank and Questions Paper Automation System developed by Marian was accepted and implemented at the parent University and various Autonomous Colleges around the country through our consultancy services.
- Our expertise in Moodle customization was acknowledged by Chinese University of Hong Kong (CUHK) which is ranked 49 in QS world ranking, gave a consultancy project worth HK\$ 45,000.
- During the COVID-19 lockdown, Marian teachers and students were able to migrate to online platforms seamlessly.
- Marian College has become a Resource Centre for teachers through our online webinars and MOOC during COVID-19 lockdown period. More than 10,000 teachers from all over India attended our online training sessions.
- The preparation of questions for Question Bank, based on Blooms Taxonomy and varying difficulty levels using a question paper generation software. This is being modelled by many other institutions.
- Two OBE books were written by the Marian teachers – a manual for implementing OBE and another about their experiences in implementing OBE at Marian.
- A model for adaptive e-learning system for slow learners was developed by Dr Lumy Joseph of Marian, as part of her thesis “An Intelligent E-learning Environment for Enhancing Learner Performance.” Extended application of the findings of the study on campus is under development.
- Received ICT-AK Premium Membership as a recognition for our expertise in ICT area.

E. Problems Encountered and Resources Required

Initial resistance for shifting from teacher-centred to student-centred teaching-learning paradigm and technology integration was a great challenge. Arranging training programmes for teachers and students on innovative teaching-learning applications replacing the conventional systems, met with hesitant responses initially. The collaborative effort of the leadership team changed the scenario gradually.

- A series of five training programmes were organized for the entire faculty members of the College to equip them in ICT and related areas.
- Three training sessions were arranged at department level for the teachers for Question Bank preparations and the use of outcome assessment software.
- Experts from IIM Jaipur, Ambedkar University, New Delhi, Institute for Academic Excellence Hyderabad, Tata Consultancy Services, Wipro etc. served as resource persons in these faculty training programmes.
- The College developed an internal resource team under MITLE for training teachers and non-teaching staff in using Learning Management Systems and Campus ERP.

F. Notes

The students we enrol today belongs to Generation Z and they are born into an era of technology. The management has recognized these realities and efforts are taken to equip teachers and staff to adopt technology negotiated teaching- learning and assessment systems for providing an engaging and interesting learning environment to all students.

The adoption of technology enabled, innovative teaching learning and assessment strategies are well received by our stakeholders and our consultancy projects in this area proves that these systems are also well accepted by other prestigious educational institutions.

The educational and student engagement tools integrated with Moodle is helping Marian to offer an active learning environment that meets the learning expectations of the present generation of students.

Thanks to the concerted effort of the teachers and leadership team, Marian has successfully incorporated ICT to assess the attainment of learning outcomes in OBE framework.

Practice II: Community Empowerment through Extension linked to Attainment of the Programme Outcomes

A. Objectives of the Practice

- To **inculcate social values** and responsibilities in the students through a mutuality of engagement with the community.
- To expose students to the **real-life situations** in the society
- To **coordinate the multifaceted extension activities of the institution** (Departments, NCC, NSS, Childline, Women Cell, clubs and associations)
- To help the students for the **attainment of Programme outcomes** (PO4: Reflective Response to Ethical and Social issues, PO5: Sustainability Values, PO8: Team Work and Leadership, PO9: Self-Directed and Lifelong Learning)
- To associate with local **schools as an entry point** to community
- To **promote community wellbeing** by supporting the local communities in tackling social and development issues
- To **partner with local self-governments** in improving the quality of governance by utilising the resources, expertise, and skills available.
- To create a **transformational impact** on the local society by streamlining outreach programmes and other activities in line with the vision and mission of the college.

B. The Context

- Being **located in the hilly region of Idukki**, one of the less developed Districts of Kerala, with a sizeable population of migrant workers, estate workers, and scheduled castes and tribes in the vicinity, the College is committed to translate its vision of 'facilitating the full flowing of LIFE in abundance' into action.
- Believing in the decentralized governance through local self governments, College partners with them to **overcome the pitfalls resulting from bureaucratic inertia and geographic disadvantages** of the area.
- The students coming from different regions of Kerala, India and the world get the opportunity to engage fruitfully with the community with **great elements of mutuality in learning and development**. College also **shares its resources, expertise, and talents** with the community and

local government through various extension activities.

