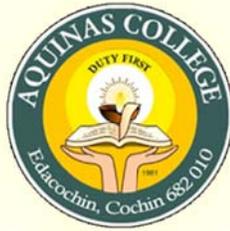


# **AQUINAS COLLEGE**

Edacochin, Cochin - 682 010, Kerala



## **REACCREDITATION REPORT (RAR)**

*submitted to*

**NAAC**

**National Assessment and Accreditation Council**

Bangalore - 560 072

## **PREFACE**

NAAC Re-accreditation process in the College has set in motion a number of activities to transform the College according to the changing paradigms of higher education. Complying with the recommendations of the NAAC Peer Team and aiming at excellence in the near future, the institution has tried to be of service to the local community of students and the general public.

Through intense introspection, we have individually and collectively reflected on our strengths and weaknesses to address our opportunities and challenges. The IQAC coordinated several discussions to chalk out paths and processes to remedy and improve. Quality improvement has been a recurring theme of all discussions. In the early stages of the preparation, we had a number of meetings to collect data on SWOC analysis. A set of survey forms were circulated among the teaching members of the staff for evaluation. All of them have filled in the forms after a series of discussions. Weak and strong areas in all the important aspects of the functioning of the College were identified and steps to remedy the weaknesses were taken in consultation with the Principal and Management.

## **EXECUTIVE SUMMARY**

Aquinas College has tried to incorporate a quality sustaining and enhancing mechanism in its post accreditation activities. The Peer Team Report has been a catalyst in decision making and the overall improvement of the College.

The University prescribed curriculum does not offer much freedom in curriculum changes to the faculty members. The unitized syllabus bound by the norms of internal mid-semester and external end-semester evaluation configures an alert and systematic activity of teaching, learning and updating of evaluation records. With the introduction of Choice Based Credit and Semester System (CBCSS) in 2009, the faculty members exploited the opportunity for involvement in curriculum revision and redesign in accordance with the blueprint decided by

the University thus complying with one of the suggestions put forward by the NAAC Peer Team. Teachers of 5 departments actively participated in academic deliberations under the aegis of the University promptly forwarding the consolidated feedback, both experiential and data-based.

The NAAC sponsored IQAC Seminar on “Challenges of Quality Enhancement in Colleges of Backward Area” in our College on 24<sup>th</sup> & 25<sup>th</sup> October 2011, avouches the focused priority the institution gives for adopting the best possible Teaching–Learning practice and its Evaluation. The feeder community both of student and faculty constitute a low profiled interface that is strengthened by the human resource management skills accrued by the Management in the course of its development. The transparent Common Admission Process (CAP) that is mandatory in affiliated Colleges under M. G. University has become foolproof with admissions becoming online. The disadvantaged socio-economic profile of 90% of the student strength (Refer Appendix No.1) has been counterbalanced to an extent by the increased inflow of UGC assistance which has improved the teaching learning ambience of the College. Introduction of Remedial classes for the disadvantaged, the provision of Network Resource Centre, the Career Guidance and Placement Cell are all part of the institutional strategies adopted, keeping in view the recommendations of NAAC accreditation team. The Tutorial system and mentoring help in creating and sustaining a student centered learning atmosphere. Teacher quality has continuously been under evaluation and development. Teachers have shown added interest in attending and organizing Seminars. The Peer Team had suggested motivating more teachers to organize seminars/conferences/workshops. All departments embarked on quality enhancement measures with added interest and organized/attended seminars. The departments of English and Economics conducted seminars with eminent resource persons from foreign universities. The College is earnestly looking forward to more seminars with national and international participation.

Research has become a part of the teaching/learning culture of UG student community with the introduction of CBCSS. From 2012 all U. G. courses have Project and Report writing as one compulsory component in the final semester syllabus. One teacher who has completed her Ph. D. was granted leave under FIP. The P. G. departments of Physics and Bio-technology, the U. G. departments of English, Commerce and Electronics have established collaborations with various institutions/offices/ Universities for research and hands-on learning experience of the students as part of their Project work. Teachers are involved in Consultancy especially in serving the neighbouring higher secondary schools. The Peer Team had recommended establishing academic linkages with state/national level institutions, a comment that has motivated the College in establishing such linkages and making its intellectual resource available to the other academic institutions to some extent.

NSS, NCC, and the Extension Activity Wing of the College strive through customized Extension activities to instill the spirit of imbibing appropriate values in the socioeconomic environment, while serving the community. The Annual Camp of NSS and NCC cultivates the qualities like service to others, tolerance, dignity of labor, respect for all religions etc.

The College has implemented a number of strategic changes in the campus that projects its quality initiatives especially in the direction of making the students globally competent and promoting the use of technology. The College Network Centre, the Commerce Lab, Women's Resting room, Entry in Service Coaching Centre, Career Guidance and Placement Cell, the renovated College Ground, the Multi-Gym and the Recreational Hall prove the interest invested in infrastructural development and learning resources. With UGC assistance (XI Plan) the College was able to increase the fund allocation for Library as suggested in the Peer Team Report. The College has been recently connected to National Knowledge Network (NMEICT).

The institution has evolved a need based strategy for Student Support that is revised according to the changing academic environment. The socially and economically backward status of 90% (510/558, 2011-12) of the students has always been a challenge in the Quest for Excellence. The Remedial Classes, Peer Teaching, Tutorial System, Career Guidance and Placement Cell, Entry in Service Coaching Centre, Women's Cell are some of the student support mechanisms that offer assistance to students. In the year 2010-2011, for example, statutory financial assistance of 101 Scholarships amounting to Rs.2,34,850 and 240 full fee concession amounting to Rs.1,37,940 were disbursed to the deserving students. The College office, a computerized and updated informational assistance facility, well rated by students and cherished by alumni, plays a vital role in Student Support (Appendix No.2). Evaluation and communication of student feedback wherever necessary has been a sustainable good practice of the institution. More than 85% of our students progress to higher studies or take up gainful employment.

Human resource efficiently organized and judiciously utilized has become the watchword of the institution in Governance and Leadership. The institutional vision of providing chances for quality education to the less privileged is actualized through Managerial level of decision making to the level of execution, which is taken up by the staff. An organizational arrangement to remedy the shortage of staff at the cost of incurring heavy financial commitment has evolved as a strategy to attain its goals. The Staff Council, The Management Committee, College Union, and IQAC are some of the managing and deciding bodies that assist the institution in attaining goal fulfillment. The Management with the Principal and the Governing Body attend to the resource mobilization both financial and human in consultation with the administrative and statutory bodies of the College.

Innovative Practices of the institution are the result of the healthy atmosphere and sound student teacher relationship that has contributed towards an active Alumni team. Alumni

and alumni employer responses are valuable inputs to all disciplines that promote academic relevance and revision even as they improve chances of employability.

Open Window Programme is one of our Best Practices. Our College was the pioneer in establishing the Open Window Programme as early as the 1990s, where Parents, Teachers, Principal and Management discuss student performance. The Open Lab Programme organized by the Departments of Physics, Electronics and Biotechnology is the other Best Practice which unravels the attractions and challenges of scientific experiments and Labs to the young minds of the nearby schools. These programmes springboard the activities of the College which is hampered by the backwardness of the student community and the semi urban nature of the locality, the challenging environment in which the College has to function.

The faculty of the College has played a vital role in Curriculum Design and Development. Five departments participated in the workshop organized by M.G. University for the planning and restructuring the under graduate curriculum. The Aquinas Computer Center, Network Center, and Entry in Service Coaching are all striving towards making the students globally competent. The upgradation of the College playground and the Multi-Gym provide facilities to students to improve their fitness and athletic performance. Added collections of books in the library, the Smart Class room and the use of ICT in teaching cater to the intellectual need of the students and empower the teachers.

The recruitment of faculty members is as per university norms. Faculty is deeply involved in improving their competence and skill by exploiting all opportunities for improvement. Attending seminars, workshops, involving in academic deliberations at College and university level, attending pre-valuation discussions in valuation camps are just a few of them. The Physical Education Department and English Department organize “Summer in Aquinas” Programme every year with the purpose of improving

the Physical fitness and English competency of the students of the locality.

The Backwardness is both our challenge and our weakness. The SWOC analysis conducted by the College has clearly pin pointed the weak areas that have to be improved. (Detailed SWOC analysis as Appendix No.3). Research activities, use of Advanced Teaching/Learning Methods, Improvement of Library Services and ambience, Better Placement Training and Exposure, more seminars/workshops/projects with UGC Funding, were all identified as areas to be improved.

The backwardness of our students accounts for the strong bonding they have with the teaching community. They are ready to be involved in all extension activities, being aware of their own backwardness and a strong personal relationship prevails. Opportunities for service and improvement are many. Financial constraint is the biggest hurdle that hinders exploiting the opportunities.

### **PROFILE OF THE COLLEGE.**

Aquinas College was established in 1981 by the Diocese of Cochin which has a history of 455 years. The Late Rt. Rev. Dr. Joseph Kureethara is the Founder Patron of the College. The College is now administered by Aquinas Educational and Charitable Trust registered under the Indian Public Trust Act with the registration number 45/IV/02 dated 18 March 2002. The Chairperson of the Diocese of Cochin then Rt Rev. Dr John Thattumkal was the Founder of the Trust. Rev. Dr Francis M. J. Fernandez was the Managing Trustee. The present Chairperson of the Trust is Rt. Rev. Dr Joseph Kariyil, Bishop of Cochin and the Managing Trustee is Rev. Fr. Johnson Chirammel, the Manager of the college.

The establishment of Aquinas College in 1981 was a milestone in the rapid educational progress of the Diocese of Cochin under the guidance and patronage of His Excellency Rt. Rev. Dr Joseph Kureethara, the late Bishop of Cochin. The College was

sanctioned at Edacochin and the foundation stone for the College building was laid on 1<sup>st</sup> of October 1981 by Shri. Baby John the then Honourable Minister for Education. It started functioning temporarily at Fortcochin and was shifted to Edacochin on 17<sup>th</sup> June 1982. The College was upgraded in 1991.

The College is affiliated to Mahatma Gandhi University and at present offers instruction in degree courses in Physics, Mathematics, Economics, Commerce, English, Electronics (self-financing) and P.G. courses in Physics and Biotechnology (self-financing). We have applied for more P.G. courses and are waiting for the University and Government to grant permission.

The aims and objectives of the College are printed in the College Academic Calendar distributed to all students and staff of the College every year. The motto of the College “Duty First” is selected with the view of instilling in our students the sense of duty. It is very essential for the students to be duty conscious in the right sense. It is the sense of duty that is going to serve as the inspiring urge behind all their endeavors.

The most important developmental need of Aquinas College after its upgradation on 17<sup>th</sup> November 1991 was obtaining the UGC recognition. Several obstacles had to be overcome in order to attain this goal. There was only one undergraduate course of study in the College. We obtained another degree course only in 1993. Again after a gap of two years we obtained one more course. After we obtained a post graduate course in Physics in the year 2001 we began preparations for obtaining UGC recognition. Another obstacle in the path of UGC recognition was that the College had not yet been brought under a trust. So bringing the College under a trust was the first important task before the NAAC Coordinator. With the complete cooperation of the Patron, the Manager and the Principal a trust called “Aquinas Educational and Charitable Trust” was formed and it was registered on 18th March 2002. Within a few months all the formalities were completed and an

indemnity bond was signed and forwarded to the UGC. The UGC in its letter dated 6<sup>th</sup> October 2003 asked for certain clarifications and we immediately supplied the necessary details. The UGC granted us recognition under 2(f) and 12 B on 29<sup>th</sup> Sept 2004.

The College was granted accreditation by NAAC with B+ grade on 17<sup>th</sup> October 2006. The recommendations of the Peer Team added impetus to the Vision and Mission of the College to work for the Backward Community and strive for attaining excellence. The institution has been working for contributing to National development by involving in capacity building activities of the students. Its portals are opened to less advantaged sections of Society who contribute more than 90% of its aided stream of students. By adopting modern teaching methods, the students are empowered to become globally competent. Inculcating core values through a number of extension activities, and encouraging the use of technology in preparation of study/learning materials the quest for excellence is drilled into their learning habit.

Having identified the weaknesses, the College has put in efforts to overcome them with added vigour. Improvement of Library facilities, participation in Research activities and use of ICT, inadequacy in the number of Seminars/workshops with UGC Funding are some of the weak areas identified and work has been initiated to remedy this weaknesses. The most notable achievement during the post-accreditation period is the successful implementation of 6 of the 9 recommendations of the NAAC Peer Team and partial implementations of the remaining 3 due to factors beyond our control.



## B. Profile of the Affiliated /Constituent College

1. Name and address of the college:

Name: Aquinas College			
Address: Edacochin			
City: Cochin	Pin: 682 010		State: Kerala
Website: www.aquinascollege.in			

2. For communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Principal	Prof. V. J. Varghese	O: 0484-2328748 R: 0484-2707054	91-9446527025		principalvjv@yahoo.in
Vice Principal	Dr. John Vineetha Mareeta	O: R: 0484-2327930	91-9495425730		john_vineetha@hotmail.com
Steering Committee Co-ordinator	Dr. John Vineetha Mareeta	O: R: 0484-2327930	91-9495425730		john_vineethac@hotmail.com

3. Status of the of Institution :

Affiliated College	<input checked="" type="checkbox"/>
Constituent College	<input type="checkbox"/>
Any other (specify)	<input type="checkbox"/>

4. Type of Institution:

a. By Gender

i. For Men	<input type="checkbox"/>
ii. For Women	<input type="checkbox"/>
iii. Co-education	<input checked="" type="checkbox"/>

b. By shift

i. Regular	<input checked="" type="checkbox"/>
ii. Day	<input type="checkbox"/>
iii. Evening	<input type="checkbox"/>

5. Is it a recognized minority institution?

Yes	<input checked="" type="checkbox"/>
No	<input type="checkbox"/>

If yes, specify the minority status (Religious/linguistic/ any other) and provide

documentary evidence.

Religion, Christian, Latin Catholic

6. Source of funding:

Government	<input type="checkbox"/>
Grant-in-aid	<input checked="" type="checkbox"/>
Self-financing	<input type="checkbox"/>
Any other	<input type="checkbox"/>

7. a. Date of establishment of the college: 01-10-1981 (dd/mm/yyyy)

b. University to which the college is affiliated /or which governs the college ( If it is a constituent college)

M.G.University, Kottayam, Kerala

c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks (If any)
i. 2 (f)	29-09-2004	
ii. 12 (B)	29-09-2004	

(Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act)

d. Details of recognition/approval by statutory/regulatory bodies other than UG (AICTE, NCTE, MCI, DCI, PCI, RCI etc.) : Not Applicable

8. Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?

Yes  No

If yes, has the College applied for availing the autonomous status?

Yes  No

9. Is the college recognized

a. by UGC as a College with Potential for Excellence (CPE)?

Yes  No

If yes, date of recognition: ..... (dd/mm/yyyy)

b. for its performance by any other governmental agency?

Yes  No

If yes, Name of the agency: **NAAC Accredited with B+**

Date of accreditation: **17-10-2006**

10. Location of the campus and area in sq.mts:

<b>Location *</b>	<b>Semi-Urban</b>
Campus area in sq. mts.	11.26 Acres
Built up area in sq. mts.	9835 m.sq.

(\* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

11. Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.

- Auditorium/seminar complex with infrastructural facilities ✓
- Sports facilities
  - \* play ground ✓
  - \* swimming pool ✗
  - \* gymnasium ✓

- Hostel
  - \* Boys' hostel ✕
    - i. Number of hostels
    - ii. Number of inmates
    - iii. Facilities (mention available facilities)
  - \* Girls' hostel ✕
    - i. Number of hostels
    - ii. Number of inmates
    - iii. Facilities (mention available facilities)
  - \* Working women's hostel ✕
    - i. Number of inmates
    - ii. Facilities (mention available facilities)
- Residential facilities for teaching and non-teaching staff (give numbers available -- cadre wise)
- Cafeteria - ✓
- Health centre - ✓

First aid, Inpatient, Outpatient, Emergency care facility, Ambulance....

Health centre staff –

Qualified doctor	Full time <input type="checkbox"/>	Part-time <input checked="" type="checkbox"/>
Qualified Nurse	Full time <input type="checkbox"/>	Part-time <input checked="" type="checkbox"/>

- Facilities like banking, post office, book shops
- Transport facilities to cater to the needs of students and staff ✕
- Animal house ✕
- Biological waste disposal ✓
- Generator or other facility for management/regulation of electricity and voltage ✓
- Solid waste management facility ✕
- Waste water management ✕
- Water harvesting ✓

12. Details of programmes offered by the college (Give data for current academic year)

Sl. No	Programme Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/approved Student strength	No. of students admitted
	Under-Graduate	B.Com.	3 Years	Higher Secondary	English	30	116
		B.Sc. Physics				32	98
		B.Sc. Maths				24	73
		B.A. Economics				40	142
		B.A. English				24	91
		B.Sc. Electronics				60	85
	Post-Graduate	M.Sc. Physics	2 Years	B.Sc. Physics Graduation in Biosciences	English	10	21
		M.Sc. Biotechnology				20	8
	Integrated Programmes P G	Nil					
	M.Phil.	Nil					
	Ph. D.	Nil					
	Certificate Courses	Certificate Course in Computer Fundamentals and Office Automation	6 Months	Higher Secondary	English	N.A.	0 <sup>#</sup>
		Certificate Course in Programming with C/C++	3 Months				0 <sup>#</sup>
		Certificate Course in Desktop Publishing	3 Months				0 <sup>#</sup>
	UG Diploma	Nil					
	PG Diploma	Nil					
	Any Other (specify and provide details)	Nil					

<sup>#</sup> Just introduced, registration not started

13. Does the college offer self-financed Programmes?

Yes  No  If yes, how many?

14. New programmes introduced in the college during the last five years if any?

Yes  No  Number

15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

Particulars	UG	PG	Research
Science	3	2	0
Arts	2		0
Commerce	1		0
Any Other not covered above			

16. Number of Programmes offered under (Programme means a degree course like BA, BSc, MA, M.Com...)

a. annual system   
b. semester system   
c. trimester system

17. Number of Programmes with

a. Choice Based Credit System   
b. Inter/Multidisciplinary Approach   
c. Any other ( specify and provide details)

\* CBCSS provides multidisciplinary approach

18. Does the college offer UG and/or PG programmes in Teacher Education?

Yes  No

If yes,

a. Year of Introduction of the programme(s)..... (dd/mm/yyyy)

and number of batches that completed the programme

b. NCTE recognition details (if applicable)

Notification No.: .....

Date: ..... (dd/mm/yyyy)

Validity:.....

c. Is the institution opting for assessment and accreditation of Teacher Education Programme separately?

Yes  No

19. Does the college offer UG or PG programme in Physical Education?

Yes  No

If yes,

a. Year of Introduction of the programme(s).... (dd/mm/yyyy) and number of batches that completed the programme

b. NCTE recognition details (if applicable)

Notification No.: .....

Date: ..... (dd/mm/yyyy)

Validity:.....

c. Is the institution opting for assessment and accreditation of Physical Education Programme separately?

Yes  No

20. Number of teaching and non-teaching positions in the Institution

Positions	Teaching faculty						Non-teaching staff		Technical staff	
	Professor		Associate Professor		Assistant Professor					
	M	F	M	F	M	F	M	F	M	F
Sanctioned by the UGC / University / State Government	0	0	10		20		19		0	0
<i>Recruited</i>	0	0	3	7	5	6 <sup>#</sup>	16	3	0	0
<i>Yet to recruit</i>	0	0	0		9		0		0	0
Sanctioned by the Management/ society or other authorized bodies	0	0	0	0	27		0	0	1	0
<i>Recruited</i>	0	0	0	0	6	21	0	0	0	0
<i>Yet to recruit</i>	0	0	0	0	0		0	0	0	0

# One female teaching faculty is appointed as Junior Lecturer (awaiting University approval)

21. Qualifications of the teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.							
Ph.D.				2		1	3
M.Phil.				1	5	3 <sup>#</sup>	9
PG			3	4		2	9
Temporary teachers							
Ph.D.							
M.Phil.							
M. Tech.					1		
PG					21		
Part-time teachers							
Ph.D.							
M.Phil.							
PG							

<sup>#</sup> 1 Junior Lecturer (awaiting University approval)

Number of Visiting Faculty /Guest Faculty engaged with the College.

