



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)**

Accreditation - (Cycle - 2)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
GOVERNMENT COLLEGE MANANTHAVADY**

**Mananthavady
Kerala
670645**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	GOVERNMENT COLLEGE MANANTHAVADY Mananthavady Kerala 670645	
2.Year of Establishment	1981	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	32	
Departments/Centres:	11	
Programmes/Course offered:	7	
Permanent Faculty Members:	32	
Permanent Support Staff:	30	
Students:	510	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Students are first generation learners and from Tribal Area. 2. UGC and the Kerala Government Funded Institution. 3. Faculties are Young devoted and some of them have research degree	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 05-08-2019 To : 06-08-2019	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. MOHAN CHHIPA	FormerVice Chancellor,Atal Bihari Vajpeyee Hindi Vishwavidyalaya Bhopal MP
Member Co-ordinator:	DR. SHRAWAN K SHARMA	Professor,GURUKUL KANGRI UNIVERSITY
Member:	DR. ASHOK WAGH	Principal,Padmashree Annasaheb Bharatiya Samaj Unnati Mandals B N N College Bhiwandi Dist Thane
NAAC Co - ordinator:	Dr. Priya N	

Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	The institution ensures effective curriculum delivery through a well planned and documented process
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1

The college ensures effective curriculum delivery by academic calendars, departmental timetables, module division statements, continuous evaluation, feedback from students, parents and alumni, result analysis, parents meetings. Annual academic calendar exists. Induction programmes are being conducted to both parents and students at the starting of courses every year. As per the Kannur university calendar of events, all teachers prepare their teaching plan. The feedback is collected and analysed.

The College integrates cross-cutting issues relevant to gender, environment & sustainability and human values & professional ethics into the Curriculum. Besides regular course, some add-on-courses are offered. The syllabus of MA Development Economics includes courses which have modules on environmental protection, sustainability and environmental problems. The student projects undertaken by the Departments of English, Development of Economics and Commerce address the areas of identity, issues of women, human values etc. Seminars and special lectures are arranged by some of the departments. The College caters to the needs of the students – who mainly belong to socially and economically underprivileged sections of the society – through co-curricular and extra-curricular and academic activities.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.4 QIM	Innovation and creativity in teaching-learning
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Reforms in Continuous Internal Evaluation(CIE) system at the institutional level
2.5.2 QIM	Mechanism of internal assessment is transparent and robust in terms of frequency and variety
2.5.3 QIM	Mechanism to deal with examination related grievances is transparent, time-bound and efficient
2.5.4 QIM	The institution adheres to the academic calendar for the conduct of CIE
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students
2.6.2 QIM	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

Student enrolment is done through online single window system, by observing merit and reservation norms of Government. Being a tribal area, there is a considerable number of students from tribal communities. With the advent of infrastructure and accommodation facilities, institution attracts students from the other states and other districts. Majority of the teachers are young, energetic and devoted to teaching. Senior teachers are engaged in research publications along with their routine academic works. Majority of teachers use ICT enabled facilities with traditional teaching methods which ensure effective and dynamic teaching learning process. Many teachers attend and present papers in seminars and workshops.

Students centric teaching strategies like Group task, Role play, Project work, Field visit, Industrial visits, Case study, Debates, Seminars, Presentations etc. are conducted. Assignments and seminars are assigned to students during every semester and are evaluated as part of internal evaluation. Students' grievances are addressed through special committees, both at Departmental and College level to ensure transparency in the teaching and evaluation processes. Remedial classes and tutorial sessions are also conducted. New initiatives like Scholar Support Program (SSP) and Walk With a Scholar (WWS) have been taken.

The Department of Electronics organized '**RIDHI-2016**', a science expo for the public, showcasing the recent developments in the areas of electronics, robotics, physics, medical sciences, agriculture and astronomy. The Department of Commerce organized management fest named '**ESPERANZA**' for college students in 2015,2016 and 2017,including activities like Best Manager, Finance game, Marketing games, Business quiz,

treasure hunt and sports games, to strengthen the calibre of students in different areas. **Shastrayaan 2017-18'**, a socio cultural exhibition was organized in the college aiming at the exposure of the college to the community. The NSS units of the college constructed a '**Snehaveedu**'(sweet home) for the former student (*divyanga*) of the institution.

In each semester, there are two Internal Assessments for all the students. Guest lectures, seminars and workshops are arranged for students . Special remedial and coaching classes are conducted for students. Student-centric methods such as Seminars and Group Discussions are conducted for enhancing learning experience of the students. Grievance and Redressal Cell and Students Welfare Committee exist to help students. The rank holders are recognised.

The college maintains a feedback analysis and action taking mechanism. Special coaching classes for PG entrance exams and NET coaching classes ensures the student's progression and their academic excellence.