- Active involvement of the students in the implementation of government projects like CHILDLINE (Nodal Agency for Idukki District), various housing schemes and community development programmes is planned in such a way to **synchronizes with achievement of the Programme outcomes** of the college.

C.The Practice

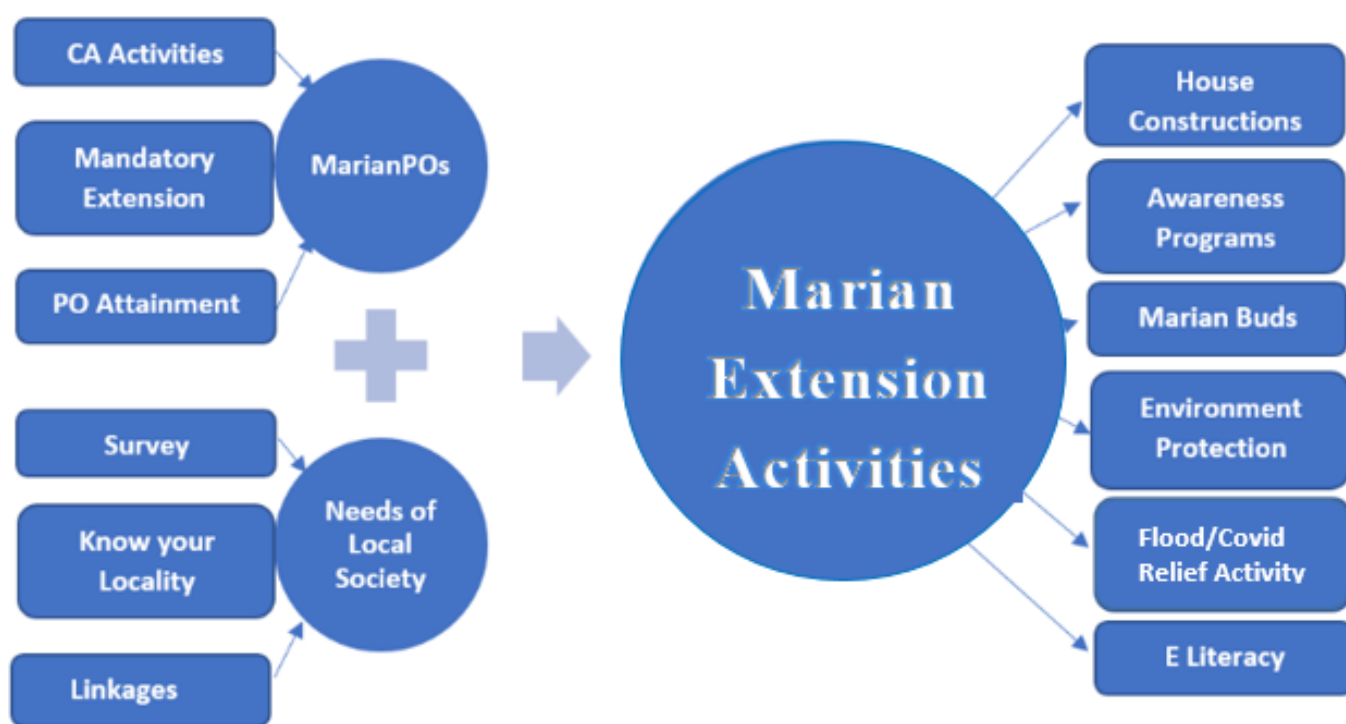
- The specific operational area of campus community partnership under the extension department is Peermade and Udumbanchola Taluks of Idukki district.
- Need Assessment, Planning, Implementation and Evaluation – There are two routes through which **social needs and problems are identified** by the department of extension services. The Extension Department has implemented the concept of ‘*developing social responsibility for inclusive development*’ as a strategy for inculcating social and humanistic values in our students.
- **Linkages** were established with local panchayaths, tribal schools and tribal communities (Mannan Community of Kozhimala) to identify the needs of the society. The identified needs are compiled and consolidated by the extension department. Later the extension committee presents these requirements before extension departments representatives and faculty advisors.
- Based on the need assessment the **Extension Department Advisory Council identifies and plans the activities**. The activities are implemented using the resources of the local self-government and the college. Evaluation of the effectiveness is done at the end of each programme.
- The School of Social Work has **incorporated Continuous Assessment activities** like “Know Your Locality”, “Field Practicum” and these activities are effectively used for better understanding of the local needs.
- The students in consultation with their faculty advisors take-up these needs of the local society and they plan one day extension activity in the location. If one batch of students cannot complete the activities a group of batches and departments join together under extension department to **organize a series of extension activities** to resolve an identified issue.
- The extension activities usually include the support of **house construction for families** coming as the beneficiary of house construction support schemes of Local Panchayat. Due to the mountain terrain and lack of roads the beneficiaries are unable to complete the projects because of the huge cost involving in the transportation of materials. Usually the students assist in this area to transport the building materials to the construction site and to ensure the completion of the house construction project.
- Other Extension activities include awareness programs on social issues, **Beatification of Government Schools and Anganavadis**, and Environmental Protection Activities.
- **Marian Buds** is also a notable activity where the students from Local Schools are brought to the campus in the afternoons to provide **after-school services** by Marian Students. The children are sent back only when their parents are back home from their work. This was initiated as a result of a survey conducted among tea estate labours and their children. The main motivation behind this scheme was to save young children from abuses when they are alone at home.