1
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22. Furnish the number of the students admitted to the college during the last four academic years.

Categories	Year 1 (2012)		Year 2 (2011)		Year 3 (2010)		Year 4 (2009)	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	8	11	10	12	5	8	11	18
ST	1	2	-	1	-	1	1	-
OBC	73	82	65	105	52	79	38	98
General	14	8	7	11	7	7	5	23
Others	23	16	13	15	7	12	24	14

23. Details on students enrollment in the college during the current academic year:

Type of students	UG	PG	M. Phil.	Ph.D.	Total
Students from the same state where the college is located	658				
Students from other states of India	6				
NRI students					
Foreign students					
Total	664				

24. Dropout rate in UG and PG (average of the last two batches)

UG  PG

25. Unit Cost of Education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled )

(a) including the salary component

(b) excluding the salary component

26. 27. Does the college offer any programme/s in distance education mode (DEP)?

Yes  No

If yes,

a) Is it a registered centre for offering distance education programmes of another

University Yes  No

b) Name of the University which has granted such registration.

c) Number of programmes offered

d) Programmes carry the recognition of the Distance Education Council.

Yes  No

27. Provide Teacher-student ratio for each of the programme/course offered\

Sl. No.	Department/ Course	Teacher :Student Ratio
1	B.Sc. Physics	1:21
2	B.Sc. Mathematics	1:15
3	B.A. Economics	1:29

Sl. No.	Department/ Course	Teacher :Student Ratio
4	B.A. English	1:23
5	B.Com.	1:30
6	B.Sc. Electronics	1:15
7	M.Sc. Physics	1:7
8	M.Sc. Biotechnology	1:4

28. Is the college applying for

Accreditation : Cycle 1  Cycle 2  Cycle 3  Cycle 4

Re-Assessment:

(Cycle 1 refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refers to re-accreditation)

29. Date of accreditation\* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)

Cycle 1: 17-10-2006 (dd/mm/yyyy) Accreditation Outcome/Result...B+

Cycle 2: ..... (dd/mm/yyyy) Accreditation Outcome/Result.....

Cycle 3: ..... (dd/mm/yyyy) Accreditation Outcome/Result.....

\* Kindly enclose copy of accreditation certificate(s) and peer team report(s) as Appendix No. 4&5.

30. Number of working days during the last academic year.

195

31. Number of teaching days during the last academic year

153

(Teaching days means days on which lectures were engaged excluding the examination days)

32. Date of establishment of Internal Quality Assurance Cell (IQAC)

IQAC 17-10-2010 (dd/mm/yyyy)

33. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC.

AQAR (i) 2007-08 23-06-2009 (dd/mm/yyyy)

AQAR (ii) 2008-09 23-06-2009 (dd/mm/yyyy)

AQAR (iii) 2009-10 20-07-2010 (dd/mm/yyyy)

AQAR (iv) 2010-11 25-05-2011 (dd/mm/yyyy)

34. Any other relevant data (not covered above) the college would like to include.

Applied for two P.G. courses and one U.G. to the affiliated Mahatma Gandhi University, Kottayam (M.Com., M.A. English & B.Sc. Chemistry)



## **C. Criteria-Wise Inputs**

### **CRITERION I: CURRICULAR ASPECTS**

#### **1.1 Curriculum Planning and Implementation**

*1.1.1 State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.*

##### **Vision**

Aquinas College shares the vision of the Educational Agency for developing the College into a Center of Excellence by providing opportunities for study and research up to the highest level to the society, especially to its marginalized sections.

##### **Mission**

The College has been established to provide opportunities for higher education to economically and socially backward communities, especially to the Latin Catholic minority community and also to strive for educational excellence and the development of the whole person with values and spiritual outlook.

To make its mission fruitful, Aquinas College is willing to incorporate all innovations and research in the field of higher education, especially the advantages of information technology. It is also committed to uphold the secular values, envisaged in the Constitution of India for national integration.

The College communicates its vision and mission to the teachers, staff, students and other stakeholders through a well-defined set of programmes and measures. Some of the programmes aiming at achieving the mission of improving the College and its responsibility to society are:

- ❖ Offering 71% of its aided seats to socially and Educationally Backward Community (66.2% from Coastal Belt region) of whom 66% are women. (Appendix No.18 & 25)
- ❖ Conducting socio-economically relevant programmes under the Associations, NSS, NCC and Extension Wing of the College.

- ❖ Collecting, evaluating and utilizing stakeholders' feedback.
- ❖ Summer in Aquinas.
- ❖ Women empowerment programmes.
- ❖ Organizing lectures by eminent scientists and personalities.
- ❖ Industrial visits and educational tours.
- ❖ Improving teaching-learning to obtain highest pass percentage.
- ❖ Efforts to improve employability by imparting IT and communication skills.
- ❖ Arranging inter disciplinary lectures.
- ❖ Quiz, lecture, debate, essay.
- ❖ Appropriate teaching of the syllabi with an ideal and feasible practical approach using modern teaching methods like ICT.
- ❖ Commemoration of National Science day, Biodiversity day, Ozone Day, Environmental day.
- ❖ Exposing the students to short term practical training in the form of projects, in collaboration with other Departments of Colleges and Universities and commercial centres.
- ❖ Organizing Open Lab Programme for Higher Secondary students.
- ❖ Organizing Quiz competition for Higher Secondary students.
- ❖ Organizing of orientation programmes pertaining to recent techniques to various Higher Secondary Schools.

*1.1.2 How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).*

Before the academic year begins a blueprint of the academic activities is formed based on a two tiered discussion i.e.,

1. The Principal has a discussion with the Heads, and the Internal Examination Coordinator about the tentative dates for internal assessment examinations, test papers etc.

2. The Heads of the departments and the teachers of the concerned departments discuss the distribution of workload, set tutors for the classes and decide the portions of the syllabus to be completed before each internal examination etc. On this basis syllabus is distributed and convenient dates for the conduct of internal exams are decided. Departments are given the freedom to fix dates of examinations, provided the grade sheets are ready before the stipulated time. Newly appointed teachers are allotted work as and when they join duty.

*1.1.3 What type of support (procedural and practical) do the teachers receive (from the University and/or institution) for effectively translating the curriculum and improving teaching practices?*

Teachers are encouraged to face the challenges of effectively translating the curriculum into class room experiences by the procedural and practical support extended by the University and the College.

### **Procedural Support**

#### **University:**

Procedural support by the University is mainly extended to the College in 2 ways: 1. The Academic Calendar 2. Unitized Syllabus

1. The academic calendar distributed at the beginning of every academic year serves as a planner for the institution. The College can plan suitable time slots for extra-curricular and co-curricular activities without affecting the academic performance. Seminars, invited lectures, job- training etc. can be successfully planned.
2. The unitized syllabus converted to required/expected teaching hours helps in translating the curriculum into effective teaching experience.

#### **College.**

Procedural support extended by the Principal is an indirect outcome of the initiative taken by the University in the direction of translating curriculum into better teaching

practice. Principal as the Head of the institution insists on:

- a. Adherence to the university calendar
- b. The completion of the internal exams and publication of internal marks in time
- c. Keeping the internal assessment marks for uploading ready before the university website is opened etc.
- d. Monitors the publication of Internal Assessment marks on the notice Board
- e. The management has given the Principal full freedom in taking academic decisions regarding working hours of the College, office, library within the rules of the University and state government.

### **Practical Support**

#### **University**

- ❖ University provides a macro level guidance to teachers at workshops conducted whenever necessary. Teachers attending these workshops are given necessary guidelines regarding any changes/extra information / secondary data regarding any particular paper/topic. When CBCSS was introduced the University conducted a series of seminars inviting teachers of all departments to discuss micro level matters. Question paper designing, composition of model question papers, conduct of College level workshops on grading system were some of the procedural and practical support received from the University. When MG University, for example, added African/ Afro-American stories/writers to the general English paper, (Part I common for all courses) teachers from the Department attended a workshop in which they were given necessary secondary information regarding these writers since it was something new to the senior teachers of the department and also for obtaining accurate pronunciation of African names and necessary cultural overviews.
- ❖ Teachers who attend workshops share their e-mail ID with the rest of the teachers which makes fast and economic communication between them possible. This medium is often utilized by the teachers when they experience any problem in course of their teaching/ evaluation. It helps in quick remedial action and in arriving at a consensus if necessary.

- ❖ Contact with Board of Studies (BOS) members is established through such meetings at university level. A better relationship for the benefit of the teacher-student community is thus brought out through such communications.
- ❖ Posting information like syllabus, guidelines for project, model question papers, changes or modification to an existing syllabus in the website is another support received from the University, thus alerting the academic community to the need for improving the application of ICT.

**College:**

- ❖ College has tried to acquire global competency by encouraging teachers to make use of LCD, Computer assisted teaching, improving the teaching environment so as to open out all sources of acquiring knowledge.
- ❖ The Principal permits the use of Computer lab for any department whenever necessary.
- ❖ The Principal readily arranges the assistance of Computer science teacher/ Electronics teacher whenever their skills are required by other departments
- ❖ Guidance regarding the planning of a seminar and fixing tentative dates for the departments according to the availability of the conference hall
- ❖ Arranging the assistance of office staff for conference hall arrangement including the sound and audio visual arrangements in the conference hall.
- ❖ Principal encourages teachers to organize seminars that are useful for the students.
- ❖ Head of the institution creates a sound and disciplined teaching environment in the College that is conducive to effective teaching.

*1.1.4 Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other statutory agency.*

The Principal and the departments interact to find out effective paths for curriculum delivery and transaction. The following are some of the initiatives taken:

- ❖ With the assistance and coordination of the Principal the institution has been able to organize a number of syllabus related seminars inviting faculty members and students of the Colleges of nearby districts so that the talks by eminent resource persons may be utilized by students. Four regional seminars by different departments were organized by the College for this purpose.
- ❖ Using all modern techniques of teaching like LCD projector, Power point Presentations, ICT enabled teaching
- ❖ Providing a learner/teacher friendly atmosphere in the College by insisting on discipline and punctuality
- ❖ Adding more books to the library

*1.1.5 How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalization of the curriculum?*

The institution interacts with beneficiaries such as industry, university, commercial centres, and educational institutions through student research projects with an aim to operationalize the curriculum.

Electronics department interacted with Bitsforge Technology, a Project Development Company for designing the Microcontroller Lab of the College. Based on the revised syllabus 2011-2012, all the kits used in microcontroller lab has been designed by the faculties of the Electronics department in collaboration with Bitsforge Technology, Kakkanad under the guidance of Mr. Vijo. M. Joy, (M. Tech.), Head of Department, Dept. of Electronics.

With the introduction of CBCSS networking with the beneficiaries has become mandatory for departments. Departments establish a cordial link with target institutions that serve as a resourceful centre for Student Research Projects and Report writing that is part of the curriculum. Depending on the discipline, departments provide the students guidelines for choosing the institution and the expected outcome of the work. (An

orientation class is given to the students before they go for research activities). Formal request for job training is offered by the Principal whenever necessary. A consent letter is sometimes provided by the source institution which may be an industry, school, commercial centre, university etc. Various stages of interaction can be seen here:

- ❖ Students approach a centre of their choice and report their choice to the department.
- ❖ Departments reject/accept his/her chosen centre.
- ❖ Formal request letter given
- ❖ Hands-on-training /learning exposure to the work environment.
- ❖ Submission of completion/evaluation documents by the beneficiary .

Departments maintain a record of documents for future use especially the institutions completion certificate. Such research activities are mutually beneficial.

*1.1.6 What are the contributions of the institution and/or its staff members to the development of the curriculum by the University?(number of staff members/departments represented on the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.*

The College doesn't develop its own curriculum. It collaborates with the University in all curriculum development activities. Teachers actively participate in academic deliberations under the aegis of the University promptly forwarding the consolidated feedback, both experiential and data-based.

The institution has identified feed backs from stakeholders and academic peers as a valuable resource for need analyses that could lead to suggestions regarding changes in curriculum design and development process. Faculty members of all departments actively take part in analyzing the feedback received from alumni, students and academic peers from other Colleges to review/prepare topics that can be proposed during Syllabus Revision/Review meetings organized by the university.

Some of the suggestions forwarded to the Board of Studies for curriculum Design/ Review:

- ❖ Commerce Department had suggested the inclusion of Statistics as a paper at UG level. This was implemented by the Board of Studies.
- ❖ English department presented the following suggestions in the Syllabus Review workshop of M. G. University
  1. Changes in the syllabus of the vocational Paper “Computer Application”
  2. Irregularity in framing the questions like repeatedly asking questions from portions that is not covered under the syllabus.
  3. Review of the specific chapters included in the module.
- ❖ Mathematics department forwarded suggestions for revision of the syllabus
  1. Computer paper.
  2. The Operational Research paper was introduced for the first time by the University, accepting a suggestion submitted by the Mathematics Department.
- ❖ Commerce department joined the syllabus review team twice and forwarded suggestions for updating the syllabus.
- ❖ Departments with Model II degree programmes expressed their disagreement with the university’s suggestion to do away with the existing On-the-job-training for the vocational students

*1.1.7 Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it? If ‘yes’, give details on the process (‘Needs Assessment’, design, development and planning) and the courses for which the curriculum has been developed.*

Need Assessment: The need was ascertained for a vocational course that could be beneficial especially in developing the communication skills of the Backward community students who make up 85% in 2009 admission, 90% in 2010, 75% in 2011 admission. Besides, M. G. University was revising its syllabus, incorporating as many vocational

streams as possible. The College was asked to design a syllabus for B. A. English (Vocational) that would be beneficial to the students and at the same time provide work to as many teachers who became excess due to Pre-degree delinking. It was interdisciplinary in the beginning with Political Science as a complementary paper in order to absorb another senior faculty member who had zero workload due to Pre-degree delinking.

When BA English (Vocational ) Course was sanctioned by the University, the department was asked to develop a curriculum for the six vocational papers. Accordingly a syllabus was designed for the six courses which were approved by the Board of Studies (BOS) and the Syndicate of Mahatma Gandhi University. The Papers are as follows:

Semester 1. English Patterns and Structure A

Semester 2. English Patterns and structures B and Remedial Grammar

Semester 3. English in Informal Situations

Semester 4. Speech Training and Rhetorical Skills

Semester 5. Computer Application for Tutor in English

Semester 6. Applied Phonetics for Indian Students

The syllabus included the following sections:

Topics for Study, Required Reading (Texts), Secondary Texts and model Question Papers. Some of these papers were later taken up by other Colleges.

*1.1.8 How does institution analyse/ensure that the stated objectives of curriculum are achieved in the course of implementation?*

The syllabus was designed with the following objectives:

- ❖ To familiarize the students with Patterns and Structures of English Language
- ❖ To be able to speak English with a high degree of confidence, accuracy and fluency
- ❖ To gain familiarity with the new trends in English Language Teaching
- ❖ To familiarize the students to the concept of General Indian English
- ❖ To retrieve materials from internet for learning and teaching

During the course the students are tested. They get an opportunity for practical training when they go out to the schools and teach the students conversational skills and structures. Often the basic language skills of the student, at the time of admission, was far from satisfactory. Yet a marked improvement in the level of confidence was felt in their communicational skills at the time of the Viva conducted by the University through external examiners appointed at the end of the course.

## **1.2 Academic Flexibility**

*1.2.1 Specifying the goals and objectives give details of the certificate/diploma/ skill development courses etc., offered by the institution.*

To provide opportunity for quality education to the backward community, the College took the decision to start a number of Add-on courses aiming at skill development. The College has applied for assistance from UGC for conducting fifteen skill-oriented and value added courses. Proposals for conducting Add-on Certificate, Diploma and Advanced Diploma Courses in Arts, Science and Commerce Streams have been forwarded to the UGC.

To make the students globally competent they are provided the facility of the College Computer Centre. Economically feasible and located inside the campus the Aquinas Computer Centre annually provides 30 seats for PGDCA and required number of seats for short term courses. There is no seat restriction for courses other than PGDCA which requires personal attention.

Prof. Shaji Jose of Physical education department extends his knowledge by giving Classes in Health Development and Sports Awareness.

*1.2.2 Does the institution offer programmes that facilitate twinning /dual degree? No*

If 'yes', give details.

*1.2.3 Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability*

Being an affiliated College the institution has limited academic flexibility. Working within this limitation the institution has selected the best open courses and choice courses that could be beneficial for the students. The open courses and choice courses selected by the departments are done with the aim of developing communicational skills, mathematical skills, technical skills, promoting environmental awareness, and increasing academic progression so as to improve the potential for employability.

#### **English for Careers - Dept. of English**

English department has chosen English for Careers as the open course offered to the students of other discipline. This decision was taken keeping in mind the backwardness of the student community of the College and also to improve employability of the students.

#### **Applicable Mathematics - Dept. of Mathematics**

Applicable Mathematics is a branch that concerns itself with Mathematical methods that are used in science, business, and industry. Applicable Mathematics consists of applied analysis, differential equations approximations theory and probability. These areas of mathematics enable the development of science, business, and economics. This was selected by the Mathematics Department.

#### **Energy and Environmental Studies in Physics - Dept. of Physics**

Energy and Environmental Studies in Physics deals with every issue that affects a living organism. It is essentially a multidisciplinary approach that brings about an appreciation of our natural world and human impact on it. It is an applied science, as it seeks practical answers to the increasingly important question of how to make human civilization sustainable on the Earth's finite resources.

#### **Fundamentals of Basic Accounting - Dept. of Commerce**

Modern business environment requires skill related to accounting. The purpose of the course selected by the Commerce Department is to impart basic Accounting knowledge to non-commerce students. Knowledge of Basic Accounting will increase their employment opportunities.

### **Environmental Chemistry - Dept. of Chemistry**

Environmental Chemistry though a commonly used word is of great importance to the students and to the universe in which we live. Institutions on the lookout for employees with ecofriendly approach can find in our students probable staff who do their work with an ecological responsibility. Besides this course helps to utilize the teaching skill of the staff of the nonfunctioning department, as suggested by the NAAC Peer Team.

### **Internet Web Designing & Cyber Laws - Dept. of Electronics**

The Department selected this subject by considering the following reasons: This paper improves the employment opportunity of the students. They are made familiar with the latest designing techniques and various designing tools. It gives them an awareness about the cyber laws and familiarize them with the various internet protocols.

### **Physical Health & Life Skill Education - Dept. of Physical Education**

The students will understand the basic concepts of health and fitness, knowledge of nutrition, safety education and of first aid competencies helping them in maintaining good health. The students can move up to higher courses like B.P.Ed. the professional and job oriented courses with the basic knowledge. They can also later join for M.P.Ed., M.Phil. and Ph.D. as future professions.

### **Environmental Economics - Dept. of Economics**

Environmental economics is a distinct branch of economics that acknowledges the value of both the environment and the economic activity and to make choices based on these values. The goal is to balance the economic activity and the environmental impacts by taking into account all the challenges and benefits.

- ❖ Environmental economics will help the student to understand some of the important controversial issues — such as climate change policy, nuclear power, recycling policy, and traffic congestion. This will make them better prospective employees.
- ❖ The key to the environmental economics approach is that there is value in the environment and value in economic activity. The goal is to balance the economic activity with environmental protection by taking into consideration all costs and benefits.