NAAC

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QIM	Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years
3.5	Collaboration

Qualitative analysis of Criterion 3

Being an affiliated college, it lays great emphasis on teaching both at faculty and students level. Some of the teachers have completed Ph.D. degrees. The two post graduate courses (MA Economics and MA English) started only during the post accreditation period. The teachers participate in Seminar/Workshops and in doing PhDs and in publishing research papers. Dr. R. Rajan from Department of Electronics has recently received more than 140 International citations for his Publication in Transactions on Antennas and Propagation. The college has well-stocked libraries, well-equipped laboratories, and technological amenities and support for teaching. The campus is partially wi-fi, and the departments also have internet connectivity through leased line nodes. The college subscribes to journals and is a member of INFLIBNET, which provides access to a good number of international journals and e-books. Faculty members are provided facilities enabling them to devote more time to teaching and undertake extension activities.

The college celebrates Independence Day, Republic Day, NCC Day, NSS Day, Gandhi Jayanthi, Dr S Radhakrishnan anniversary, Children's Day, etc. NSS volunteers and NCC cadets carried out activities related to national integration, conservation, disaster management, gender sensitization, saving the girl child, health and hygiene, Swachha Bharat Mission, literacy and adult literacy, promotion of self-employment, women empowerment, educational access and support. The institution has adopted the neighboring **Pathrachal Tribal Colony** and extended its support to uplift the weaker school tribal students, and made creative interventions in the development of their socio-economic and health standards. The Department has adopted a single teacher tribe school. They have received certificates of appreciations from the Government and NGOs for their remarkable service in the upliftment of the neighbour tribal population.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.
4.1.2 QIM	The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.2.2 QIM	Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment
4.3	IT Infrastructure
4.3.1 QIM	Institution frequently updates its IT facilities including Wi-Fi
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Qualitative analysis of Criterion 4

The College is constructed in its own area of 10.47 acres land having 6000 sq metres of built up area, 18 class rooms, 4 tutorial rooms, three science laboratories, two computer centres with 10 Mbps Internet connectivity, IQAC room with conference facilities, one seminar hall, one auditorium, a heritage museum, one ORICE room, one media room and a fully automated library. In addition, the campus houses the Administrative Office, boys' and girls' hostels, Canteen, Principal Quarters, Students Cooperative Society, Gymnasium, Yoga Hall, ladies rest rooms. The entire college campus is Wi-Fi enabled and is differentially abled friendly.

The College Central Library has a collection of over 24000 books is fully automated with KOHA integrated to RFID. The College has set up facilities/grounds for cricket, football, hockey, basketball, volley ball, badminton, table tennis etc. The college periodically augments and upgrades its IT infrastructure facilities and has successfully directed the regular activities towards integrating IT into everyday activities. Emergency repairs and maintenance of furniture, computers, electrical, plumbing etc are done by the PTA while the building maintenance is periodically done by PWD buildings division. The college campus is under the close watch of CCTVs.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement
5.4.1 QIM	The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Qualitative analysis of Criterion 5

College has students' council / Union, which provide opportunities for students. Students are represented in all major bodies in the college such as the College Development Council (CDC), IQAC, RUSA monitoring committee etc.. The college has an unregistered Alumni Association. The Association organizes alumni meetings but the College is yet to initiate the process of leveraging the alumni connections.

The College organizes sports' events and the winning teams of students are awarded prizes.

Nearly hundred percent students get scholarships and Freeships from Government. The college provides Guidance for Competitive examinations, Career Counseling, Soft Skill Development, Remedial Coaching, Yoga and Meditation, Personal Counseling and Language Lab. The average percentage of college result has been higher than that of the Kannur University. The average percent placement of outgoing students during last five years is 7.6. The average percentage of students of last five years who proceeded to higher education is 34.29. Average Percentage of students qualified in state/national/international level examinations during last five years is 33.81, which includes NET, SET and State Government Examinations. Thirty one medals and awards have won by students by taking part in various sports and cultural events at university, interversity and national levels.

The college maintains a feedback analysis and action taking mechanism. Special coaching classes for PG entrance exams and NET coaching classes ensures the student's progression and their academic excellence.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution
6.1.2 QIM	The institution practices decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QIM	Perspective/Strategic plan and Deployment documents are available in the institution
6.2.2 QIM	Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism
6.2.4 QIM	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QIM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution conducts internal and external financial audits regularly
6.4.3 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QIM	The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms
6.5.5 QIM	Incremental improvements made during the preceding five years (<i>in case of first cycle</i>) Post accreditation quality initiatives (<i>second and subsequent cycles</i>)

Qualitative analysis of Criterion 6

There exists a College Development Council (CDC), which is a Statutory Body constituted by the Government of Kerala. The CDC is headed by the District Collector. The leadership encourages faculty to excel in the domains of teaching. The decentralised participatory management approach encourages involvement of staff from all levels in various committees and decision making bodies. The Department of Collegiate Education (DCE) has made it mandatory for every teacher to submit Self Performance Appraisal form duly signed by the employee, which is to be verified by the Principal and submitted to the Government every year in the month of March. The same is applicable to the Non-teaching staff.