D. Evidence of Success

- **House construction support programmes**, launched by the College is a major success and a great help to the community. Institution identifies the needy in the neighbourhood. The College extension department has involved in the construction of 45 houses for the needy during this period
- **Marian Buds**, a college-sponsored initiative, **provided protection and security** for children who

felt unsafe at home while their parents worked in the community.

- **Smart Community** – The sessions on entrepreneurship, tailoring, soap-making, shampoo-making, and other topics inspired and stimulated the local parents' community.
- The College NSS Unit bagged the state award on the basis of these extension activities
- **Cleaning the KSRTC Public Transportation Depot** and its surroundings increased student awareness regarding the significance of **public transportation and networking**.
- **Local tribals in Swaraj** and **students at Murikkattukudy's Tribal School** were provided construction and trash management instruction, as well as counselling.
- **Lincy Sebastian**, A teacher from **Murikkattukudy's Tribal School**, who was associating with Marian College to coordinate extension activities at **Murikkattukudy's Tribal settlements** received state award for her services.
- **Seminars organized in collaboration with our NSS & Women Cell** on Narcotic Awareness, Road Safety, Fire & Safety, Protection and Care of Women and Children, First Aid, Child Rights, and POCSO established self-sufficiency among the students.
- Attendance tracking system developed by MCA students was implemented in the local government schools to identify students who are absent from the classes.
- Marian became successful in attracting students from **underprivileged and ethnic backgrounds** and in developing their career.
- College acted as a coordination centre of flood and covid relief activities



E.Problems Encountered and Resources Required

- During the pandemic, all extension activities were severely hampered since students were unable to connect to the programmes due to the **lockdown**. However, our **virtual outreach activities**, such as counselling sessions and career orientation seminars were attracting a lot of interest from both the local community and students. Few departments also started online tuitions for school students during the time

F. Notes

- **Marian vision and mission are translated into action through the Extension through a decentralised democratic framework**
- **Marian promotes sustainable development** with the idea that human societies must survive and meet their needs without jeopardising future generations' ability to meet their own needs.
- **Students are helped to** extend out to the public through its meticulously conceived and planned **Program Outcomes (PO's)**.
- Our **community outreach programmes** have enhanced goodwill of the college, all through the **general populace and outlying neighbourhoods, including indigenous communities and settlements**.

File Description	Document
Best practices in the Institutional web site	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:

Conscious Institutional Efforts in Reducing Carbon Footprint through Rain Water Harvesting and Green Energy Initiatives

The College is located in a tourist destination in the mountain ranges of the Western Ghats in Idukki district, at an altitude of 3850 feet above sea level. Continuous depletion of green coverage due to human interventions and negligence has resulted in serious environmental issues such as shortage of water, climate changes and other environmental concerns. Being aware of these challenges, the college, since its inception has taken several creative and thoughtful measures to improve ecological balance of the region through rainwater harvesting, energy auditing, efficient energy management utilizing alternative energy

sources, water recycling, waste management, green auditing and implementing Green Protocols and numerous environmental outreach activities. These efforts have resulted in the successful reduction of per capita carbon footprint of the area from the earlier reported value of **0.311 TCO₂ to 0.158 TCO₂**, today.