### **Range of Core /Elective options offered by the University and those opted by the College**

Academic flexibility of the institution is also considered in the area of Choice Course that has been offered to all UG departments under the CBCSS. Each Department has freedom to choose from a range of courses. Depending on the need and nature of the student community the department decides its Choice Course for its optional students. The situation is explained below:

- **Choice Based Credit System and range of subject options**

#### **Operational Research - Dept. of Mathematics**

Department of Mathematics has selected Operational Research (OR) as its choice based course. The paper offers the students the possibility of applying advanced analytical methods in the act of decision making. By using techniques such as mathematical modeling to analyze complex situations, operations research gives the power to make more effective decisions and build productive systems based on complete data available and with the latest tools and techniques. This subject enhances the students' decision making capabilities and the ability to define specific challenges in ways that make maximum profit/minimum cost with available resources and uncover most beneficial options. People with skills in OR hold jobs in decision support, business analysis and logistic planning.

#### **Literatures in Translation - Dept. of English**

Literatures in Translation is the choice course selected by the English department for its optional students. This paper could give insight to the students of English about the similarity and diverse culture of the literatures of various language and cultures. The students of the B. A. English have joined the course either for employment opportunities or out of love for the subject. Translation Studies is an emerging area for students who are interested in doing Research work.

#### **Information Technology - Dept. of Physics**

Information is a vital resource in development activities of any society. All our

economic and social progress depends very significantly in the transfer of commercial, scientific and technical information. People in different situations require information on a subject in different forms and with different emphasis. This course is framed in such a way that it supports and encourages the broad instructional goals such as basic knowledge of the discipline of physics. Also the course is designed to enhance the student attributes including appreciation of the physical world and the discipline of physics, curiosity, creativity and reasoned skepticism and understanding the links of Physics to other disciplines.

#### **Entrepreneurship & Small Business Economics - Dept. of Economics**

The Economics Department has selected Entrepreneurship and Small Business Economics as its Choice course. Our students belong to the disadvantaged sections of society and this paper improves their chances for starting their own jobs.

#### **Power Electronics - Dept. of Electronics**

Department selected this subject by considering the importance of power electronic devices and their control. Besides there are expert faculty in the department and enough study materials on the subject.

All U. G. courses offered by the University have modular syllabus

- **Credit transfer and accumulation facility**

Credits are transferred and accumulated in all UG courses under the CBCSS.

- **Lateral and vertical mobility within and across programmes and courses.**

At present there is no lateral or vertical mobility across programmes. Within the limited choice provided by the University, students can apply for one Open course. The Choice Course is the selection of the institution from a list of options decided by the University. (Appendix No.6)

At present there is no lateral and vertical mobility for the students. Once they have chosen a programme they have to follow the same course throughout.

- **Enrichment courses**

College offers a few enrichment courses in computer Science.

1. PGDCA
2. M. S. Office
3. C++ Programming and
4. a Basic course in Internet Accessing for those who lack net-literacy
5. \*\*Career Oriented and Skill Development Add on Courses.

*\*\* Proposals for courses sent to UGC. These courses improve the chances for employability of the students by improving their communication skills, mathematical skills and total performance.*

*1.2.4 Does the institution offer self-financed programmes? If 'yes', list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.*

The College offers B.Sc. Electronics and M.Sc. Biotechnology under the self-financing stream. According to the regulations of the Government of Kerala for Self-financing courses 50% seats are offered in open merit and 50% as management seats unlike the aided sector where it is 60% and 40% which is further divided into community, Management etc. The statutory reservation of seats comes within the 50% of the Government seats thus leaving 50% seats for management. 50% of the management seats are filled with mission of the College in view for the backward community depending on their merit strictly complying with University and Government regulations.

Both the Self-financing courses follow the syllabus approved by the Syndicate and Board of Studies (BOS) of MG University. There is no difference with the curriculum of other aided courses. The salary of the Self-financing stream employees is paid by the Management. There is no relaxation in qualification when compared to the required qualification of Ad hoc teachers. The College has one self-financing course each at P.G level (M. Sc. Biotechnology) and U.G level (B. Sc. Electronics).

1.2.5 Does the College provide additional skill oriented programmes, relevant to regional and global employment markets? If 'yes' provide details of such programme and the beneficiaries.

Situated in the Backward area of Cochin the institution has tried to provide additional skill oriented assistance to the students. The avenues opened to the students are:

1. Computer Courses with a moderate fee structure: Computer Skills
2. Remedial Coaching with UGC funding: Communication, Written and oral
3. Entry in Services Coaching with UGC funding: Numerical, Communication (Personal )

Computer Courses are provided to the students at a very moderate fee structure. They can attend the classes after regular class and on holidays. The courses offered are as follows:

1. PGDCA
2. M. S. Office
3. C++ Programming and
4. A Basic course in Internet Accessing for those who lack net-literacy

These computer courses are designed to increase the employability of the students and with the specific purpose of providing training for certain computer related skills:

- a) Courses aiming at pruning employability Skills: *DT , Accounting Software - Tally*
- b) Course for developing Specific Computer Skills: *Office Automation, Programming*

**Remedial classes for SC/ ST and backward community**

Though the College was always trying to provide remedial classes for the backward community, it is the financial assistance from UGC that gave this plan its full realization. The following chart shows the number of students who have benefited and the amount utilized for the purpose.

2010-11 Total : 268 Students

Semester	No. of students	Amount
I	128	60,000
II	140	60,000

2011-12

Total : 388 Students

Semester	No. of students	Amount
I	156	Not yet released by UGC
II	113	”
III	119	”

### **Entry level service coaching for SC/ST/Minorities:**

A center for coaching for entry in service under UGC XI Plan is functioning in the College since October 2010. The following table gives a clear picture of the work done:

Programme	No. of students benefited	Coaching class given		
		Numerical ability and test of reasoning	General English	General awareness
I	68	24 hrs.	24 hrs.	15 hrs.
II	73	15 hrs.	6 hrs.	18 hrs.

*1.2.6 Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their choice” If ‘yes’, how does the institution take advantage of such provision for the benefit of students?*

The University does not allow now face-to-face mode of education to be run along with the Distance form of Education. Till 2010 July the Off- Campus Stream of the College functioned in the same campus. Under strict instruction from the university it was shifted to another location a few kilometers away from the campus.

### **1.3 Curriculum Enrichment**

*1.3.1 Describe the efforts made by the institution to supplement the University’s Curriculum to ensure that the academic programmes and Institution’s goals and objectives are integrated?*

The College tries to supplement the University’s curriculum to suit the socially and economically backward students (71%) of the College. Quite a number of steps are taken by the institution:

1. Remedial Teaching
2. Peer Teaching
3. Tutoring
4. Mentoring (recently started)

Remedial teaching is given to slow learners. This helps the student in getting any extra assistance on any topic/ subject/skills etc. The shortcomings of the student are identified by the concerned department within the first few days through various interactive sessions and written assignments.

Peer teaching is done in an informal manner under the instruction of the class teachers/tutors. Students especially the slow learners are more comfortable when it is done in such a manner. It is the advanced learners / class representatives who are given the responsibility for arranging such classes. These classes are given during the lunch break or whenever there is a free hour or after regular class hours.

Tutoring: This is a mutually rewarding exercise for the teacher and the student. It becomes more effective when the class teacher him(her)self takes charge of the students in the class. Since the number of students in a class is limited to about fifty they are from the moment of admission under the supervision of the class teacher, and it is easy for the smooth functioning of the system.

Mentoring: The College started implementing it in 2011-12. Physics department has introduced a novel type of mentoring by visiting the houses of all the students. This creates a strong bonding between the students and the faculty and makes teaching a healthier practice. The Principal has asked more departments to follow this model.

*1.3.2 What are the efforts made by the institution to modify, enrich and organize the curriculum to explicitly reflect the experiences of the students and cater to needs of the dynamic employment market?*

The College has installed an audio system in the class room to provide the correct teaching atmosphere to the revised CBCSS syllabus. The audio CD assisted teaching of

Communication Skills require audio system assisted class rooms. The Smart Class Room and the Conference Hall of the College are also utilised for the same purpose. The English Department enriches their drama classes by supplementing lectures with DVD versions of the plays of Shakespeare.

The institution helps in enriching and organizing the curriculum by encouraging/arranging the use of modern teaching methods and seeking the use of computer labs (practicals for computer papers even when the given syllabus does not demand it- not purely syllabus oriented). This move enriches the learning experience of the students. Moreover the teaching experience is being supplemented by non-academic out-of-syllabus assistance like Entry in Service Coaching, Remedial Coaching, Remedial Classes, Peer Teaching etc.

The Entry in Service Coaching functioning since 2010 has conducted 2 programmes and a total of 142 students have benefitted ( Refer Table No 2. Page 36)

Computer Courses are provided to the students with very moderate fee structure. They can attend the classes after regular class and on holidays. The courses offered are as follows:

- 1) PGDCA
- 2) M. S. Office
- 3) C++ Programming and
- 4) Basic course in Internet Accessing for those who lack net-literacy

The Need/Skill oriented Courses run by the Aquinas Computer Centre follows a syllabus designed and revised according to the emerging need of the Employment Market and on the basis of the requirement level of the student. It serves to supplement the rigid syllabus structure of the University. A few notable modifications done by the Computer Science Faculty based on a Need Analysis Survey conducted for the students are listed below: 1) Advanced searching for efficient data collection 2) Online registration & Security

#### Remedial classes for SC/ ST and backward community

Remedial classes help to modify the learning teaching experience of the slow learners especially of the disadvantaged sections of society. (Refer Table No. 1 on page 35). Though

the College was always trying to provide remedial classes for the backward community, it is the financial assistance from the UGC that gave this plan its full realization.

The chart shows the number of students who have benefited and the amount utilized for the purpose. In 2010-11 268 students and in 2011-12 388 students of I, II & III semester attended remedial coaching. ( Refer Page 34)

Net Literacy Move: The Computer Science faculty designed a three phased Net Literacy Move to bridge the gap between the demand for net literacy and the below average level of skills in this area of some of our disadvantaged students.

Phase I: Student Net literacy Move

Phase II: Women Students' Net literacy Move

Phase III: Local Women's Net Literacy Move. (Appendix No.13)

The special need based short term computer courses initiated by the IQAC served as a bridge course to enhance and modify the learning experience of the students who were not net-literate. This course was intended as a spring board to prepare the slow and hesitant learner to face the challenge of the student centred ICT assisted learning method that has become mandatory under the CBCSS.

The III Phase of the Net literacy Move that invited local unemployed women/ mothers of students was intended to assist them in e-filing of various forms, also ATM use, internet browsing, sending email that are gaining wider application in day to day life.

UGC Network Resource Center:

The Network Resource Centre, from the time of its inception, has been of high demand among students. A set of rules are framed for the optimum use of the centre.

Table Showing details of number of users of Network Resource Centre from 2-01-12 to 22-3-2012

Total no of Students who accessed	No of Male students who accessed	No of Female Students who accessed	No of days
199	40 21.2 %	159 79.8%	24

Career Guidance Wing, Commerce lab, ICT enabled teaching and learning, Special Net literacy Assistance for women students are a few other steps taken to modify, enrich and organize the curriculum for catering to the dynamic employment market.

*1.3.3 Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum?*

Sensitizing the generation of students on cross cutting issues such as gender equity climate changes, environmental education and human rights is done both directly and indirectly. These issues are to an extent addressed to in the existing curriculum prescribed by the University for the Common Courses meant for all classes. The teachers of the English Department make use of these texts and try to create an awareness regarding gender issue, climate and environment, Human Rights etc. Ample opportunity for deliberations, discussions and debates on these sensitive issues is provided in the class room when teachers handle the Common Course texts which have a collection of prose pieces, poems, short stories that propagate healthy awareness in students .We also supplement this orientation academically conveyed, through seminars, lectures etc. given on special occasions especially by NSS , NCC and Women's Cell.

The Women's Cell under the able guidance of Mrs. Dayisi M. F. has all lady teachers to assist her. All girl students are members of this cell. Talks and discussions are arranged on relevant topics, besides sending students to various orientation programmes organized by other institutions. The following table lists the various activities the cell has done during the last academic year:

One of the initiatives taken by the institution in dealing with cross cutting issues is the assistance offered by the Women's Cell of the College to the Women Jagarana Samithy, a unit started under the supervision of Vanitha Commission. . 20 students of the College joined the Local Police Station to constitute Women Jagarana Samithy.

Another initiative taken by the institution in dealing with cross cutting issues is the II Phase Net literacy Move, a joint venture of the Women's Cell and the Computer Science Faculty. The co-ordinator of the Women's Cell identified the women students who did not have computer fluency and arranged a Preliminary Awareness class and orientation programme with the assistance of the computer science teacher.

To educate the women students who constitute 66% of the student strength in the aided stream, an invited talk on Rights for Women was given to the women students by Mr. Lalji, Dy. Superintendent of Police on 3-8-11. Adv. Steaphen Jesilne was invited to give a legal awareness talk for women on 3-8-2011.

A Counselling Center for women functions under the leadership of Mrs. DAISY M.F. a trained counselor.

Climate Change: Bio-forum and Tourism Club together try to instill in the students the need for protecting ecological balance and to cultivate the habit of Eco friendliness. The Bio-forum arranges visit to reserve forests and give the students an opportunity to know Nature. Classes by efficient and dedicated Forest Guards serve to enlighten the students about the need to conserve and live in harmony with Nature. The tourism club gives "go green" lessons to the students by planting herbal plants in the campus and by giving them opportunities to learn caring for plants. A talk by Mr. Vadhyar, an engineer and a model agriculturalist was arranged. The staff and students were given seeds for cultivation.

Human Rights: The NSS and NCC take up protection of Human Rights as one of its main interests. Classes are arranged every year by Kerala Legal Services Authority (KELSA) for the students to update their knowledge regarding recent issues and changes.

Mrs. Mary Carmel took the interest to bring representatives of Team Anna Hazare to address the students. A mass memorandum was forwarded in support of the human Rights and Justice and anti-corruption move of Anna Hazare.

ICT: The UGC Network Resource Centre, Computer Lab, the dual broad band service, Commerce Lab etc. show the institution's commitment in helping the students in the use of information technology.

#### UGC Net Work Resource Centre:

The resource has 5 computers with net connection. It offers free access to teachers and students. It is being monitored by a committee appointed by the Principal. A set of rules are compiled for the optimum utilization of the centre. When there are more students to access the service a priority list is prepared by the teacher in charge after taking into consideration the nature of the work to be done and its significance.

#### Commerce Lab

The commerce lab was established as per the recommendations of the NAAC Peer team with the UGC XI Plan funding. There are 25 computers loaded with Windows 7, MS Office 2010 and Licensed Version of Tally 9 ERP Gold.

The lab is functioning with the aim of imparting Computerized accounting especially Tally Accounting. The students get exposure to VAT accounting and online filing of returns with Sales Tax, Income Tax and Excise Authorities. As majority of the organizations in India use Tally as Accounting and Inventory Software, Commerce Lab will serve to improve the career prospects of the students of Aquinas College especially commerce students.

Teachers have started making use of E-books, CD, and even smart class room facility. Experts among faculty are teaching them to exploit Educational Social Networking Resources in clearing their doubts and building a research mentality.

Once in a year, classes are given to required members (teaching staff, technical staff and also students) on the relevant topics by internal experts. Presentation preparations, internet browsing techniques, accessing useful data like e-books and audio books from internet, usage of multipurpose software like excel for timetable, internal mark evaluation etc. are some of the topics dealt with.

*1.3.4 What are the various value-added courses/enrichment programmes offered to ensure holistic development of students?*

- ❖ moral and ethical values
- ❖ employable and life skills
- ❖ better career options
- ❖ community orientation

The institution conducts a number of enrichment programmes for the holistic development of students. Each fresh batch of students brings in a conglomeration of values both ethical and moral that may need pruning. At the beginning of the year an orientation class for the freshers is arranged. Experts from various fields like Rev. Fr. (Adv.) Xavier Kudiancherry, member of Family Court (Alleppey), Prof. Sleba, Personality Development Officer and Youth Counselor, Dr. George, former Faculty Member of St. Paul's College are just a few of them.

Mentoring, Tutoring, Extension activities, NCC and NSS offer the students and teachers an open space to discuss the moral and ethical aspects of various issues. The Extension Activity Wing of the College strives through customized extension activities to instill the spirit of imbibing appropriate values in the socioeconomic environment, while serving the community.

- ❖ Food Packet Distribution to Cottlengo House, Palluruthy.

The College has started a scheme for offering food packets to needy once a week. Students come with an extra lunch packet which are collected at a common location and distributed. A faculty member Mrs. Sylvia K. John is in-charge of the collection and distribution. Students are intimated on the previous day and they whole heartedly cooperate. The institution joins hands recently with a local Social Service Unit which takes the responsibility to distribute these packets to the needy on the road side. Another activity of the College which instills moral values is the collection and distribution of old clothes. The clothes thus collected are distributed to the deserving. Activities of NSS, especially the camps, also provide the required moral and ethical orientation through the sessions offered.

*1.3.5 Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?*

The institution has identified feed backs from stakeholders and academic peers as a valuable resource for need analyses that could lead to suggestions regarding changes in curriculum design and development process. Faculty members of all departments actively take part in analyzing the feedback received from alumni, students and academic peers from other Colleges to review/prepare topics that can be proposed during Syllabus Revision/Review meetings about to be organized by the University

**Some of the suggestions forwarded to the Board of Studies for curriculum Design/ Review:**

- ❖ Commerce department had received a remark from the Commerce Department of a neighbouring college about the need for introducing Statistics at UG level. This opinion was raised before the BOS and the paper has been added for the B. Com (Marketing) course
- ❖ Commerce department joined the syllabus review team twice and forwarded suggestions for updating the syllabus.
- ❖ English department presented the following suggestions in the Syllabus Review workshop of M. G. University
  - 1) Changes in the syllabus of the vocational Paper Computer Application
  - 2) Irregularity in framing the questions
  - 3) Review of the specific chapters included in the module.
- ❖ Mathematics department forwarded suggestions for revision of the syllabus
  - 1) Computer paper.
  - 2) The Operational Research paper was introduced for the first time by The University, accepted a suggestion put forward by the department regarding at B. Sc. Mathematics.

The English Department has placed on record their disagreement with the University's suggestion to do away with the existing On-the-job-training for the vocational students

*1.3.6 How does the institution monitor and evaluate the quality of its enrichment programmes?*

The enrichment programmes are conducted by the Computer Science Department. The quality of the programme is monitored through the feedback collected from the students. By monitoring the results of the tests conducted after each module remedial measures are taken.

#### **1.4 Feedback System :**

The College tries to gather as much information as possible regarding the relevance and appropriateness of the content of the syllabus. Feedback is collected on all related matters. In the meetings of the College council the matter is discussed and decision is taken to inform authorities of the suggestions forwarded by respective departments from various sources like Alumni Meet, Casual remarks by visiting Alumnus, parents and employers who come for recruitment etc. One such remark was related to improving the communication skills of students.

*1.4.1 What are the contributions of the institution in the design and development of the curriculum prepared by the University?*

Teachers of all the five UG departments participated in the curriculum design and development programme of MG University. They participated and offered suggestions in

- a) Selection of Topics
- b) Deliberations on Designing the question paper
- c) Syllabus Review workshops etc.

*(Appendix No.7)*

*1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If 'yes', how is it communicated to the University and made use of internally for curriculum enrichment and introducing changes/new programmes?*

Response sheets to rate the adequacy of the curriculum were distributed, collected, evaluated and remarks discussed during department meetings. Each department has Alumni Meet, Casual visit of Alumnus to the department, peer discussions at valuation camps, syllabus revision and syllabus Review Meetings organized by the University etc. to collect and document responses on curriculum from the stakeholders and well-wishers. In Physics department student feedback is obtained in many ways:

1. Student Council meetings: Periodic Student council meetings at department and College level discuss various issues involving student interaction.
2. Feedback on student Projects from various institutions: Students are engaged in projects in various institutions. This process evaluates the students.
3. E-mail from parents, students and alumni: The departments receive regular inputs from the stake-holders through emails. These are analyzed for review and revision of management policy.
4. Others: Alumni, E-mail.