The College submits the requirement of budget every year and accordingly receives the funds for salary, furniture, books, equipment, and stationary purchase and for different purposes. The college exercises utmost care in financial management and is subject to its annual internal and external audit. The Government conducts audit by the persons nominated by DCE every year. The internal audit consists of regular checking

up of deposits, stock verification and the reports are finally submitted the to the Principal. The College has effective welfare measures for teaching and non-teaching staff. The IQAC ensures the efficiency and effectiveness of all its academic and administrative activities.

NAAC

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.2 QIM	<p>1. Institution shows gender sensitivity in providing facilities such as:</p> <ol style="list-style-type: none"> 1. Safety and Security 2. Counselling 3. Common Room
7.1.5 QIM	<p>Waste Management steps including:</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • E-waste management
7.1.6 QIM	Rain water harvesting structures and utilization in the campus
7.1.7 QIM	<p>Green Practices</p> <ul style="list-style-type: none"> • Students, staff using <ol style="list-style-type: none"> a) Bicycles b) Public Transport c) Pedestrian friendly roads • Plastic-free campus • Paperless office • Green landscaping with trees and plants
7.1.18 QIM	Institution organizes national festivals and birth / death anniversaries of the great Indian personalities
7.1.19 QIM	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions
7.2	Best Practices
7.2.1 QIM	Describe at least two institutional best practices (as per NAAC Format)
7.3	Institutional Distinctiveness
7.3.1 QIM	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Qualitative analysis of Criterion 7

The College has institutional values and responsibilities. It promotes gender equity, safety and security. The college conducts activities such as part of national festivals and celebrations. Many of the programmes have been aimed at promotion of universal values, national values, communal harmony and social cautions. There is an effective counselling center equipped with a permanently appointed qualified expert. NSS volunteers and NCC cadets participate in program for the maintenance of the college premise. NSS units conduct every year a camp in nearby village.

The two best practices of the College are **THANAL** and **RIME**. Thanal Educational Foundation is patronized by the college. The second one RIME (Responsible Interventions for the Marginalized and the Environment) is an umbrella to unify all the curricular and co-curricular activities of the college. The college is actively engaged in the inclusive education in tune with its mission.

NAAC

Section III: OVERALL ANALYSIS based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)

Strength

Strengths:

Government College Mananthavady is one of the two Government Arts and Science Colleges in the district of Wayanad. It is well equipped with comparatively good infrastructure. It has adequate use of ICT in teaching-learning process. Almost all students are receiving scholarships or freeships. It is funded by both the U.G.C. and the State Government of Kerala. The teachers are energetic and devoted to teaching. The leadership encourages faculty to excel in the domain of teaching. The medium of instruction is English which helps the growth of students to compete at the national and international level.

Weaknesses:

Being situated in rural area, the college has limited resources. It depends only on government funds. Resource from public donation or industry is almost negligible. Research publications by teachers are inadequate. The programs of the college are of traditional nature and do not include skill and job oriented courses.

Opportunities:

There is great scope of introducing post-graduate degree/diploma/certificate job oriented professional, computer related and vocational courses. There is also scope of use of indigenous cultural knowledge of tribal people in contemporary context in an emerging scenario.

Challenges:

The challenges to the College are both internal and external. The biggest challenge is to improve the employability of graduates by offering quality education and new professional skill oriented area based courses. Promoting research among the faculty is another challenge. Institutional competency in ICT and other modern teaching aids toward meeting educational needs is yet to be tapped. Exploring more resources from different funding agencies and also from different sources is required for strengthening the infrastructure of the college.

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Teachers should be encouraged to get research papers published and become research guides.
- The old manuscripts of Malayalam should be procured for Heritage Museum.
- Some Best Practices could be developed in more concrete terms and strengthened from the broad expectations and guidelines.
- IQAC is doing a commendable job. It could be strengthened by involving a faculty member as Co/Deputy Coordinator
- Feedback system should be introduced as per NAAC recommendations
- Structured programs for helping students prepare for Competitive examinations should be conducted.
- More efforts need to be made to increasingly expose the student to English in the institution
- Malayalam/tribal indigenous knowledge system should be included in the syllabi of different subjects
- Alumni association should be registered and its meetings should be conducted regularly
- Different funding agencies and donors should be tapped
- Annual academic audit and Green Audit done internally should be conducted by external experts
- ICT and other modern teaching aids should be used more effectively.
- Beside professional, skill oriented and add-on courses, some more PG and UG courses, should be introduced.

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. MOHAN CHHIPA	Chairperson	
2	DR. SHRAWAN K SHARMA	Member Co-ordinator	
3	DR. ASHOK WAGH	Member	
4	Dr. Priya N	NAAC Co - ordinator	

Place

Date

NAAC