WATER SCARCITY

The initial challenge faced by the College was the acute scarcity of water experienced within the campus. Both the surface and ground water levels were extremely low due to high altitude, soil erosion and low green coverage. Initially, the water requirements were met by bringing water on tankers from distant places which involved a lot of money and energy. The issue was successfully resolved through the system of **rain water harvesting**, tapping the bounty of 5000 mm annual rainfall in the area. The construction of two water storage check dams of 1.71 lakhs of storage capacity to systematically collect and store rain water has created sufficient spaces for storing the harvested water. Water from the roofs of the main buildings on the campus is channeled to these storage pools. This has also helped in recharging the percolation tanks which were used to store water for drinking purposes. Marian has evolved into a “water positive” campus within a short time and we were even able to supply water outside during times of acute shortage.

SELF-SUFFICIENCY IN WATER

The best practices for water conservation were adopted. Both the productive and wasteful usages of water were identified. Fixing leakages saved a significant amount of water and eliminated the need for buying water from outside against the rising demand of water on the campus. All these activities made the Marian campus and local region surplus in water availability within 25 years of its existence. Through the above efforts, the entire campus has sufficient surface and ground water sources and the dependence on public water system has been fully eliminated.

Periodic monitoring of water quality is done by analysing factors like pH, TDS, (Total Dissolved Solids), salinity, hardness, chloride, nitrates etc., and ensures that the values of physio-chemical parameters of water remain within the permissible limits stipulated by WHO. Initially, a careful assessment and analysis of the water usage within the campus was made. It was found that the daily usage is 36,000 litres. Out of this, 9,438 litres are consumed for drinking purposes and 16,940 litres are utilized for flushing the toilets. Gardening and other related activities consumes 8,800 litres of water, including ‘Vellathotti’(water pot) kept in the campus for animals and birds. The ‘Vellathotti’ concept was appreciated by many and varieties of birds and small animals started visiting the campus. The toilet flushing and gardening water requirements are met from treated water from STP with a processing capacity of 50,000 Liters. The ‘sustainable water resource development model’ of the college can be replicated anywhere.

ENERGY POSITIVE CAMPUS

In order to promote sustainable energy resources, the institution has focused on developing alternative energy resources. This process has been initiated through the recommendations of regular energy audits and by creating an energy consumption profile of the institution.

ELECTRICITY

The main energy resource of the institution has been electricity supplied by Kerala State Electricity Board. The other sources were LPG and diesel generator. The electricity consumption of the campus was computed as 16618 kWh/Month, of which the maximum utilization was for indoor lighting systems (34%),

followed by water heaters (19%). Computer systems also require heavy consumption of electricity. Creative interventions through energy auditing, identifying different energy consumption time zones such as 6 am to 6 pm; 6 pm to 10 pm; 10 pm to 6 am, installation of modular UPS systems and the use of energy efficient computers, the institution was able to reduce the electricity consumption to a great extent. The institution has installed a roof top, grid connected, 80 KW solar photovoltaic (SPV) system in 2019. The SPV system installed could meet nearly 40 per cent of the institutional energy requirements during day time. The SPV backup system also could reduce the dependence on diesel generator which is used at the time of power failure.

BIOGAS

Installation of a 10000L capacity biogas plant, using the food waste from Hostels is yet another sustainable effort to reduce the energy dependence of external sources.

HOLISTIC APPROACH

An assessment of aforesaid initiatives demonstrates that the Green Initiatives adopted in the campus have been eco-friendly and holistic in nature and approach. To cite few examples:

- o The quality of air and water has improved
- o The abundance of water and its judicious utilization
- o The improved biodiversity has strengthened the eco system as a whole; The flora and fauna have flourished;
- o The green canopy of the plants and trees has been enlarged
- o Birds and a variety of flies have made the campus as their home to roost.