Special formats are used for alumni and parents to register their views during alumni and PTA meetings. Peer groups share opinions in the FGD (Focused Group Discussion) meetings. The department analyses feedback and prepares response chart for future use.

It is not always possible to get feedback from employers. Whenever possible the data/ remarks are recorded in the department and suggestions taken into consideration when there is an occasion for Syllabus revision.

Feedback from Campus recruitment teams are orally collected after their recruitment programme and conveyed by the Employment and Placement officer to the concerned departments.

Academic peers review the curriculum when groups share opinions in the FGD meetings at University level. Even at the discussion sessions of University Valuation Centres, discussions related to question paper often leads to the discussion of curriculum. The Kerala Mathematics Association (K. M.A.) has played a crucial role in assisting the Mathematics department to revise its syllabus whenever required. Teachers from the department have attended workshops organized by K. M.A. in this regard.

The departments' present consolidated feedback responses at the review meeting held at the end of the year. The meeting ratifies the responses and makes suggestions for modifying curricula. Finally, the departments represent these suggestions through the IQAC and through various capacities forward them to the Universities for appropriate modifications of curricula.

#### Follow up of Feedback analysis

By analyzing the feedback received from parents, academic peers, alumni and employers the following initiatives are taken by various departments:

- ❖ The commerce department suggested including statistics as one of their paper. It has already been approved by the Board of Studies and included in its syllabus.
- ❖ Students opting for B.A English now are better informed than former students in matters related to computer application. Some of the chapters which have become obsolete are forwarded for revision to the Board of Studies.
- ❖ A number of journals in English language have been added to the library and copies of certain books increased based on the feedback received from the students.
- ❖ As a follow up action of the feedback received from the students, the Electronics department improved lab facilities and added more books to the library and purchased lab equipment.

❖ Another important decision was to offer basic computer Awareness classes in computer accessing for students especially for women students who lacked computer literacy or skills.

*1.4.3 How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programmes?*

The College had applied for B.Sc. Chemistry from 2006 onwards. This year (2012-2013) the College has applied for two more Courses: M. A. English and M. Com. But the Government has not yet sanctioned any course.

The College has sent proposals to UGC for fifteen career oriented Add-on Courses under various arts, science and Commerce disciplines.

*Any other relevant information regarding curricular aspects which the College would like to include.*



## **CRITERION II: TEACHING-LEARNING AND EVALUATION**

### **2.1 Student Enrolment and Profile**

*2.1.1 How does the College ensure publicity and transparency in the admission process?*

**Publicity:** a) The institution updates its website about the latest changes and it is done regularly so that prospective students may get up to date information about the College and the courses it offers.

b) The College prints the prospectus annually and a copy is provided to each student at the time of admission. With the introduction of CBCSS, necessary information is provided in the university website too.

c) Admissions are done according to the notification given in the newspapers by the University.

d) Till 2009 application forms for all admissions were issued from the College office. From 2009 onwards application forms only for community quota, sports quota and Management quota (as per CBCSS norms from 2009 onwards) are issued from the College office at a nominal cost.

**Transparency:** The College strictly follows the rules laid down by both the University and the Government of Kerala to ensure transparency in the admission procedure. An admission Committee is constituted for the work each academic year. Duly filled in application forms are sorted, indexed on the basis of norms supplied by the University and the rank list published. The UG rank list and PG rank list are prepared by the admission committee of the College. The Admission Committee uses computers and specially designed software for carrying out the admission process.

*2.1.2 Explain in detail the criteria adopted and process of admission (Ex. (i) merit (ii) common admission test conducted by state agencies and national agencies (iii)*

*combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programmes of the Institution.*

The institution is an Arts and Science College offering general programmes aimed at developing in Students fundamental knowledge in different domains relating to Arts and Sciences. Admissions to various courses are based on merit in the qualifying examination.

As per Govt. and University norms the seats are to be filled as 40% Merit, 20% Community merit (including minority institution reservation), 20% SC/ST, and 20% Management.

A College level Admission Committee constituted by the College council monitors the admission process. The process of admission at UG level is fully computerized from 2009. Admission to UG courses is through Common Admission Process (CAP) of M. G. University. Students apply online. A list of students is forwarded by the University and admission is done on its basis. Admission to Management Quota, Sports Quota and other reservation is done by the College as per the norms given by the University.

*2.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the College and provide a comparison with other Colleges of the affiliating university within the city/district.*

Highest and Lowest percentage of marks at the qualifying examination considered for admission during 2010-11

**2010-11**

Programmes (UG and PG)	Open category		SC/ST category		Any other (Community)	
	Highest %	Lowest %	Highest %	Lowest %	Highest %	Lowest %
Mathematics	93.6	78.9	54.6	54.6	80.6	55
Physics	90.75	40.0	41.2	41.2	75.9	62.9
Commerce	89.75	84	70.1	63.3	84.75	81
English	85.25	71.83	55.5	55.5	78.8	71.25
Economics	81.75	70.25	62.5	53.6	70.42	66.5
PG Physics	84.6	78.75	77.3	45.6	71.1	70.12

Highest and Lowest percentage of marks at the qualifying examination considered for admission during the year 2010 – 2011 of a College in Ernakulam.

UG Programmes	Open category		SC/ST category		Any other (specify - Community)	
	Highest %	Lowest %	Highest %	Lowest %	Highest %	Lowest %
Mathematics	97.75	77	66.83	58	88.08	65
Physics	93.33	54	71.33	71	90.16	61.75
Commerce	95.25	92	77.16	66	93	89.9
English	92.66	75	81.91	59	88.41	73.1
Economics	96.5	61	90.33	57	76.33	59

*2.1.4 Is there a mechanism in the institution to review the admission process and student profiles annually? If 'yes' what is the outcome of such an effort and how has it contributed to the improvement of the process?*

Yes. The College conducted a review of the admission work done last year even though it has been done through CAP. It was decided to make the necessary preparations in advance including deputing an office staff for explaining the process of admission to the students/parents who needed any clarification. Some of the initiatives taken as a result of review are as follows:

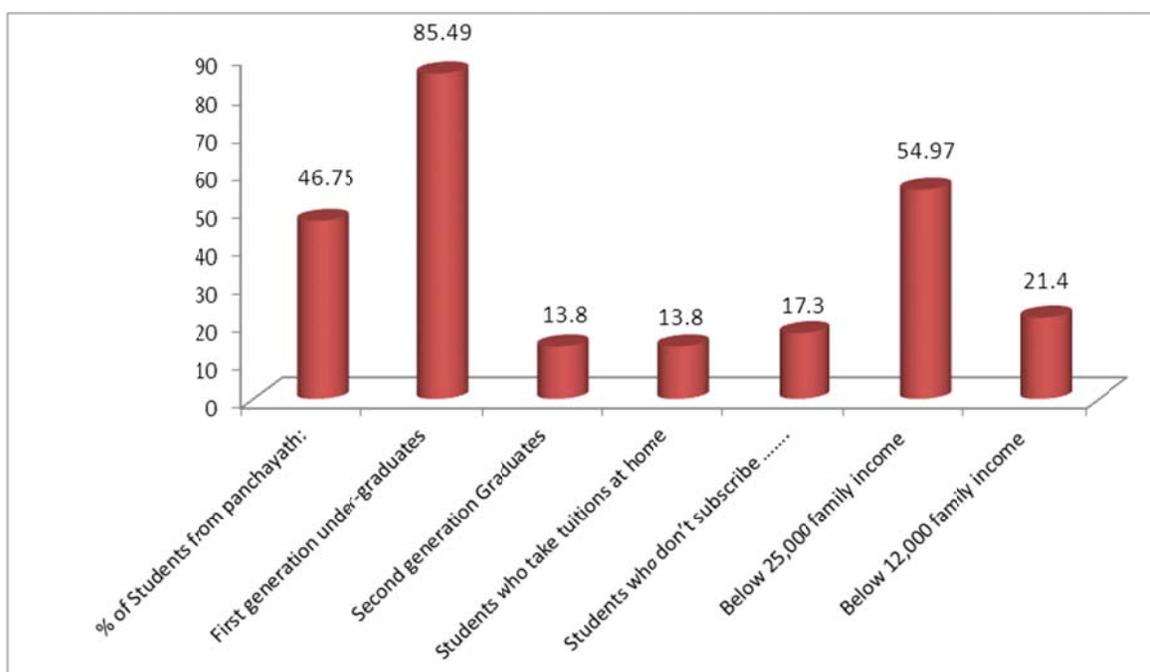
- ❖ Change the structure of the application form in accordance with the admission software designed by the College
- ❖ Modify the existing heads in the College application form and add a few more to increase the transparency of the expected input.
- ❖ Maintain a separate admission register for students admitted through CAP that could provide the necessary details that were not provided through the CAP.
- ❖ Provide customized guidance regarding requirements/aptitude for various course options of the University.

*2.1.5 Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/reflect the National commitment to diversity and inclusion.*

- ❖ SC/ST
- ❖ OBC
- ❖ Women
- ❖ Differently abled
- ❖ Economically weaker sections
- ❖ Minority community
- ❖ Any other

The College strictly adheres to the reservation policy laid down by the government to provide admission to students from disadvantaged sections of the society. Data taken from admission records and a Socio Economic Survey conducted under the guidance of the IQAC of the College gives a clear picture of the economic level of the students of 2011-2012 Batch.

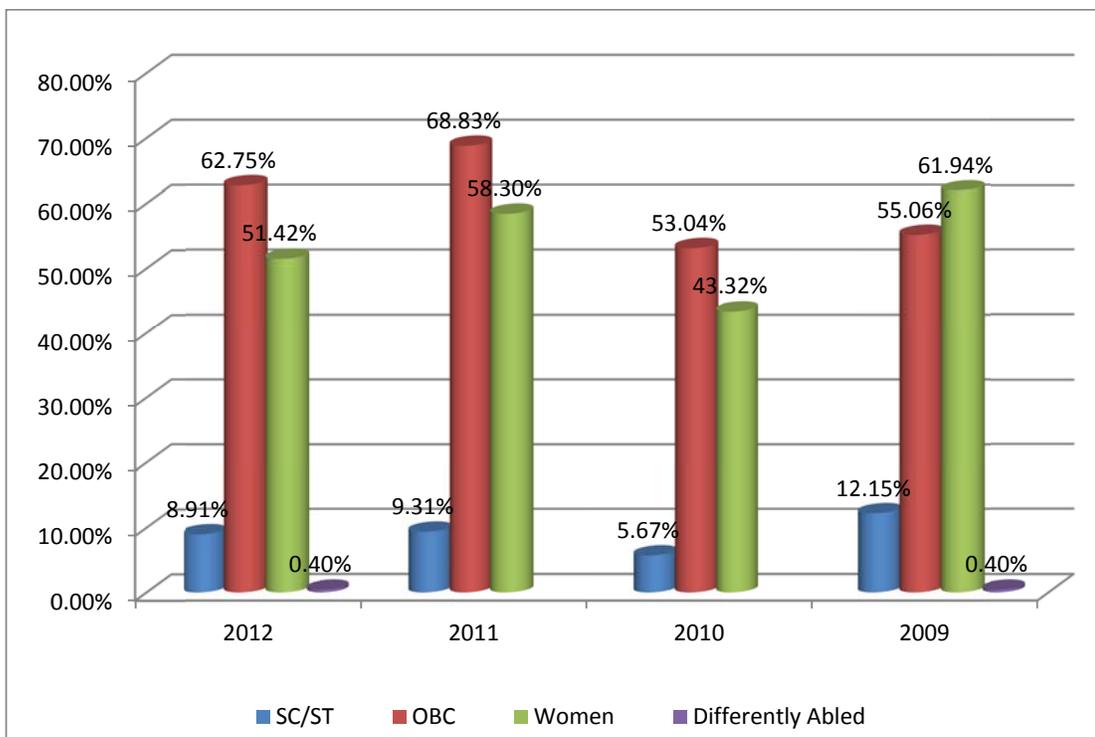
**A GRAPHIC REPRESENTATION OF LEVEL OF THE STUDENTS OF 2011-'12 BATCH:**  
*(NATIONAL POLICY OF RESERVATION FOR DISADVANTAGED SECTIONS AND COLLEGE'S VISION FOR UPLIFTING FULFILLED )*



Women : Women constitute more than 66 % (aided stream) of student strength

**ADMITTED STUDENTS FROM DISADVANTAGED SECTIONS**

<b>(College's Vision For Uplifting Fulfilled)</b>	<b>2012</b>	<b>2011</b>	<b>2010</b>	<b>2009</b>
SC/ST	8.91%	9.31%	5.67%	12.15%
OBC	62.75%	68.83%	53.04%	55.06%
Women	51.42%	58.30%	43.32%	61.94%
Differently Abled	0.40%	0%	0%	0.40%



Large number of female students seeks admission in our College every year. The data on student admission prove this. It is the women friendly atmosphere that prevails in the College that attracts so many women students. Security and empowerment is experienced by the students.

**Economically weaker section:** Most of our students are from economically weaker backward Latin Catholic Community which is also a Minority Community in Kerala. There are also several students belonging to fishermen community, semi-skilled labourers, Scheduled Caste and Scheduled Tribe. 71% of the aided stream student community belongs to disadvantaged section of society. Majority of the students are either first generation or second generation graduates. Their parents are mostly fishermen or masons, or manual labourers.

**Differently-abled** students are always accommodated whenever there are applicants.

*2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends. i.e. reasons for increase / decrease and actions initiated for improvement.*

Programmes	Number of applications				Number of students admitted				Demand Ratio			
	2011	2010	2009	2008	2011	2010	2009	2008	2011	2010	2009	2008
UG												
Physics	248	230	530	487	35	28	32	36	1:7	1:8	1:17	1:14
Maths	317	459	435	368	22	19	19	19	1:14	1:24	1:23	1:19
Electronics	62	48	41	40	47	25	27	32	1:1.3	1:2	1:1.5	1:1.3
Commerce	512	600	899	812	49	30	39	39	1:11	1:20	1:23	1:21
English	430	865	737	692	39	30	39	21	1:11	1:29	1:19	1:33
Economics	426	854	774	617	53	40	40	50	1:8	1:21	1:20	1:13
PG												
Biotech.	20	20	20	20	8	9	10	13	1:3	1:2	1:2	1:1.5
Physics	42	39	38	32	13	10	11	8	1:3	1:4	1:3.5	1:4

*Note: Demand ratio is calculated on the basis of First and Second choice applicants' count. And 2009 onwards admission is through Common Admission Process (CAP). So the list provided is on the basis of Management and Community admission only.*

## 2.2 Catering to Diverse Needs of Students

2.2.1 *How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?*

Whenever a differently abled student gets admission in the College all possible assistance and attention is given to him/her. Special consideration is given to them in the office, library and the class rooms. Fellow students are also encouraged to help them.

*Table Showing Details of Differently Abled Students Admitted*

Name	Subject	Admission Number	Date of entry
Nafila K.A	B.A Economics	10665	19-07-2008
Syam Raj N.S	B.Com	9700	24-06-2004
Venkatesh.R.Pai	B.A Economics	11610	24-07-2012
Sreejith S.	B.Com	10873	26-06-2009

Personal attention, inside and outside the campus, helps to cater to the needs of differently abled students. Key functions are arranged on the ground floor. Office, library, canteen functions on the ground floor.

*2.2.2 Does the institution assess the students' needs in terms of knowledge and skills before the commencement of the programme? If 'yes', give details on the process.*

No. However, immediately after the commencement of classes, the department conducts tests, assignments, tutorial, practical, and preliminary examinations. The departments have their own policy for identifying the students who need bridge courses. While handling classes teachers observe the response and subsequent activity like written answers to identify those who need assistance. At the beginning of first year classes they observe the response of the involvement of the beginners and screen out those who need assistance. The sound student-teacher relationship motivates the students to make requests when any kind of extra explanation is required.

*2.2.3 What are the strategies drawn and deployed by the institution to bridge the knowledge gap of the enrolled students to enable them to cope with the programme of their choice? (Bridge/Remedial/Add-on/Enrichment Courses, etc..)*

The following are some of the methods successfully done by the departments to bridge the knowledge gap between the enrolled students to enable them to cope with the programme of their choice.

- a) The extra assistance may come from the concerned teacher him (her) self or
- b) Arrange peer teaching if the students are hesitant to come forward.
- c) Introduce them to Remedial Classes

**a) Assistance** by the concerned teacher him/ herself. Once a slow learner is identified, the concerned teacher tries to give personal attention. Assistance may be given after regular class hours till the student reaches up to the level of the class. Extra reading lists, frequent inspection of his/her performance record, help to bridge the gap and enable them to cope with the programme of their choice.

**b) Peer Teaching:** This is the most effective tool since students feel more comfortable with their friends at this stage. Surprisingly they themselves spot out the fast learners

from their responses in the class. But they may be technically weaker. Students who have sharp communicational skills may promptly respond in the class but may be weaker in theory. Hence peer teaching too requires the supervision of the teacher who can allot a fast learner for the slow ones.

**c) Remedial classes:** Teachers identify the slow learners and encourage them to attend remedial classes. Remedial classes are conducted after regular class hours or whenever the students are free. 656 students attended remedial coaching during 2010-2012. (Refer Table on Page 32)

*2.2.4 How does the College sensitize its staff and students on issues such as gender, inclusion, environment etc.?*

The institution sensitizes students and staff on issues related to gender, inclusion, and environment through extracurricular forums like Women's Cell, Bio forum, NCC and NSS and curricular activities like motivated discussion and seminars on related topics in the syllabus.

Women's Cell takes up gender related issues through its extracurricular activities. Lectures, seminars, invited talks by advocates and police officials, Women's Club Inauguration are some occasions when gender issues are discussed. Curriculum provides ample opportunities to sensitize students on Gender Issues. The topics in the syllabus for Common courses, Malayalam and Hindi as second languages meant for all UG students have modules that deal with gender issues. Students are expected to go through these chapters and class rooms become a powerful location for moulding responsible citizens.

Sensitizing the students on environmental issues is done through curricular and extracurricular activities. The topics in the Common Course text that is taught to all UG students have many chapters related to such topics. For example "Deep Ecology" by Fritjof Capra, "Ecology" by A. K Ramunujan are just a few of them. Using these texts as background the teachers draw the students into discussions and instill an interest in

environmental crises and related issues. In extracurricular activities like visit to reserve forests students are given classes, seminars and lectures in the location by efficient forest officials about the need to preserve the flora and fauna .

The NCC and NSS also serve as an inspiration for the students to ignore caste and race differences and work together for the good of society. The annual ten day camps always turn out into an ideal milieu for promoting inclusion. Curriculum of MG University has included topics related to Human Rights thus creating an opportunity for interaction on such sensitive issues in the class room.

*2.2.5 How does the institution identify and respond to special educational/learning needs of advanced learners?*

Teachers identify the advanced learners at the beginning of the year by assessing them from their prompt responses, well developed answers and thought provoking queries. Advanced learners are given more challenging topics for assignments and seminars and are given leadership roles in group activities.

Teachers select topics for viva depending on the learning needs of the students. While preparing questions for viva teachers make sure that there are challenging questions and simple questions. Once the advanced learners are identified, teachers reserve the challenging questions for the advanced learner and improve the confidence of the slow learner by posing simpler question to them.

Suggestions like including topics from journals for viva is a practice recently introduced by the English department. It becomes a challenging experience for the advanced learners while slow learners are given simpler topics identified earlier by the teacher.

*2.2.6 How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc.)?*

Data on slow –learners and weak students etc., are used to identify students with the risk of dropping out. They are included in the peer and remedial teaching. Mentors/tutors pay special attention and sometimes discuss the issue with them and their parents. The 10 drop outs of 2011-2012 is 9%, out of which 5% discontinued during the first few months of admission to take up engineering courses. Being physically challenged, or belonging to a backward community has never been the cause for dropping out of College Education.

## **2.3 Teaching-Learning Process**

*2.3.1 How does the College plan and organise the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blue print, etc.)*

There is an academic calendar planned according to the norms of the University. At the beginning of each semester teachers identify the portions to be completed and departments maintain a record of the same. Heads of the departments supervise the completion of portions and take timely decisions. The University has provided a blue print for evaluation with the details of grades and grade points which is printed in the handbook given to students at the beginning of the academic year.

According to the University curriculum particular hours are allotted for each paper and chapter. On the guide lines teaching plans are made before each semester, and College authorities supervise and monitor the process. Preparation for teaching is done a day ahead of the class with suitable references and notes.

In the Physics Department, the teaching plan is prepared at the department level. In other departments like Mathematics, English, Commerce and Electronics the unit wise syllabus is discussed with the faculty of the department and the course work is distributed. The UG Syllabus is a blue print for regular teaching and evaluation exercise. It provides the departments with objectives to be attained, like the required teaching hours for a module. The University instructions direct the evaluation to be done within a stipulated time. The faculty follows this plan, which contains the details regarding instructional objectives to be achieved, details of content to be covered, the kinds of audio/visual aids to

be used and the logistics inside the class room. The department teaching plan also contains a “to-do” list of unit tests, assignments, student projects, industrial visits, student seminars, fieldtrips and other activities. The faculty of Physics department maintain work diaries that are updated daily. The head of the department reviews work diaries regularly. Planning and preparations are also done for laboratory work. Charts, protocols and procedures for all the experiments are prepared and made available for students.

The Management monitors the completion of the syllabus by maintaining a record of the work done by the teachers in a format designed for it. At the end of every semester teachers have to list out the work allotted to them, work done, and steps to remedy any anomalies if identified.

### *2.3.2 How does IQAC contribute to improve the teaching –learning process?*

IQAC is catalytic to the improvement of teaching learning process. It holds meeting before the beginning of the academic year to plan the activities for the academic year. At the end of the year another meeting analyses the outcome of the plans and reviews the work done.

Some of the important decisions/ suggestions that came up during such meetings:

1. To initiate more teachers to use modern teaching methods like ICT.
2. To provide the necessary assistance for wider application of ICT enabled teaching learning methods.
3. To motivate all teachers to take up Research activities.
4. To conduct a quality improvement seminar with NAAC assistance.
5. To discuss the arrangements of the NAAC sponsored programme.
6. To assess the remarks of the peer team during previous assessment.
7. Discuss useful topics and dates for seminars.
8. Encourage teachers to get involved in Faculty development programmes.

#### **Some of the plans implemented:**

- a) Students have come forward to make use of ICT in Seminars. Power point presentations and the use of LCD projector have been provided in more than one location. Permanent arrangement is made in the Smart Class room and Commerce Lab.

- b) One teacher has been awarded Ph. D. and Four teachers have registered for Research work
- c) A NAAC sponsored IQAC seminar on Quality Enhancement has been conducted.
- d) All departments conducted Seminars inviting participants from other Colleges.

*2.3.3 How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?*

Even before the University introduced seminars and group discussions as part of its UG curriculum, our teachers have been using such systems to make teaching-learning more interactive and involving. Seminars followed by discussions turn out to be a very fruitful interactive learning practice that demands the active involvement of the class thus making it more student centric.

The conventional form of teaching and learning goes parallel to the revised techniques like use of information from the internet, e-resources etc. This gives the students chances for individual, independent learning. The revised question pattern developed by MG University provides a lot of scope for interactive learning, collaborative learning and individual learning.

**Interactive Learning skills in Class rooms:** Present day class room does not limit itself to chalk and talk method. There are possibilities to interact and respond in the evaluation techniques designed by the University. Written work account only for 80% of the marks. The remaining 20% depends on the interactive learning that takes place in Colleges. Discussions and seminars followed by interactive session, Viva are all tools utilized by the teachers to develop interactive skills of the students.

**Collaborative learning:** Topics given for seminars involve collaborative learning. Students sit together and discuss various aspects of a given area before putting it down on paper. Teachers also involve in collaborative learning, within the frame work of the topic. Digressions are detected and controlled by the teacher. Questions asked after the presentation becomes another exercise of collaborative and interactive learning. Group

work like allotting a common topic for a small group of students, revision exercises at the end of semesters especially before the exams are a few more examples of collaborative learning in this college.

Independent learning of students is an inevitable part of our educational practice. The system of end semester exams and mid semester exams encourage independent learning. These exams become a means of testing the independent learning skills of the student.

The College has established a smart class room to support interactive learning.

*2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?*

The University has prescribed a text for Common course (which is taught to all UG students) titled Critical Thinking, Academic Writing and Presentation Skills. While teaching the text students get ample exercise on nurturing critical thinking. Besides, the College encourages critical thinking, creativity and scientific temper among students to transform them to life-long learners and innovators by conducting seminars and discussions. Teachers encourage students to express their views and ideas related to the topic in discussions. Students are encouraged to take up challenging projects. Creativity is encouraged through publications in the College magazines and department magazines, conduct of cultural and literary competitions and awarding certificates for the winners. The English Department, Physics Department and recently the Mathematics Department have started producing some kind of creative work like magazines, newsletter etc.

Project report writing helps to develop scientific temper. Enquiry, observation, analysis are just a few qualities of student projects that lead to the nurturing of scientific temper in students. Visit to industrial centres, involving students in decision making discussions that promote out-of -box -thinking, throwing challenging issues for discussions etc. too serve the purpose of developing scientific temper that could transform the students into life-long learners.

*2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching? Eg: Virtual laboratories, e-learning - resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc.*

Teachers go beyond the traditional source of knowledge in books. Accessing the internet has become a routine for the teaching faculty. Besides the e-learning resources like N-List of Infflibnet, C. Ds available in library(180) are utilized by the teachers and students for information. Dictionary, pronunciation of words are some of the open resources frequently accessed online by the faculty. Smart classroom and other ICT resources are frequently used by teachers.

The facilities available in the College are the networked computers in every department, availability of internet, N-List, Network resource centre, 180 CD's in the general library and in Departments etc.

*2.3.6 How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?*

Students are encouraged to attend seminars/workshops arranged by the College and by other Colleges. Teachers attend seminars/workshops whenever possible. The IQAC of the College is alert to such requirements and HODs enlighten the teachers and students about probable issues and occasions for the arrangement of workshops/ seminars. (Appendix No.8)

*2.3.7 Detail (process and the number of students /benefitted) on the academic, personal and psycho-social support and guidance services (professional counseling/mentoring/academic advice) provided to students?*

The senior teachers of the departments, especially the tutors make use of every opportunity to guide the students about social, professional and academic matters. Professional Guidance is specially taken up by the Career Guidance wing and the Entry

Level Service Coaching Centre functioning with the assistance from UGC. Refer table with 1.2.5 having title 'Entry Level Service Coaching SC/ST/Minority

In 2011 students from our college participated in 'DISHA' a counseling programme at M. A. College, Kothamangalam. Students were given a general counselling by Rev Fr. Varghese Cheruthuruthil on 27-3-2012.

**Placement services provided to students (2011-2012 data)**

Eureka-Forbes Placement drive in the College - Students selected:

- |                       |                 |
|-----------------------|-----------------|
| 1. Srijith K. S.      | 4. Jean Jose    |
| 2. Raphael Akhil Jose | 5. Renoy Joseph |
| 3. Vishnu C. D.       | 6. Arun M       |

**Mathematics Department Placement Record:**

- Thasneem T. K. (2004-2007) - Asst. Professor, Government College
- Gopika G. (2008-2011) – Probationary Officer, Grameen Bank
- Libson T. X. (2009-12) – Navik, Indian Coast Guard
- Soares Mathew (2009-12) - Airman , Indian Airforce

**Electronics Department:**

- M. P. Jayakrishnan - WIPRO Infotech and I- Gate Patni( dual placement )
- Vishal P. U. - WIPRO Infotech, I- Gate Patni and WIPRO Wase ( triple placement )
- Arjun N Namboothiri –WIPRO Infotech I- Gate Patni( dual placement )
- Krishna Kumar S. - WIPRO Infotech

**Counseling for personal problems:**

The institution has a professionally trained counselor Mrs. M F Dayisie of the Chemistry Department. Any reported cases of personal problems are handled by the counselor in a confidential manner. H.O.Ds, mentors and tutors discretely handover information to the counselor.

*2.3.8 Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?*

Teaching under the CBCSS scheme introduced by the University is a combination of lectures and interactive, project-based, computer assisted, and seminar supplemented methods. Oral test is a tool for internally assessing a student thus making learning/teaching an interactive process. Project –based learning takes place with report writing being made a compulsory paper at UG level. The University has introduced Seminars as another compulsory component of teaching and learning. Both interaction and seminars cater to developing the communicative skill of the students thus making them globally competent.

The faculty uses “chalk and talk” as the primary method of teaching. Practical/laboratory work is also an integral part of the course. Certain departments make use of physical models to demonstrate and explain various principles. The use of charts and models make the process of teaching – learning more interesting and interactive. Academic project work is compulsory. With the help and guidance from the faculty, students carry out live projects and prepare project reports that are evaluated towards the end of the semester.

Advanced learners are encouraged to take-up small research projects in Universities involving experimental work and are exposed to advanced research techniques. Students are encouraged to publish findings from these research activities as in the Physics Department. In addition to the usual methods of computation, graph plotting and experimentation, students are exposed to computer assisted programming, plotting and computer simulation of physics and electronics experiments. Apart from these methods, students are also encouraged for group controlled learning experiences through discussion sessions, buzz sessions, tutorial sessions, debates, seminars and symposiums by students and panel discussions. Seminars, projects, undergraduate research, projects and consultancy, field visits, educational excursions are organized to give onsite explanation and training. OHP presentations, use of computer, LCD, and other audiovisual methods are used to enhance the quality of lectures.

In humanities, especially in English, lecture method, interactive method, project based learning, computer assisted learning, and seminars are regularly used by the teachers. Interactive method is an inevitable part of Communication Skills taken up by all UG students and especially in “English in Informal Situation”, a Vocational Paper for B.A English students. Computer assisted learning is commonly used by teachers and students in their preparation of assignments and in teaching of Computer Application for Tutor in English another vocational paper for B.A English students. Project based learning is a compulsory component of all UG courses since 2009. The B. Com and B.A English students have had project based learning and experiential learning right from the beginning of the degree course.

Recently the College has provided a smart classroom. A trained faculty from a sister concern of the College gave training to teachers of all departments in handling smart board. The departments avail this opportunity whenever there is free time. Students are also provided orientation in smart classroom technique.

The IQAC of the College encourages the use of innovative methods as suggested in the NAAC sponsored seminar. The impact is felt when the students of some departments like Mathematics and Electronics come prepared with computer assisted presentations for the internal and university examinations.

#### *2.3.9 How are library resources used to augment the teaching-learning process?*

The use of Library is a teaching resource that is exploited by the students and teachers alike. Keeping this within view the College has kept a large portion of its UGC funding (Rs.615045.75 during the XI Plan Period) for adding more books to the library.

The College has plans to expand the present library.

#### ***Steps taken:***

- ❖ On an average there are 115 students visiting Library daily and 10 staff members
- ❖ Librarian introduces the library to the students during the orientation programmes.
- ❖ Teachers select suitable title of books to be purchased

- ❖ Teachers visit book exhibitions, publisher's outlets and choose the latest books/editions.
- ❖ Students are provided the freedom to visit the library from 8.30am to 3.30pm
- ❖ Timetable for taking books from the library is fixed at the beginning of the year
- ❖ Online digital resources are utilized

***Future Plans:***

- ❖ Computer based E-books library for the students.
- ❖ Interconnectivity with the nearest college and private libraries through internet.
- ❖ Bar coding for the books
- ❖ Increasing storage capacity of books
- ❖ Digitalization of Resources

*2.3.10 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If 'yes', elaborate on the challenges encountered and the institutional approaches to overcome these.*

The recently revised syllabus of CBCSS is time consuming. Meticulous planning and review is essential for dealing with it. The revised pattern of continuous evaluation is also time consuming. The completion of the syllabus is a challenge under the present (CBCSS) system. Some of the Challenges faced:

1. Making the absentees do the test papers they were absent for.
2. Bringing the sports quota students submit assignment/present seminars/do the test papers in time since they might have lost teaching hours or may be absent on the particular day/hour
3. Finding the time to conduct Viva especially when there are more than 50 students in the class.
4. Finding the right institution for Project work.

**Institutional approach to overcome these hurdles:**

1. Teachers have the tentative dates before which the grade sheets should be ready for submission. Besides, the internal assessment coordinator through the Principal circulates a notice reminding the departments of the dates within which the consolidated and individual grade sheets should be ready. Hence the absentees are notified and given another date and time and venue to do the test papers.

2. Through the intervention of the physical education department sports persons are warned of their omissions/ incomplete internal evaluation records and fresh dates and venue is given to them
3. The conduct of viva voce is arranged during free time after class hours.
4. Extra classes are taken to complete the portions on Saturdays and sometimes after regular working hours.
5. The departments contact the teachers of other Colleges and find out ideal locations/institutions for the student projects.

#### *2.3.11 How does the institute monitor and evaluate the quality of teaching learning?*

The Management is fully committed to enhance the effectiveness of teaching learning of the College. Its leadership role in the matter is demonstrated by its effort to motivate the teachers to bring out the best teaching learning experience. At the beginning of the year a request for the work load and its completion schedule is made by the Manager through the Principal. Towards the end of the semester a memo of work done is to be forwarded to the Manager through the Principal. This provides the management with ample proof to monitor the teaching learning activity of the College and make necessary remarks. Often academic matters are taken care of by the Principal. The Manager tries to evaluate the suggestion collected from various sources so as to enhance the process. When crucial policy matters are discussed the Manager ensures his presence in order to make discussions as practical as possible.

Active participation and monitoring of IQAC and NAAC reaccreditation activities by the Management helps the institution to monitor and evaluate the quality of teaching learning.

## **2.4 Teacher Quality**

*2.4.1 Provide the following details and elaborate on the strategies adopted by the College in planning and management (recruitment and retention)of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum*

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.							
Ph.D.				2		1	3
M.Phil.				1	5	1	9
PG			3	4		4	11
Temporary teachers							
Ph.D.							
M.Phil.							
M. Tech.					1		
PG					21		
Part-time teachers							
Ph.D.							
M.Phil.							
PG							

\*\*Dr. Raveendranath of Physics Department was posthumously awarded Doctorate by The Cochin University of Science and Technology

- a) The Principal is aware of the changes taking place in curriculum and the need to update the content and method of teaching.
- b) The appointment of Mr. Raju George Michael as the permanent faculty in Computer Science can be cited as an example of the Management's interest in retention of dedicated teachers. The appointment of Mr. Raju George Michael had to be delayed for a long period due to appointment norms existing in the state and was remedied at the earliest date possible.
- c) Retention of guest faculty of the College who prefer to remain in the College in spite of the minimum remuneration possible within the limits of the management.
- d) Management gives priority to our former students both UG and PG who show willingness to work and are appointed subject to University norms.
- e) Professional skill and experience of retired teachers are utilized in administration as well as teaching.

- f) Teachers are encouraged to attend maximum number of refresher courses and seminars conducted for quality improvement.
- g) The institution is fully aware of the need for recruiting and retaining qualified and competent teachers for facing the challenges of the curriculum.

*2.4.2 How does the institution cope with the growing demand/ scarcity of qualified senior faculty to teach new programmes/ modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.*

The College offers M. Sc Bio-technology course and B. Sc Electronics under the Self-Financing stream. The management has appointed ad hoc staff to handle the new generation courses. Nine teachers were appointed for such courses during the last three years. The teachers of the new generation courses of Electronics and Biotechnology are competent enough to handle the syllabus. (Appendix No.9)

*2.4.3 Providing details on staff development programmes during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.*

The IQAC of the institution organized a Seminar on Quality Enhancement sponsored by NAAC and Management.

**a) Nomination to staff development programmes**

<b>Academic Staff Development Programmes</b>	<b>Number of faculty nominated</b>
Refresher courses	1. Statistics
HRD programmes	--
Orientation programmes	1. Mathematics (1) 2. Physical Education(1) 3. NSS(1)
Staff training conducted by the university	--
Staff training conducted by other institutions	1 NCC
Summer / winter schools, workshops, etc.	6 Syllabus Revision & 2 Syllabus Review

**b) Faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning**

- ❖ Teaching learning methods/approaches: The recently started smart class room is a facility being utilized by the teachers. A technical updating orientation was arranged by the institution for the teachers. Students are also exposed to smart class room teaching.
- ❖ Handling new curriculum: Physics Department organized a workshop on grading system introduced by the University with financial assistance from Kerala Higher Education Council.
- ❖ Content/knowledge management
  - An expert has been invited to train staff in the use of smart Board
  - Management appointed staff offers extra training and assistance in the use of Smart Board
  - Teachers are given training in the use of Smart Board
  - A Smart Class Room is set apart for teachers and students.
- ❖ Selection, development and use of enrichment materials
  1. The Principal insists on providing all kinds of assistance for making use of enrichment materials.
  2. Technical assistance for handling computer assisted Power Point Presentations, OHP, LCD Projector is provided.
  3. Departments make use of CDs in their related subject
  4. Models are used for enriching learning experience
  5. Computer Lab and Commerce Lab are utilized for giving an enriching visual experience to teaching
  6. Recently the media room has been improved to accommodate the Smart Board that makes teaching and learning more interactive
- ❖ Assessment: For Internal Assessment Score Sheet, computation orientation experts from various departments like Statistics, Mathematics, Computer Science offered informal training to the less proficient teachers.

- ❖ Cross cutting issues: NSS and NCC, Women's Club and Nature Club involve the students and teachers in deliberations related to cross cutting issues.
- ❖ Audio Visual Aids/multimedia: Teachers make use of CDs and other audio visual aids. The teacher in charge of Computer Science and a last grade staff assist teachers in arranging such classes.
- ❖ OER's: Teachers make use of Open Educational Resources that they are able to access as and when the need arises.
- ❖ Teaching -learning material development, selection and use  
Teachers are encouraged to participate in workshops arranged by the University, especially to make them competent enough to handle the use of computer in terms of evaluation.

**c) Percentage of faculty**

- \* **invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies**

Two teachers one from Physics department and one from English department have served as resource persons in seminars

- \* **participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies**

Faculty members participated in 28 external seminars/ workshops etc.

- \* **presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies**

Nine papers were presented by faculty members from departments

*2.4.4 What policies/systems are in place to recharge teachers? (eg: providing research grants, study leave, support for research and academic publications teaching experience in other national institutions and specialized programmes industrial engagement etc.)*

Management offers financial assistance whenever a regional or National seminar/workshop is planned by any department and whenever there is a delay in receiving

fund from an external agency. A NAAC sponsored IQAC seminar was conducted in the College in February 2011 with the support of NAAC and the Management.

Teachers are encouraged to get involved in faculty improvement activities and necessary alternate arrangements by the Principal are approved by the Management. Management grants study leave for faculty Improvement programmes. One teacher in Economics Department has availed leave under FIP for research work. Teachers are encouraged to organize state/national/international seminars and exhibitions.

The workload of the guest faculty of Computer Science Department (working for a long period of 8 years) had been adjusted so that he could handle classes in prestigious institutions like Press Academy to fully utilize his expertise.