Nonetheless, the most significant of the above all activities, is the emphasis placed on the awareness of the Greenhouse Gases Emissions or Carbon Foot Print by identifying their sources, quantifying and computing them to suggest efficient measures for their reduction. The Green Initiatives of the College has improved the air and water quality of the region which is depicted below (data from Green Audit conducted by the Environment Department of the Parent University)

Quality parameters	WHO Acceptable Limits	Marian Campus Values
Water Quality		
TDS	500 (ppm)	134.7 (ppm)
pH	6.5-8.5	7.64
Salinity	500 (ppm)	93.05 (ppm)
Chloride	250 (mg/L)	13.72 (mg/L)
Hardness	300 (mg/L)	9.65 (mg/L)
Nitrate	45 (mg/L)	4.25 (mg/L)
Air Quality		
CPCB Standard of SO ₂ level	50µg/m ³	2.05 µg/m ³
CPCB Standard of PM 10 level	60µg/m ³	32.4 µg/m ³
CPCB Standard of PM 2.5 level	40 µg/m ³	12.4 µg/m ³
CPCB Standard of CO level is	2 mg/m ³	1.13 µg/m ³

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

5. CONCLUSION

Additional Information :

The dedicated efforts of the College to attain the Vision and Mission has resulted in the holistic development of its stake holders. The “Full Flowering of Life in Abundance” in the campus and beyond is manifested through the achievements and recognitions of the college during this period. Few are:

- 5 Awards for NSS Unit from Kerala State, MG University including Best NSS Unit, Best Principal, Best Program Officer and Best Volunteers in Aug 2016.
- Master of Computer Applications (MCA) at Marian recognized as one among the Top 10 MCA colleges in India by Higher Education Review in Aug 2017.
- Best Red Hat Academy of the Year’ award and Ranked second among the Arts and Science Colleges in Kerala by Careers 360 magazine in Nov 2017
- 84th rank in the National Institutional Ranking Framework, Ministry of Human Resources Development, Government of India in Apr 2018.
- Ministry of Human Resource Development (MHRD), Government of India has established ‘MHRD’s Innovation Cell (MIC) and Institution Innovation Council in Nov 2018.
- Rashtriya Uchchatar Shiksha Abhiyan (RUSA) funds worth Rs. 5 Crores received in Oct 2018
- Shortlisted by MHRD for rural uplift under Unnath Bharath Abhiyan in Dec 2018
- Recognized as one of the Top 50 Companies in India with Great People Managers for 2019 by Great Managers Institute in association with Forbes India in Jul 2019
- Conferred “Torch bearer” award from IDA in Aug 2019.
- Received UGC Paramarsh Scheme in Sept 2019 and three mentee institutions accreditation under the scheme.
- 3.5 Star Rating for Institution Innovation Council (IIC) in Dec 2021.
- Recognized in the band “Promising” under the category “College/Institutes (Govt./Govt Aided) Technical in ARIIA Dec 2022
- Marian’s international partnerships has helped to progressively integrate technology in the teaching-learning process, and during Covid-19 pandemic, changeover to online too was relatively easy.
- We could also support Nursing Colleges, Schools and other institutions to teach online during Covid lockdown period.
- Marian was first in the state to embrace outcome based education when attained autonomous status, published two books on OBE, established an Institute (MITLE) and trained nearly 4000 college/university teachers.
- Marian is one of the first signatories to the National Academic Depository. We are on board with Academic Bank of Credits (ABC) and the data of 2022-23 batch of students are in the process of being uploaded to NAD.

Concluding Remarks :

Marian has made significant quality improvements during the assessment period. All the recommendations of previous NAAC Exit Team Report 2013 were implemented:

Recommendations for Quality Enhancement	Actions initiated by the College during this Assessment Period
Encourage greater and extensive research performance by faculty	Started new Research Center collaborating with Lincoln University College Malaysia with 43 Research Scholars. Rs. 1.6 Crores is earmarked for the promotion of research with the assistance from RUSA. Established 4 Research Centers.
Career oriented add-on courses should be strengthened	130 new skill based value-added courses have been started.
Hostel management to become more responsive to changing times.	Norms are established so that students from hostels get more access to Labs, Library and Recreation Facilities.
Explore newer avenues for offering faculty expertise by way of consultancies	Developed Consultancies through MOODLE, OBE, Question Paper Automation etc. Generated Rs. 31.17 Lakhs.
Enter into MOUs for study abroad through twinning programs.	MoUs signed for credit transfer, training of students and faculty.
Greater linkage/interface with industries, non-governmental and government organizations need to be established.	53 MoUs signed including curriculum development. Three programs offer industry- curated curriculum.
Make better use of modern technology for offsetting the 'distance/hinterland' disadvantage:	College became a resource center in ICT areas. A modern Studio is established. Classrooms have video conferencing facilities.
More professional development programmes may be organized for the faculty members.	Established a Teaching Learning Centre for Faculty Development.
Inclusion of local communities in the employment of non-teaching sector	More people from the locality are appointed in the non-teaching sector
Re-assess administrative staff strength in accordance with changing and widening academic growth.	Many training programs are organized for administrative staff in the area of ICT to enhance their potential/efficiency.
Step up measures to better tapping the knowledge and support of the Alumni	Alumni regularly support in placement trainings, mobilization of funds and establishing linkages.
Auditorium, and indoor and outdoor sports facilities to be modernized and made gender neutral	Auditorium with seating capacity of 3000 along with a recreation and physical fitness center which are gender neutral is nearing completion. Playground and courts are modernised.

The time spent collaboratively working with the management, faculty colleagues, staff, students, parents and alumni during the past accreditation cycle for implementing plans, documenting, reviewing, celebrating moments of big and small victories, establishing systems and procedures, were all an intellectually enriching and emotionally rewarding experience for the institution. Striving for excellence in all domains of higher education, embracing the NEP 2020 guidelines in its letter and spirit, Marian dreams to become a Degree Awarding Institution in the near future and eventually evolve into a University. We look forward to translating these dreams into reality, as a realisation of the vision of 'Life in abundance' for the communities in this backward district of Idukki in general, and Marianites in particular. The journey, many a time, is through unfamiliar terrains, challenging, but, highly rewarding, especially when we are ready to take the leap. Together, with God's grace and mercy, we are sure to live up to any challenge that comes our way.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Percentage of Programmes where syllabus revision was carried out during the last five years.</p> <p>1.1.2.1. Number of all Programmes offered by the institution during the last five years. Answer before DVV Verification : 19 Answer after DVV Verification: 13</p> <p>1.1.2.2. How many Programmes were revised out of total number of Programmes offered during the last five years Answer before DVV Verification : 19 Answer after DVV Verification: 13</p> <p>Remark : Input edited from given documents.</p>																				
1.2.2	<p>Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</p> <p>1.2.2.1. Number of Programmes in which CBCS / Elective course system implemented. Answer before DVV Verification : 18 Answer after DVV Verification: 13</p> <p>Remark : Input edited from given documents.</p>																				
2.1.2	<p>Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>168</td><td>163</td><td>154</td><td>162</td><td>144</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>115</td><td>137</td><td>129</td><td>138</td><td>141</td></tr></table> <p>Remark : Input edited from given documents for clarification.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	168	163	154	162	144	2020-21	2019-20	2018-19	2017-18	2016-17	115	137	129	138	141
2020-21	2019-20	2018-19	2017-18	2016-17																	
168	163	154	162	144																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
115	137	129	138	141																	
3.1.3	<p>Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years</p> <p>3.1.3.1. The number of teachers awarded national / international fellowship for advanced</p>																				

studies / research year wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
18	0	1	1	5

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
18	0	1	1	4

Remark : The award is not in assessment period. Hence input edited accordingly.

3.2.2

Percentage of teachers having research projects during the last five years**3.2.2.1. Number of teachers having research projects during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
4	4	0	1	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	4	0	1	2

3.2.4

Average percentage of departments having Research projects funded by government and non-government agencies during the last five years**3.2.4.1. Number of departments having Research projects funded by government and non-government agencies during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
4	4	0	1	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	4	0	1	2

3.2.4.2. Number of departments offering academic programmes

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
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3.4.3

Number of research papers per teachers in the Journals notified on UGC website during the

last five years

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
43	17	38	18	4

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
04	09	10	10	04

Remark : Input edited as per the research papers per teachers in the Journals notified on UGC -Care list/ Scopus /Web of Science.