Management encourages everybody to participate in seminars or training programmes.

- Teachers of the departments also attended various refresher/orientation programme. They also acted as resource persons in various seminars/workshops/refresher courses. Experts from other academic institutions were invited to share their experience and expertise with the teachers and students. (Appendix No. 8 &10)

*2.4.5 Give the number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/achievement of the faculty.*

Nil

*2.4.6 Has the institution introduced evaluation of teachers by the students and external Peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?*

Yes. The college has been conducting evaluation of teachers by students using prescribed format.

The remarks in students' evaluation of teachers are consolidated and analyzed by the Principal and the information is communicated to the teachers for further improvement.

The feedback mechanism is designed to include various aspects such as knowledge base of the teacher, communication skills, sincerity and commitment, interest generated, and the ability of the teacher to design tests, assignments, examinations and projects to evaluate students' understanding of the course. Both self-appraisal and student-appraisal of teachers are used to evaluate the performance of teachers. The feedback by the students is analyzed by the IQAC and on the basis of inference the head of the institution offers suitable advice to the faculty. From 2012 the consolidated feedback record is e-mailed to the concerned teacher. Teachers improve their teaching skill on the basis of the remarks. (Appendix No.11 )

## **2.5 Evaluation Process and Reforms**

*2.5.1 How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?*

Students are given an orientation programme at the beginning of the course. They are informed about the grading and evaluation system introduced by the University. Besides all required information is printed in their handbook. Students are expected to go through them and approach the tutors or other concerned teachers for further clarification.

*2.5.2 What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?*

University is the sole authority for the implementation of reforms in examination and evaluation. Setting of question papers, valuation of answer books and publication of results are controlled by the University. Individual Colleges do not have a direct control in this regard. However, faculty members who are part of the academic bodies of the University actively campaign for reforms in evaluation.

A major evaluation reform was initiated by the MG University in the academic year 2009-2010. Choice based credit and semester system was introduced for all under graduate courses. Grading replaced the marks system that previously existed. This has been implemented in the College.

*2.5.3 How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?*

The evaluation reforms related to the grading system are effectively implemented in the institution through the general coordinator and the tutors of each class. Internal assessment with weightage 1 and external exam with weightage 2 helps to evaluate the students during the course and at the end of the course. The principal through the general coordinator ascertains the systematic functioning of the evaluation method. Marks are published on the notice board and grievance if any, pointed out by the students is rectified by the tutors.

The Principal monitors the smooth conduct of the evaluation process through the internal assessment coordinator, the class teachers and the clerk in charge. A meticulous verifying system has been established to maintain a foolproof system for online entering of marks. Verification of the entry of marks is done at three levels: 1) By the class teacher, 2) By the clerical staff and 3) By the coordinator himself. The marks are submitted only after these three verifications have been done.

*2.5.4 Provide details on the formative and summative evaluation approaches adopted to measure student achievement. Cite a few examples which have positively impacted the system.*

Evaluation approaches are in conformity with the evaluation reforms introduced by the University. The College effectively monitors and communicates the progress and performance of the students to them as well as to their parents. On the basis of the marks achieved personal counseling and remedial coaching is given for the required students.

Formative evaluation is taken up by the College on the basis of the overall performance of the student. Mentoring and Tutoring, substantiates the observational data regarding students and class teachers under supervision of HODs guide the low profiled students and channels them accordingly.

One important decision taken at department level based on formative evaluation is adopting a student friendly approach to bring students closer to the Library. Teachers of the English department selected topics for Viva from articles in the journals. Students were given the necessary details regarding titles and asked to prepare for it. The result could immediately be felt since the number of visits from the department showed an increase. Faculty of Commerce department motivates students to write assignments after referring the topics from library books selected by the teachers. Details are recorded in Department register.

University has prescribed Periodic internal evaluation and additional test papers as per the requirement within each semester. The College has introduced a systematic evaluation data management procedure aiming at developing a foolproof record of student internal records. Some of it is listed below:

- ❖ Appointing a faculty who is responsible for all liaison work
- ❖ Meticulous monitoring at three levels: Coordinator, clerk –in-charge, Tutors
- ❖ Circulating through Principal all important notices regarding conduct and recording and compilation of internal marks.

*2.5.5 Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/programme? Provide an analysis of the students results/achievements (Programme/course wise for last four years) and explain the differences if any and patterns of achievement across the programmes/courses offered.*

The College effectively monitors and communicates the progress and performance of the students to them as well as their parents.

Teachers maintain a record of the marks and remarks if any about the students. Each tutor communicates the remarks and directs the parent(s) to meet the concerned teacher if necessary.

The institution has the tradition of maintaining a strong and effective bonding with the parents/guardians of the students. It is one of the best practices of the College. From the time of admission the Principal has a ready reckoner in the office that provides any detail regarding the address and phone numbers of the student. This becomes handy especially when there is an emergency and in the routine open window programme. The parents and students are invited to the College to attend the open window programme and meet the teachers and review the performance of their ward.

The College handbook given to the student at the beginning of the year contains the telephone numbers of the faculty members. Parents and students regularly make use of it to contact the teachers.

From 2009-to 2011 the pass percentage of English department and Mathematics department show a slight fall, whereas the other departments have fared well. The 2012 results show that the two departments have improved to attain 100 pass.

Result analysis is done at the staff meetings that immediately follow the publication of University exams results. Principal congratulates the departments that bring out good results and ranks. The teachers of departments analyze results and suggest plans to improve student performance.

<b>Year</b>	<b>B.Sc. Maths</b>	<b>B.Sc. Phy</b>	<b>B.Com.</b>	<b>B.A. Eco.</b>	<b>B.A. Eng.</b>	<b>M.Sc. Phy.</b>
2009	96.4	70.4	70	63.6	96.7	43
2010	95.2	76.9	91.9	89.4	82.6	50
2011	91.3	80	84.21	93.75	81.81	85.71
2012	92%	79%	100%	62%	100%	<i>Not Published</i>

*2.5.6 Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightages assigned for the overall development of students (weightage for behavioral aspects, independent learning, communication skills etc.*

There is complete transparency in evaluations since strict norms are provided by the University. Valued answer scripts are returned to the students so that they are convinced

of the marks scored. The internal assessment marks are posted on the notice board and students can bring to notice any discrepancy and get justice from the teacher. In case of any unsettled dispute the student can appeal to the cell constituted for rectifying such anomaly. While awarding marks for the internal evaluation, student behavior, independent learning, communication skills as experienced by the teacher through the assignments, viva seminar and the class room interactions are taken into consideration.

*2.5.7 Does the institution and individual teachers use assessment/evaluation as an indicator for evaluating student performance, achievement of learning objectives and planning? If 'yes' provide details on the process and cite a few examples.*

Yes. Both the institution as well as individual teachers use assessment /evaluation as an indicator of evaluating student performance, achievement of learning objectives and planning. The marks scored by the students in examination helps in evaluating the student performance. For example the common course in English taught to all UG students has a text titled Critical Thinking, Academic Writing and Presentation Skills. The evaluation and assessment of student performance in the paper is a dependable indicator of the achievement of teaching objectives, namely that of equipping them to critically approach a given situation. We meticulously follow the internal assessment system introduced by the University when CBCSS was implemented in 2009.

In every semester there is a pattern for evaluating the students:

COMPONENTS	WEIGHTAGE
Attendance	1
Assignments	1
Seminar/Viva	1
Test Papers (Best Two)	2
TOTAL	5

*2.5.8 What are the mechanisms for redressal of grievances with reference to evaluation both at the College and University level?*

There is a grievance redressal committee to look into any complaints regarding internal assessment at the College. The redressal committee is constituted by the

Principal in which Heads of all Departments are members. At a higher level there is a Grievance Redressal Cell under the University. Students are free to submit their complaints, if any, to the Grievances Redressal Cell in the institution. All the complaints raised to date by the students, mainly omissions or clerical errors, were rectified as soon as possible. If their complaints are not dealt with satisfactorily, they can appeal to the University level committee.

## **2.6. Student performance and Learning Outcomes**

*2.6.1 Does the College have clearly stated learning outcomes? If 'yes' give details on how the students and staff are made aware of these?*

Students are given an orientation programme at the beginning of the year regarding the expected learning outcome. They are informed about the grading and evaluation system introduced by the university. Besides all required information is printed in their handbook. Students are expected to go through them and approach the tutors or other concerned teachers for further clarification.

*2.6.2 How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?*

The teaching learning strategies of the institution are structured to facilitate the intended successful learning outcome. The unitized syllabus of the University is divided between the internal assessment exams by the teacher in such a way that the students can comfortably learn the allotted portion for the exam/test and the grade consequently earned may build up his/her cumulative grade point. In other words, the vastness of the unitized portions is distributed / spread out between the exams so that its vastness does not tax the learning process and affect the evaluation in a negative manner. The ultimate intended learning outcome of acquiring knowledge is thus achieved by the prudent decision and use of discretion by the teacher.

*2.6.3 What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (quality Jobs, entrepreneurship, innovation and research*

*apptitude) of the courses offered?*

All the courses offered by the College have at one time or other organized lectures and similar programmes that highlight and enhance their social and economic relevance. An invited lecture on chances of obtaining quality jobs was given by Dr. V. S Antony for the B. A. English students. Dr. Martin Patrick spoke about the day to day enrichment that Economics can be in one such talk to the Economics students. Similar talks in UG programmes saw various resource persons pointing out how research aptitude can be inculcated in the course of study.

*2.6.4 How does the institution collect and analyse data on student learning outcomes and use it for planning and overcoming barriers of learning?*

There are regular periodic test papers to assess the students' performance. College arranges a common day/ open day for the parents to come and meet the teachers and to mark their signature on the progress card of the students. Heads of the departments monitor the evaluation sheet that is presented to the parents. After two weeks the principal collects these forms to make sure that all the parents are informed of the marks of their students.

The faculty of the department monitors the students' progress and performance by following a number of evaluative methods such as class-room interactions, assignments, student seminars, project works, class tests and preparatory exams. The students' interaction with their peer group, the faculties and other members are monitored by the class teachers and the Head of the Department. The progress of the students is informed to the parents during Parent- Teacher meetings. The valued answer scripts and corrected assignments are returned to the students with suitable comments on the presentation of answers and with remarks to motivate them.

*2.6.5 How does the institution monitor and ensure the achievement of learning outcomes*

The Principal collects the evaluation sheets and makes sure that marks have been communicated to the students and parents. The Principal continuously monitors the

achievements and learning outcome. And if remedial action is needed it is reported to the HOD who intervenes and attends to the issue if necessary with parental assistance.

The counseling wing of the College is intimated of the serious lapses and the matter is discretely handled by her.

*2.6.6 What are the graduate attributes specified by the College/affiliating university? How does the College ensure the attainment of these by the students?*

At present there is no graduate attributes specified by M. G. University. But the University syllabus redesigned in 2009 offers a lot of scope for development of attributes like communication skills, reasoning skills, analysis etc.

Teaching learning process, especially evaluation, has been revised to test these skills that can improve employability of the students.

Input-output analyses carried on over the years demonstrate the teaching-learning process has been effective when we consider the large percentage of students from the disadvantaged/marginalized sections of society who seek admission here.

*Any other relevant information regarding Teaching-Learning and Evaluation which the College would like to include.*



### **CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION**

#### **3.1 Promotion of Research**

*3.1.1 Does the institution have recognized research center/s of the affiliating University or any other agency/organization?*

No

*3.1.2 Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.*

A research Committee has been constituted with Dr. Bindu George as the teacher in charge. Principal, Manager, Academic Director and 2 teachers are members. The names of 2 technical assistants are also to be included in the Committee. The committee takes up matters related to gaining funds from UGC, assist teachers who are involved in research activities and provide necessary assistance for student research projects. One of the recommendations made by the committee is to request the departments to arrange the time table in such a way so as to encourage the research work of students UG/PG level and the research work of teachers.

Other matters discussed are the research needs of faculty, identifying resources for minor projects, Ph. D. /M. Phil research work etc.

*3.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/projects?*

❖ **autonomy to the principal investigator** : All possible encouragement is given to the principal investigator

❖ **Timely availability or release of resources:** Any resources sanctioned for the research activity is immediately handed over to the concerned scholar.

❖ **adequate infrastructure and human resources** : The College has adequate infrastructure for research activities. Library, internet, transport facility, etc. are all favourable for research.

❖ **time-off, reduced teaching load, special leave etc. to teachers**

Teachers who are involved in Research activities are granted leave under FIP. The Management offers full support for research activities, whether it be student research or faculty research. Time table adjustment, less work load, less extracurricular responsibility, relaxation in College duty time, special leave at request are some of them

❖ **support in terms of technology and information needs** : Yes. The institution has a sound supporting system in terms of technology and information. The networked departments, Network Resource Centre, easy access to the Xerox centre that is placed close to the Central Library, intercom connection to all departments together create a research friendly atmosphere in the institution.

❖ **facilitate timely auditing and submission of utilization certificate to the funding authorities** : The College Office has a healthy relationship with all research scholars. Any support like formal letters to be provided/forwarded to an authority, copies of supporting documents, auditing, and submission of utilization certificate through the proper channel is promptly given.

❖ **any other** : The College has 1 PG course under the aided stream (M. Sc. Physics) and another under the Self-financing scheme (M. Sc. Bio-technology). The College does not have any University approved research centre. The management is always willing to extend all possible support for those teachers who are ready to do any kind of research work.

*3.1.4 What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?*

The College is keen to instill scientific temper, research culture and aptitude among students through a continuous process. Teachers who continuously interact with the students get more and more opportunities to understand the aptitude of the students. Motivating them to read selected articles that inspire research temper, involving them in fruitful discussions are some of the preliminary steps taken by the teachers.

Stimulating questions from the teacher demanding further exploration, occasional invited talks by experts, visits to industrial sites/commercial centres, computer skills, and customized assistance in labs, library, are some of the initiatives taken by the institution to develop research culture and aptitude. Teachers in charge of project work help the students to explore new areas with as much originality as possible. Student participation in research is encouraged in the department through research projects that form part of the evaluation process both at the UG and PG level. For the PG program, research projects carry credit equivalent to a full course in the curriculum. The students are encouraged to do this project in other institutes also. The research aptitude is inculcated among the PG students through project work.

*3.1.5 Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc.*

Though there was stagnation in the matter of teachers' research for some time, the younger generation of teachers is more involved in research work and are awaiting formal acceptance from the University.

- ❖ Dr. Bindu George of the Economics Department was conferred Doctoral Degree.
- ❖ Student Research Projects: Teachers of all departments are involved in student research projects. Student research projects are part of the syllabus of final year UG students. The teacher supervises the research activities of the students under him/her.
- ❖ Mrs. Bridgit Jeeji, Assistant Professor of Mathematics Department and Mr. Joseph Justine Rebello, Assistant Professor of Statistics Departments are in the preliminary stage of Ph. D research activity. Mr. Vijo M. Joy of the Electronics Department (Self Financing) is also doing the pre-registration study for registering for Ph. D research.

*3.1.6 Give details of workshops/ training programmes/ sensitization programmes conducted/organized by the institution with focus on capacity building in terms of research and imbibing research culture among the staff and students.*

The institution encourages the faculty to establish collaborative research work with research institutions and Departments of Universities. Teachers are encouraged to attend maximum seminars and interact with other teachers involved in research activities.

The IQAC in its meeting has identified backwardness in faculty research as one of the weak areas. Motivation is given to teachers to take up research work.

*3.1.7 Provide details of prioritised research areas and the expertise available with the institution.*

As the College has been giving priority to empowering students from marginalized sections of society to achieve a university degree till now, the next level of development the College intends to focus more on is the development of research activities of the staff.

*3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?*

The College is not an approved research centre under any discipline and the institution has identified this as one of its weaknesses. In an attempt to remedy this drawback, recently, Management and teachers have started taking more interest in this area. The following are some of the steps taken in this direction:

- ❖ The College has applied to the University to sanction PG courses in Commerce and English, the two courses currently in demand so that we can move to the next level of applying for M. Phil or Ph. D Research Centre.
- ❖ The Departments arrange seminars inviting eminent researchers. Often teachers and students of neighboring institutions are also invited to take part in the seminars.
- ❖ Departments have the official inauguration of their Associations. This becomes an annual opportunity to invite eminent teachers and scholars. The English department, Economics department, Mathematics department, Physics department have been inviting eminent researchers every year.
- ❖ Eminent scholars like Dr. Deana Rankin from Royal Holloway England and Mrs. Chithralatha Ramalingam HELP University – Kuala Lumpur and Mr. Vasuthevan Gopalakrishnan- Vice President, Group Human Resources - MIDF Kuala Lumpur spoke to the students.

*3.1.9 What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?*

Such a provision is not available under M. G. University. Instead teachers make use of leave under Faculty Improvement Programme (FIP) and also part-time research is undertaken by teachers of various departments.

*3.1.10 Provide details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings of research of the institution and elsewhere to students and community (lab to land)*

The College has taken initiative to create awareness of the need to transfer to scientific experimental work and their basis in theory done in science subjects to our students as well as school students in the neighbouring schools as well as neighbouring community. (Appendix No.12) Open Lab programme is one instance of creating awareness.

One of the relative findings which the institution tried to transfer to the target community is a remark about the timing of the open lab programme. The target institutions could make better use of the open lab programme when it was placed at a convenient time.

The conduct of Open Lab Programme which was initiated by Physics Department and taken up gradually by the Electronics and Biotechnology Departments turned out as a fruitful research activity. Departments were able to transfer their expertise to the students and local community in course of the exhibition.

The English department mobilized its accrued knowledge in the area of Conversational English (the thrust area of the course) and chalked out programmes for correcting the errors in pronunciation of English by typical Malayalam speakers. One such programme was aired by the All India Radio, Cochin (AIR Kochi FM). The programme was aired as ten episodes of the FM Programme English Today from -1-10-11 to 10-10-11 at 7.55pm.

The programme was well appreciated and request for another similar one has come from the AIR Kochi FM

### **3.2 Resource Mobilization for Research**

*3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.*

The College does not have research Centers as outlined in sec 3.1.8. Individual research is carried on using UGC fund. The Management due to financial constraints has not been able to allocate substantial funding for research. Teachers are encouraged to use UGC funding for research.

*3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?*

Not so far. But this college has its own source for providing a small financial assistance

*3.2.3 What are the financial provisions made available to support student research projects by students?*

Student research projects are not financed by the College. The expenses are met by the students. The investment of the College is in terms of guidance and supervision and providing library, lab and computer facility. The Network Resource Centre and Xeroxing unit provide necessary assistance.

Recently the College Management funded the conduct of a survey of the local people. The expense for the stationery was funded by the Management.

Another survey was conducted in the College to find out the Socio-Economic-Educational background of the 2011-2012 batch of students so as to initiate programmes more beneficial to the less fortunate. The stationery was financed by the College Management.

*3.2.4 How does the various departments/units/staff of the institute interact in undertaking inter-disciplinary research? Cite examples of successful endeavors and challenges faced in organizing interdisciplinary research.*

Though there has been no interdisciplinary academic research in the institution, there were Surveys jointly conducted which are examples of successful endeavors. IQAC, Aquinas Computer Centre and its Faculty- in- charge, Statistics Department faculty, Women's Cell are some of the departments/units/staff who interacted in designing and conducting the two surveys.

❖ Survey No1.A Socio-Economic and Educational survey conducted among the students of 2011-2012.

❖ Survey No 2. A Socio-Economic and Health Survey of the local people

These successful endeavors demanded initiatives and involvement of teachers of more than one discipline. For example, analytical base of the faculty of statistics department and the form-designing skills of the Computer Science faculty have helped in deciding the method of conducting the surveys. Students of Mathematics, English, and Physics departments and teachers of Chemistry and Zoology departments interacted and worked together to conduct and quantify the findings of the Survey.

***Challenges faced in survey No 1:***

1. To identify factors that help to overcome backwardness of our students.
2. To design a form listing the required data
3. To perform a gender audit of net-literacy
4. To chalk out activities that help to overcome the backwardness.

***Challenges Faced in conducting Survey No2:***

1. To get a copy of the voters list of the Ward
2. To design a Survey form that helps to assess the local people
3. To find out the apt students who could go out in groups.
4. To find a suitable time to conduct the survey
5. To meet the inmates of the houses and get the required information
6. To chalk out a beneficial activity based on the findings of the survey.
7. To chalk out a Net- Literacy programme for local women. (Ref. 3.6.1 Phase III)

3.2.5 *How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?*

- ❖ With CBCSS, research activities have become part of the UG syllabus. The equipments and facilities that are available in the College like the labs, computers, UGC Network Centre, Library and the adjacent Reprographic Centre are all accessible for the students.
- ❖ Duties are vested in the hands of dedicated teachers who have framed strict norms like norms for optimal use of labs and other facilities like Network Centre Library, Internet facilities etc.
- ❖ Students can access the internet free of cost from the UGC Network Centre.
- ❖ Library is open half an hour before and half an hour after regular class hours
- ❖ Computer Science faculty, technical staff and Electronics Department are providing all assistance to the students in their research activities.

3.2.6 *Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If 'yes' give details.*

During UGC XI plan period grant was received for developing research facility through UGC- Network Centre, Library etc.

- 2006-2007: UGC grant for equipment 2, 59,416/-  
1, 32,919/- (F.I.P)
- 2007-2008: UGC grant for equipment and books 77,683/-
- 2008-2009: 2, 33,049 for equipment and books

3.2.7 *Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organisations. Provide details of on-going and completed projects and grants received during the last four years.*

There are no on-going research projects. The following details are regarding projects completed earlier.

Nature of the Project	Duration Year From To	Title of the project	Name of the funding agency	Total Grant		Total grant received till date
				Sanctioned	Received	
Minor projects 1	2005-'08	Synthesis of Lithium Salt Complexes of Solid polymer Electrolytes for Applications in Lithium Ion Batteries	UGC	40000	40000	40000
2	2005-'08	Synthesis and Characterisation of LiFePO <sub>4</sub> for use as Cathode Material in Lithium Rechargeable Batteries	UGC	40000	40000	40000
Major projects			Nil			
Inter-disciplinary projects			Nil			
Industry sponsored			Nil			
Students' research projects			Nil			
Any other (specify)			Nil			

### 3.3 Infrastructure for Research

*3.3.1 What are the research facilities available to the students and research scholars within the campus?*

Though there is no University approved research Centre, the College provides facilities of library, lab, and internet, reprographic facilities, Network Centre for facilitating research activities of students and teachers.

- ❖ Teachers/Students are free to use the library during their free time. They can borrow books on their membership card.
- ❖ The Network Resource Centre funded by UGC provides free network access to students.
- ❖ The reprographic center is provided within the campus
- ❖ Commerce Lab established with the assistance under UGC XI plan is another source utilized by the students
- ❖ The College has two servers providing broad band connectivity

3.3.2 *What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?*

This has been identified as an area of weakness to be remedied in future. The research committee constituted has taken up the matter for discussion. It has been decided by the committee to improve the research offered like network research center, access to digital library, and improving library facilities. Keeping this in view the college has obtained membership of N-List UGC programme for providing scholarly E-Resources to the College.

3.3.3 *Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities? If 'yes', what are the instruments/ facilities created during the last four years.*

UGC has been funding the institution for developing research facilities in the College.

- 2006-2007: UGC grant for equipment 2, 59,416/-  
1, 32,919/- (F.I.P)
- 2007-2008: UGC grant for equipment and books 77,683/-
- 2008-2009: 2, 33,049 for equipment and books  
1, 21,748 (F.I.P)  
UGC for minor project (Physics) 4000/-
- 2009-2010: Books and equipment 3, 000, 00/-
- 2010-2011: UGC for different projects 17,69,268/-  
NAAC 15,000/-

3.3.4. *What are the research facilities made available to the students and research scholars outside the campus / other research laboratories?*

Student research requires the involvement of the concerned departments in creating the best research environment. General plan adopted is as follows:

- ❖ Departments take the initiative to contact the centers identified by the students for their research projects.
- ❖ Orientation class is conducted by the HOD or any senior teacher about common steps to be taken before and during the research.

- ❖ Library as a learning resource

- ❖ Internet accessing facility

3.3.5 *Provide details on the library/ information resource center or any other facilities available specifically for the researchers?*

- ❖ Library has a collection of 17762 books and 13 journals out of which 165 books were purchased by spending RS. 44443 this academic year. (2011-12).

- ❖ Internet facility in all departments

- ❖ Network Resource Centre

- ❖ Subscription for N-List.

The UGC network Centre and the library subscription to N-List are the resources that have helped the College to cope with the inclusion of student research projects in UG syllabus. Aquinas Photostat Centre near the library functioning inside the campus helps the students to Xerox any part of useful books and journals.

3.3.6 *What are the collaborative research facilities developed / created by the research institutes in the College*

Nil

#### **3.4 Research Publications and Awards**

3.4.1 *Highlight the major research achievements of the staff and students in terms of*

- ❖ Patents obtained and filed (process and product): Nil

- ❖ Original research contributing to product improvement: Nil

- ❖ Research studies or surveys benefiting the community or improving the services

- \* The College has done a Socio-Economic-Health survey to study the social economic and health conditions of the people of the locality.

- \* The IQAC of the College conducted a Socio-Economic-Educational survey among the 2011-12 batch of students to find out the Backwardness of the students.

- ❖ Research inputs contributing to new initiatives and social development

- \* Based on the research output the students who had poor computer literacy were identified and necessary coaching was given. (Appendix No.13)

- \* The Women's Cell of the College utilized the research findings of the survey and offered special computer coaching to women students. (Appendix No.13)
- \* As an extension of the Net Literacy Move the Phase III of Net Literacy Move was initiated by Women's Cell and Aquinas Computer Centre. A Net awareness and accessing training was given to local women. (Appendix No.13)
- \* Physics Department, as a follow up of the 2005 Survey, conducted another at Kutharakurkkari of Chellanam Panchayath and was able to provide the necessary support to address their problems like illiteracy, drinking water shortage, lack of Poling booth etc. The findings of the survey was submitted to the Revenue Department and Water Authority for corrective measures.

3.4.2 *Does the Institute publish or partner in publication of research journal(s)? If 'yes', indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?*

No

3.4.3 *Give details of publications by the faculty and students:*

- ❖ Publication per faculty International Journals : 7
- ❖ Abstracts included in Proceedings : 2
- ❖ Proceedings : 10
- ❖ Number of papers published by faculty and students in peer reviewed journals (national / international) : 7
- ❖ Number of publications listed in International Database (for Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) : Nil
- ❖ Monographs : Nil
- ❖ Chapter in Books : 1
- ❖ Books Edited : Nil
- ❖ Books with ISBN/ISSN numbers with details of publishers : Nil
- ❖ Citation Index : Nil

- ❖ SNIP: Nil
- ❖ SJR: Nil
- ❖ Impact factor: Nil
- ❖ h-index : Nil

#### 3.4.4 *Provide details (if any) of*

- ❖ research awards received by the faculty : Nil
- ❖ recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally : Nil
- ❖ incentives given to faculty for receiving state, national and international recognitions for research contributions : Nil

### **3.5 Consultancy**

#### *3.5.1 Give details of the systems and strategies for establishing institute-industry interface?*

Situated in a backward area, the College is pledged to develop the institute-industry interface without which, it firmly believes, the process of education is incomplete. Certain systems and strategies are woven into its working that encourages the development of the interface.

One of the important strategies the College stands by is the criteria for selecting the target industry for establishing the interface. Care is taken to choose an institution that is compatible to the profile of the College and the general characteristics of the student community. For example an institution that belittles the research culture of the student is removed from the list of target institution that is given to a class of students.

Departments take the initiative for establishing institute industry interface. The science departments of the College collaborate with the industries for student research projects.

1. An orientation class is given to the students who are ready to go for the hands-on-experience. The students are given the names of their respective supervising teacher with whom they have a close talk. The guidelines for the project is given and the students then proceed to discuss their topic with the supervising teacher

2. The supervising teacher has a first round of discussion with the students and modify/ accept the topic/area/institution of their choice giving them specific information/ instruction wherever necessary regarding their institution/industry of the individual student
3. Students are provided a probable list of industries/commercial centres/ schools that promotes the research culture of the students, from which they choose an industry suitable for their chosen area of study.
4. Students are directed to prepare notes of their day to day work done in the location which should be later developed into a report.
5. Try to develop a feed-back conclusion diary from the research work (Project)

*3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?*

The institution encourages collaboration with any outside institutes and research centers. Faculty members of the department offer consultancy services on a voluntary basis. All the consultancy services are open to the public and the students of the neighboring schools and Colleges. The Consultancy mainly includes the preparation of projects for Higher Secondary students, Literary and creative assistance to neighboring higher secondary schools, conduct of inter-school competition, Lab designing assistance, and product designing assistance. Some of the faculty members are part of the Quality Assurance Wing of neighboring institutions etc.

*3.5.3 How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?*

The College encourages the faculty to utilize their expertise and available facilities. The Principal takes special care to acknowledge such activities by recording them in the Principal's Report for the year.

The systematic conduct of Multidisciplinary Open Lab Programme by the Departments of Physics, Electronics, and Biotechnology documents the encouragement given by the College in utilizing its expertise.

The Principal permits the faculty members to attend quality inspection in other institutions. Mr. Vijo M. Joy went as member of Department Quality Assurance Cell Member (DQAC) to a neighbouring College.

The Biotechnology Department offered training in cultivation of mushroom.

The NAAC co-ordinator is member of IQAC of Avila College of Education, Edacochin under the same educational agency.

*3.5.4 List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.*

The departments of the College have extended their expertise and knowledge to various institutions either for the research work of the students or for the purpose of the beneficiary.

- ❖ Biotechnology: The department has research collaborations with Unibiosys, Kalamaserry, Cochin.
- ❖ Electronics department collaborates with *e-Brain technology*, Eramalloor and *Bitsforge*, Kakkanad. They provide opportunities for our students to do their academic projects. Besides they provide technical support and the department frequently consults them. They inspire the department with their insights. The department is able to chalk- out future plans with the information and guidelines given by two companies.
- ❖ The Physics department has research collaborations with Cochin College, Maharaja's College and Cochin University of Science and Technology (CUSAT). Students of the Department are doing their M. Sc. Projects in these respective institutions.
- ❖ The English Department has served as a consultancy for St. Juliana's Higher Secondary School. The school consults the department for preparing and editing its annual Magazine.

*3.5.5 What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for institutional development?*

Though the departments collaborates with various beneficiaries it is on honorary basis. No income is generated from them.

### **3.6 Institutional Social Responsibility (ISR) and Extension Activities**

*3.6.1 How does the institution promote institution-neighborhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?*

Institutional Social Responsibility is channeled out in the form of extension activities taken up by the various departments, Extension Activities Wing, NCC and NSS. Located in a backward area the institution has been trying to be of service to the local Community. Activities like Summer in Aquinas, Food Packets Distribution, Pain and Palliative Care etc. help to promote a healthy institution -neighborhood interface which is cherished as an asset by the College.

The departments are conscious of their role in campus-community connections, well-being of their neighbourhood and have initiated a number of community development activities.

#### **PHYSICS DEPARTMENT'S ACTIVITIES**

- ❖ Extending the laboratory facilities to Higher Secondary Students
- ❖ Providing guidance and support to the project works of Higher Secondary students
- ❖ Conducting mobile classes for Higher Secondary teachers and students
- ❖ Conducted surveys at neighborhood villages and suggested remedial measures
- ❖ Visited the Hospice regularly and rendered services to the inmates
- ❖ Conducting classes for the poor students at S. H. Boy's Home, Cochin on weekends
- ❖ Regular visits to neighborhood industries and Universities as a part of study.

#### **ENGLISH DEPARTEMENT'S ACTIVITIES**

- ❖ Students of English department take English classes for the poor students of the Sacred Heart Boys' Home, Cochin.
- ❖ Celebrate Christmas with them.
- ❖ Offer Basic English classes for school going students of the locality during summer vacation.

#### **PHYSICAL EDUCATION DEPARTMENT'S ACTIVITIES**

- ❖ Physical Education Department offers coaching in various items to school going

students of the locality under “Summer in Aquinas”. Coaching in Roller Skating, Cricket, Basket Ball, Cycling, Yoga Etc. are offered under efficient coaches of District and State Level.

#### **WORK DONE BY THE EXTENSION ACTIVITIES WING:**

The Extension Activities are planned keeping in mind the socio-economic level of the local community. Food packet distribution and distribution of old clothes are some of its recurring activities. Mushroom cultivation training and blood group identification was also done for local women.

Women Cell and Computer Centre of Aquinas College arranged a week long Net Literacy Programme for local women as “III Phase of Net literacy Move for Local Women”.

#### **A Palliative Care Unit:**

The Pain and Palliative Care Unit in the College in association with Paripalana Pain and Palliative Care started functioning in the College with 15 volunteers. The following are some of their activities:

- ❖ Palliative Care for cancer patients, providing medicine, food, clothes, wheel chair, water bed, visiting orphanages and old age home are some of the services done by these volunteers.
- ❖ The Palliative Care Unit helped in organizing a medical camp for the local community in collaboration with Medical Trust Hospital, Ernakulam on 20-11-2011. General physicians and specialists in gynecology, ophthalmology, and cardiology took charge of the medical camp which was inaugurated by Dr. Charles Dais, Honorable Member of Parliament. .

#### **NCC**

The NCC unit of the College keeps a list of volunteers ready to donate blood whenever it is needed. Our volunteers donated blood to needy patients of many hospitals in and around Cochin City.

‘The Aids Day’ Programme: Every year World Aids Day which falls on 1st of December is taken up by the NSS and NCC unit of the College. It is commemorated with

Rally, Awareness talks, Pledge taking etc. were some of the activities undertaken. NSS volunteers were made aware of the social need and their role in fighting against social evils like Aids and other dreadful contagious diseases.

The NCC Army wing under the company (21/5 NCC Army NCC Aquinas College, Edakochi) was started in 1985 and is under 21 Kerala Bn NCC, Ernakulum. This wing is under the command of Lt. Joseph John, Dept. of Physics. The total strength of the combined wing of boys and girls is 160. The Cadets of the Army Wing help the College authorities to maintain discipline and decorum, whenever necessary.

This company has been keen to inform the Cadets about the recruitment in the armed forces and other job opportunities as well. It imparts special training programmes to guide and motivate cadets to be good citizens of India.

The cadets through N.C.C quota can hope for a decent career for their better life and future. Six cadets have been inducted in the Indian Armed Forces and in other services as well since its inception. This coy is providing career guidance classes for cadets in getting placement in Indian Armed forces and the information wing is equipped with job opportunities for students.

The College cadets have excelled in a number of duties delegated to them. They have attended a thirty seven Training Camps and participated in Blood Donation Camps. In addition to this the cadets have distinguished themselves in State Elections and traffic duties allotted to them from time to time and extended their valuable helping hand to civil law & order maintaining authorities. Two cadets participated in the RD parade at Delhi and two cadets participated in the TSC at Delhi. Two cadets participated in the Moulanghar Shooting competition at Punjab. Also the cadets participated in the various Personality Development Courses at OTA, attended various NICs, SNICs, BLCs, ALCs.

Cadets took active participation in the distribution of Chikungunia (highly infectious epidemic in Kerala) preventive medicines and they participated in the Disaster Relief and Life Saving Measures and Stress Management Seminars. They participated in

maintaining the security measures of the INDIA vs. AUSTRALIA Cricket Match. In better practice and training of our cadets, the Management has contributed funds in manufacturing of dummy rifles. The cadets were engaged in the 450th anniversary of the Diocese of Kochi for arrangement and control of stage and supervision and maintenance of stage. 240 cadets pass in the NCC "B" and 50 cadets passed C Certificate Exam. The valuable training experience gained by the cadets has made some of them senior rank holders, like Senior under Officer (SUO) Junior under Officer (JUO), SW Junior under Officer (JUO) and Seargent (SGT). The cadets have earned the College good name in various camps and NCC competitions.

The NCC unit has conducted a number of awareness programmes on AIDS, anti-tobacco, health and hygiene, environmental protection. The social service includes providing help and support to mentally challenged orphans in relief settlements and old age homes.

NCC conducts a number of community developmental services such as Blood donation, tree planting, and campus cleaning. All these activities go hand in hand with the academic activities. This brings in a new curriculum-extension interface which has immense personality development value and plays a pivotal role in developing a responsible youth force in the country.

The combined annual Training Camp of NCC 21 (K) Bn was conducted at Aquinas College, Edakochi from 23 Dec 2011 to 1st Jan 2012 completing a period of 10 days. It was a great privilege and honour for the College. There were 10 Colleges and 12 schools with a total strength of 650 cadets enrolled in the CATC camp, of which 209 cadets were from the Senior Division Boys, 144 cadets from the Senior Wing girls, 215 cadets from the junior Division boys and 82 from the junior wing girls. . The Management and staff of the College whole heartedly co-operated and gave support throughout the camp. All these factors combined to make the ten days camp a highly successful and beneficial one for the cadets.

## **NSS**

Much of the student neighborhood link is worked out through the activities of NSS too. The following table shows the activities of the NSS:

A Brief of various activities of NSS unit from the academic year 2006-07:

- ❖ 09-10-2006 - Awareness class and medical camp against the epidemic Chikungunya - In Aquinas College by Dr. Nandakumar of Homeo Department of Ernakulam District.
- ❖ 12-10-2006 - Training programme on “Child Rights” - In Aquinas College by Prof. Bejoy of Rajagiri College.
- ❖ 13-10-2006 - State highway, canals and surrounding areas - In collaboration with Corporation of Cochin Cleaning highway and adjacent canal and local market and disinfecting with chlorine.
- ❖ 19-10-2006 - Child line sensitization programme at school level - Various schools at Cochin city
- ❖ 24-08-2007 to 02-09-2007 - Special camping programme for Road construction, making of vegetable garden, cleaning of roads and Public Health Center, socio-health survey, awareness and coaching classes and nature study tour programme - Govt. L.P.S Perumbalam
- ❖ 26-01-2010 - Visit to SOS village at Aluva - N.S.S. Unit contributed Rs.7800/- , 2 sacks of rice and sweet packets towards sponsorship of a child, mid-day meal respectively for the inmates of the village.
- ❖ 04-10-2010 - Legal awareness day - In association with KELSA. Adv. Paul, President of KELSA, Kochi chapter and Adv. Peter conducted classes for students. The students actively participated in the interaction programme and were enlightened about various human rights. A handbook of Indian laws was also distributed on that day
- ❖ 18-10-2010 - Aquinas college - Observing the day “Darshana”, as a part of the eye donation day ‘dharshan’a presentation class was organized by the NSS unit. The session has been handled by Dr. Sreedhara Kumar .In creating awareness in eye donation, the programme was very successful. In the meeting a few of N.S.S volunteers given their willingness for eye donation in the prescribed form.
- ❖ 05-02-2011 - Palluruthy - Visit to relief settlement, N.S.S. Unit contributed Rs.4000/- and sweet packets towards sponsorship of a child, mid-day meal respectively for the inmates of the village



## **CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES**

### **4.1 Physical Facilities**

The fast changing face of education is a challenge that the institution has to deal with. Books in the library may soon get outdated. Computers installed have to be upgraded or replaced. The College has to raise funds to meet these demands. Thanks to the financial assistance under the UGC XI Plan, the College was able to put in an effort to overcome these hurdles.