3.4.4 **Number of books and chapters in edited volumes / books published per teacher during the last five years**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
61	22	23	9	5

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
61	22	23	9	3

Remark : Books with ISBN number only would be considered. Hence input edited accordingly.

3.6.3 **Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

3.6.3.1. Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
20	73	62	128	61

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
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4	8	16	24	16
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Remark : Programs conducted by the institution through NSS/NCC, Government and Government recognized bodies only to be considered. Hence input edited accordingly.

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 63

Answer after DVV Verification: 60

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1979272 7	4444951	2859619 6	2578970 2	4541258

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
197.92	44.44	285.96	257.89	45.41

Remark : Details of infrastructure augmentation are not given. Hence input edited from provided documents for clarification.

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

4.2.3.1. Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
766113	366025	1189958	544897	612921

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
7.66	3.66	11.8	5.4	6.12

4.2.4	<p>Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year</p> <p>4.2.4.1. Number of teachers and students using library per day over last one year Answer before DVV Verification : 597 Answer after DVV Verification: 753</p> <p>Remark : The average of teachers and students using library per day over last one year is 753.8. Hence input edited accordingly.</p>																				
4.4.1	<p>Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years</p> <p>4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year wise during the last five years (INR in lakhs) Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>9557156</td><td>9433213</td><td>5466734</td><td>8947769</td><td>5326693</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>95.57</td><td>94.33</td><td>54.66</td><td>89.47</td><td>53.26</td></tr></table> <p>Remark : Details of maintenance of physical facilities and academic support facilities not given. Hence input edited from provided documents for clarification.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	9557156	9433213	5466734	8947769	5326693	2020-21	2019-20	2018-19	2017-18	2016-17	95.57	94.33	54.66	89.47	53.26
2020-21	2019-20	2018-19	2017-18	2016-17																	
9557156	9433213	5466734	8947769	5326693																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
95.57	94.33	54.66	89.47	53.26																	
5.1.4	<p>Average percentage of students benefitted by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.</p> <p>5.1.4.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>1629</td><td>1436</td><td>1529</td><td>1418</td><td>1068</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>1449</td><td>1494</td><td>1537</td><td>1424</td><td>1068</td></tr></table> <p>Remark : Input edited from given documents for clarification.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	1629	1436	1529	1418	1068	2020-21	2019-20	2018-19	2017-18	2016-17	1449	1494	1537	1424	1068
2020-21	2019-20	2018-19	2017-18	2016-17																	
1629	1436	1529	1418	1068																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
1449	1494	1537	1424	1068																	
5.2.2	<p>Percentage of student progression to higher education (previous graduating batch).</p>																				

5.2.2.1. Number of outgoing student progressing to higher education.

Answer before DVV Verification : 182

Answer after DVV Verification: 160

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)**5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.)) year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
83	27	25	8	7

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
71	30	29	8	6

5.2.3.2. Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
90	29	27	9	7

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
90	29	27	9	7

Remark : Input edited from documents provided for clarification.

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-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 won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
25	34	30	29	22

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
19	26	22	21	15

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
6.76597	49.16715	15.56505	36.41671	4.67190

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
6.76	49.16	13.34	37.21	4.67

Remark : Input edited from given documents for clarification.

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

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality initiatives with other institution(s)**
3. **Participation in NIRF**
4. **Any other quality audit recognized by state, national or international agencies (ISO Certification)**

Answer before DVV Verification : All of the above

Answer After DVV Verification: All of the above

2.Extended Profile Deviations

ID	Extended Questions										
1.1	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>18</td><td>18</td><td>18</td><td>18</td><td>15</td></tr></table> <p>Answer After DVV Verification:</p>	2020-21	2019-20	2018-19	2017-18	2016-17	18	18	18	18	15
2020-21	2019-20	2018-19	2017-18	2016-17							
18	18	18	18	15							

2020-21	2019-20	2018-19	2017-18	2016-17
13	13	13	13	13

2.4 Number of revaluation applications year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
48	84	80	80	21

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
47	84	80	80	21

3.4 Total number of computers in the campus for academic purpose

Answer before DVV Verification : 399

Answer after DVV Verification : 375

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
38513521	29417522	46029353	44322183	15225341

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
385.13	294.17	460.29	443.22	152.25