Taking into consideration the importance of ICT and network resources in the modern educational scenario and the decentralized turn of education that implies individual search for knowledge, the College gave top priority to the following enhancement of infrastructure that could facilitate effective learning:

- ❖ UGC Network resource Center
- ❖ Establishment of Commerce Lab as recommended by NAAC Peer team.
- ❖ Increased purchase of books /journals in Library taking care to include the topics /area/subjects that were newly added to the reading list.

Hailing from underdeveloped areas, our students require better assistance for preparing them for the global employment opportunities. The need for a better canteen was also suggested by the NAAC peer team. With assistance from UGC XI plan and Management funds most of the plans have been worked out:

- ❖ Career and Counselling cell
- ❖ Women's Resting Room
- ❖ Improved Canteen facility. ( Management Funded)

*4.1.1 What is the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?*

Giving priority to fast developing areas and allotting maximum available/ sanctioned fund for its improvement/upgradation is the policy of the institution. All important sections of teaching/learning and student development have committees for governance.

Decisions and suggestions are forwarded to the Principal who in turn recommends the suggestions and place them for the approval of the Manager. The smart Classroom and audio facility in class rooms are examples of such decisions.

*4.1.2 Detail the facilities available for a) Curricular and co-curricular activities – classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, Animal house, specialized facilities and equipment for teaching, learning and research etc. b) Extra –curricular activities – sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, Public speaking, communication skills development, yoga, health and hygiene etc.*

**a) Curricular and co-curricular activities:**

The College has 28 classrooms, a Commerce Lab, a Computer Center, Photo-copying facility, inter-com connection, internet facility, a transformer, OHP, and LCD projector. It has a general library and a collection of Compact Disks and online library facility including N-List of INFLIBNET. It has separate toilet facility for male and female students in every floor. There are separate toilet facilities for staff. Basic canteen facility is available which is being improved. A media room/technology enabled room, a learning space with sufficient seating space for 20 to 25 students is also established in the College.

There is the career guidance and placement cell which functions in the space that has been set up with UGC funding. The Entry Level Coaching Centre has its own space with computer and Xeroxing facilities. Thanks to the financial assistance from UGC XI plan the infrastructure necessary was provided. The remedial classes do not require extra working space since it is generally arranged after regular class hours. These classes are conducted in the same class rooms.

**b) Extra –curricular activities**

Aquinas College ground has been developed using UGC assistance to accommodate the students who come in with variety of sports and athletic spirit. The College has very

good infrastructural facilities so as to give proper training to the students in basketball, hockey, volley ball, shuttle badminton, lawn tennis, table tennis, boxing, wrestling etc.

The College has started a Fitness Centre, and multi-gym that was financed by the management. An amount of Rs75,000 was spent on it.

NSS and NCC are also involved in a number of extracurricular activities for which rooms have been allotted. Other required tools and utensils for both NCC and NSS have been provided.

Future plans of the physical education department have won the support of the Management. With UGC assistance the department has already renovated the College ground. The total expense for renovating the Hockey Ground has come up to Rs 5,00,000 of which Rs.1,25,000 was given by the management. Its next proposal before UGC is for a cricket pitch for net practice.

*4.1.3 How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed/augmented and the amount spent during the last four years (Enclose the Master Plan of the Institution/ campus and indicate the existing physical infrastructure and the future planned expansions if any).*

Teaching/learning is continuously changing. The institution is making infrastructural changes whenever possible. It takes special interest in improving infrastructural facility and reviews its policies to ensure that its limited infrastructure is optimally utilized to cope with the widening dimension of teaching learning resources. (Appendix No.26)

Evaluating the available infrastructure the College brought out a number of improvements aiming at bringing the institution in line with the academic growth. The Smart Class Room, Network Resource Centre, Career Guidance and Placement Room, Entry in Service Room, better Canteen are some of them.

The management has approved a plan for developing a technology enabled learning space, and specialized facilities and equipment for teaching, learning and research. This has been given priority in the development plan of the institution and some preliminary research has been done and a rough estimate prepared.

Another developmental plan that is given priority by the management is the development and expansion of the College library and a proposal has been forwarded under the MP fund for a digital library.

**Facilities Developed:**

**Available infrastructure:**

Available infrastructure is utilized to the maximum extent. Special attention has been paid by the institution to utilize the extremely large class rooms that were built to accommodate the Pre-degree students who were greater in number. The larger class rooms were trimmed down to 2 smaller class rooms that were sufficiently spacious to seat the comparatively lesser number of UG students.

**Commerce Lab: available infrastructure Augmented:**

The online Library that was a paid service was amalgamated with the UGC funded Network Resource Centre in order to make the service affordable to all the students. The Hall functioning till then as Online Library is now converted to Commerce Lab, thus fulfilling one of the suggestions put forward by NAAC Peer Team.

**Facilities Augmented:**

**Aquinas College ground** has been developed using UGC assistance to accommodate the students who come in with skills in athletics and sports. (Appendix No.14)

**The Career and Counselling Cell** had been functioning actively in the College by conducting orientation classes and participation in seminars in various Colleges which focused on the planning of careers and future courses that the students had to be aware

of. The cell organizes awareness seminars and campus recruitment training programmes. Seminars on job opportunities offered by various industries like IT, Aviation, Tourism, Medical Transcription, Banking, and Insurance etc. are conducted for the benefit of our student community. Moreover, talks on the scope of various management and computer courses are also organized. The Cell, being aware of the importance of equipping the students to perform well in various campus recruitment events, gives opportunities for it. (Appendix No.15)

**Network Resource Centre** is another resource implemented with UGC assistance to help the students to cope with the changing learning methods and preparation under the CBCSS. The individualized preparatory patterns like preparing for seminars, projects, assignments expect the students to exploit the explosion of information technology (Appendix No.16)

#### **Optimal Utility for the existing Infrastructure during Summer Holidays:**

During summer vacation these class rooms and the College ground is utilized for one of its popular extension activity- “Summer in Aquinas”, an activity that establishes a link with the local community.

**Future plans** of the physical education department have won the support of the Management. Its next proposal before UGC is a cricket pitch for net practice. A proposal for Rs. 2,00,000 for the Cricket Pitch has been given.

*4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?*

Differently-abled students, are treated with due respect. Even without instructions from the teachers their fellow students offer all assistance required.

*4.1.5 Give details on the residential facility and various provisions available within them:*

- ❖ Hostel Facility – Accommodation available
- ❖ Recreational facilities, gymnasium, yoga center, etc.

- ❖ Computer facility including access to internet in hostel
- ❖ Facilities for medical emergencies
- ❖ Library facility in the hostels
- ❖ Internet and Wi-Fi facility
- ❖ Recreational facility-common room with audio-visual equipments
- ❖ Available residential facility for the staff and occupancy Constant supply of safe drinking water
- ❖ Security

**Hostel Facility:** College does not have its own hostel. But there are hostels for girls being run in the adjoining convent. Besides there are paying guest arrangements and boys' hostel run by private individuals in the vicinity. Most of the students are day-scholars and the need for a hostel was not felt very much.

**Recreational Facility:** There are a number of indoor game facilities offered by the Physical Education Department. Chess, table-tennis, carom are just a few of them. There are well maintained basketball, hockey, volley ball, shuttle badminton, lawn tennis, table tennis, boxing, wrestling, courts. A gymnasium is functioning in the institution that has been funded by the management so as to comply with a suggestion made by the NAAC peer team and the requirement of UGC.

**Computer Facility:** The College has a Network Centre, with dedicated 24 hour broad band connection that acts as a conduit for students to get in touch with the latest developments in their respective fields and enable them to compete globally.

There is also a centralized computer facility in the College campus. Along with that all departments with science option maintain separate networked computer labs which are connected to the main server for internet facility. A stand by broad band internet connection funded by UGC is also maintained for emergencies. Apart from that, generic computer courses of fundamental level and advanced level is conducted by the College for the benefit of entire students without overlapping the regular academic hours.

**Facilities for Medical Emergencies:** There is a doctor residing very close to the campus. Besides there is a hospital for the Cochin Diocese which is also very close to the College. Whenever there is an emergency students are taken to the hospital by one of the staff members. If the student happens to be a woman, a lady staff from among the teachers or from the Office accompanies them and waits there till the case has been attended and someone from the family comes to take charge of the student. In case the student does not need to be admitted after being medically examined by a doctor he/she is taken home in the teachers' vehicle or dropped at their home on hired vehicles accompanied by a responsible person.

There are staff rooms attached to all the functioning departments. There is a Women's Rest Room, Coin phone facility, drinking water facility, etc. in the Campus. There is a television in the Conference Hall that is utilized by the staff and students during free time.

**Internet and Wi-Fi facility:** The College has two internet service providers. All departments are provided net connection. College office has three personal computers that are networked. Besides library, Aquinas Computer Centre, IQAC Room, Network Resource Centre are some of the networked locations.

The Conference Hall has audiovisual facility. The Management has plans to renovate the Conference Hall with hi-tech arrangements for light and sound. There is a media room with audio-visual facilities which can accommodate 25-30 students at a time.

**Security:**

There is security at the gate round the clock. No intruder is permitted and any suspicious entry is immediately identified and the authorities are immediately alerted. In case of any emergency in the night a peon staying adjacent to the College comes to the assistance of the Security.

*4.1.6 What are the provisions made available to students and staff in terms of health care on the campus and off the campus?*

A gymnasium is functioning in the institution that has been partially funded by the Management so as to comply with a suggestion made by the NAAC peer team and requirement of UGC. A resting room for women has been arranged in the ground floor of the College with facilities for resting and first aid.

*4.1.7 Give details of the Common Facilities available on the campus –spaces for special units like IQAC, Grievance Redressal unit, Women's Cell, Counseling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.*

**IQAC:** IQAC has a room with all requirements. There is a computer and a printer. The systems have power backup from the central UPS. There are 2 cupboards to store the records. It is connected by intercom to all offices.

## **4.2. Library as a Learning Resource**

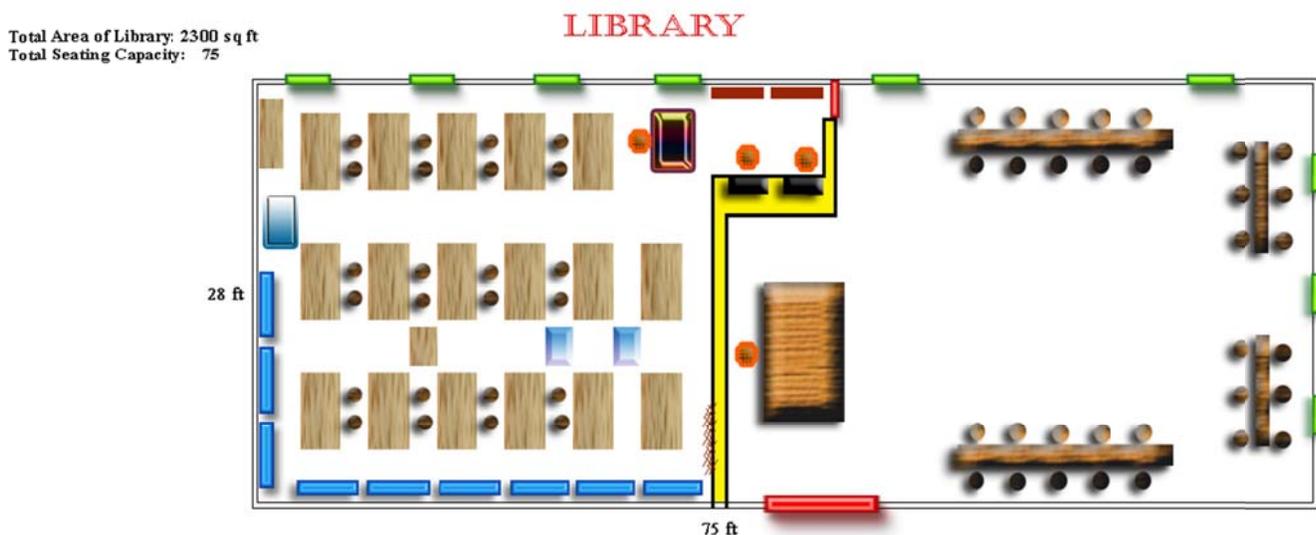
*4.2.1 Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?*

Principal, Librarian, two senior teachers, and the IQAC coordinator constitute the library advisory committee. The Principal distributes the available fund to departments and the department heads suggest the titles of the required books and journals. The librarian verifies the availability of titles in the library and prepares the list of books to be purchased and forwards it to the departments.

The library committee has pointed out the need to find more space as the immediate future plan for storage of books. The College Development Council has also decided to do the necessary at the earliest. Most of their recommendations have been implemented.

4.2.2 Provide details of the following:

- ❖ Total area of the library (in Sq. Mts.) : 2300 sq. ft
- ❖ Total seating capacity : 75 seats
- ❖ Working hours (on working days, on holidays, before examination days, during examination days, during vacation) : From 8. 30 am to 3.30 pm on all working days
- ❖ Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)



4.2.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.

The departments provide a list of latest books to be purchased after ensuring that they are not already available in the library.

Library holdings	Year -1		Year - 2		Year - 3		Year - 4	
	2008-2009		2009-2010		2010-2011		2011-12	
	No.	Total Cost	No.	Total Cost	No.	Total Cost	No.	Total Cost
Text books	35	9081	67	11629	20	5619	40	10923
Reference Book	478	56795	677	77510	199	42305	131	39712
Journals/ Periodicals	10	4515	10	6690	10	8150	11	18350
e-resources								
Any other (specify)								

4.2.4 *Provide details on the ICT and other tools deployed to provide maximum access to the library collection?*

- ❖ OPAC : The software SOUL is used in the library for recording Issue/ Catalogues etc.
- ❖ Electronic Resource Management package for e-journals : No
- ❖ Federated searching tools to search articles in multiple databases. No
- ❖ Library Website : No
- ❖ In-house/remote access to e-publications : Yes
- ❖ Library automation a) Through SOUL automation. b) Project submitted for UGC assistance for barcoding in 2011-2012.
- ❖ Total number of computers for public access : 2+6 in Network Centre
- ❖ Total numbers of printers for public access: Xerox facility in the adjoining room.
- ❖ Internet band width/ speed □ 2mbps ( 4 connection )
- ❖ Institutional Repository : Nil
- ❖ Content management system for e-learning : Nil
- ❖ Participation in Resource sharing networks/consortia (like INFLIBNET): Yes

4.2.5 *Provide details on the following items:*

- ❖ Average number of walk-ins 125
- ❖ Average number of books issued/returned: 80 and 13 reference Books
- ❖ Ratio of library books to students enrolled 17,000 : 623
- ❖ Average number of books added during last three years : 6234
- ❖ Average number of login to OPAC (OPAC) : 50
- ❖ Average number of login to e-resources
- ❖ Average number of e-resources downloaded/printed
- ❖ Number of information literacy trainings organized
- ❖ Details of “weeding out” of books and other materials 300 damaged books and magazines
- ❖ were weeded out.

#### 4.2.6 Give details of the specialized services provided by the library

- ❖ Manuscripts: Nil
- ❖ Reference: Yes
- ❖ Reprography The College has two reprographic centres. Both are placed in rooms adjacent to the Main Library. One is provided by the Management and the other bought with UGC funding.
- ❖ ILL (Inter Library Loan Service) Nil
- ❖ Information deployment and notification (Information Deployment and Notification) Librarian puts up clippings of Latest Arrivals and other socially relevant paper clippings on the notice board.
- ❖ Download: Arrangements for downloading is made available at the Network Resource Centre.
- ❖ Printing: Nil
- ❖ Reading list/ Bibliography compilation : Nil
- ❖ In-house/remote access to e-resources : Yes . Through N-List.
- ❖ User Orientation and awareness 1. General orientation at the beginning of the batches. 2. Batch wise orientation in the library for individual classes (6 classes for the 6 batches of UG students)
- ❖ Assistance in searching Databases
- ❖ Every member of teaching, nonteaching and students who have mail id are given membership under N-List.
- ❖ INFLIBNET/IUC facilities SOUL software is used for catalogues and issue of books

#### 4.2.7 Enumerate on the support provided by the Library staff to the students and teachers of the College.

The library is a learning resource that is utilized by staff and students alike. There are three library staff who attend to various needs of the members. One is in charge of issue of magazines, the other is in charge of issue of books and the third is the librarian who is in charge of the library and who comes to the need of any person as and when required.

The librarian adds clipping of latest arrivals and answers the queries of all the students. He gives an orientation class to the students when a fresh batch of students is admitted. Any book that is not available or which cannot be traced is reported to the librarian. He looks into the matter and traces book and issues it to the student without delay.

*4.2.8 What are the special facilities offered by the library to the visually/physically challenged persons? Give details.*

The librarian comes to the assistance of any physically challenged student and personally offers any assistance required.

*4.2.9 Does the library get the feedback from its users? If yes, how is it analysed and used for improving the library services. (What strategies are deployed by the Library to collect feedback from users? How is the feedback analysed and used for further improvement of the library services?).*

There is no systematic feedback collection on the working of the library. The students often report any matter to the concerned teachers. Such things are reported by the department head to the Principal who takes up the matter with the librarian and finds a permanent solution to it.

### **4.3 IT Infrastructure**

*4.3.1. Give details on the computing facility available (hardware and software) at the institution.*

- ❖ Number of computers with Configuration (provide actual number with exact configuration of each available system) 101.(Configurations differ)
- ❖ Computer-student ratio 101:623
- ❖ Stand alone facility : 28
- ❖ LAN facility: 4
- ❖ Licensed software Microsoft Windows and Office, Tally, INFLIBNET SOUL and customized Admission Automation Software.
- ❖ Number of nodes/ computers with Internet facility: 101
- ❖ Any other

Reliable computers with various configurations of reputed brands like DELL, VOSTRO 560S series with Intel Pentium core 2 duo, 2 GB RAM, 360 GB HDD, DVD writer, 19"LED monitor, optical mouse and keyboard.

All the individual labs are networked (LAN) and also connected to center computer facility for internet. The institution has taken Microsoft institute level license to use all their software. There is also INFLIBNET, SOUL library software, licensed tally software (multi user), and tailor-made admission management software. Many of the computers are installed with LINUX operating system and open office software to promote free software.

#### *4.3.2 Detail on the computer and internet facility made available to the faculty and students on the campus and off-campus?*

There are three computer labs in the College. Lab 1 was established in 1995 by the management for the Mathematics department where computer is a subsidiary paper (30 computers). Lab 2 was set up by the management for M. Sc Physics (9 Computers). Lab 3 (24 Computers). Lab 4 is meant for Electronics Department (10 Computers). Whenever there is a paucity of fund, the Management takes up the responsibility of maintaining the labs. All functioning staff rooms are provided computers with net facility. Moreover faculty members are free to use computer with net facility in the departments. Net connection is provided in the Computer Center and IQAC Office as well. The Main library is provided with two Computers with net facility. The UGC funded Network Resource Centre has six computers with LAN facility. There are two internet service providers. Besides the Aquinas Computer Centre has 30 systems with LAN facility to one of them. LCD projector assisted classes are common in the departments of Physics, Computer Science, Commerce, and Electronics. The College has also set up smart class room in the available space.

*4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?*

The institution has plans to offer better IT infrastructure for its students, The Network Resource Center with its six computers, the Commerce Lab are for the time being of great use to the students. The College has got membership for N-List. Digital library facility is included in the future plan. More provision for exploiting information technology is being seriously considered by the Management.

A recent manifestation of its skill to deploy resources and facilities is the move to relocate the paid Online Library. The paid online centre is amalgamated with the free Network Resource Centre so as to offer the resources to all the students. The Commerce Lab, funded by UGC and suggested by NAAC Peer Team is functioning in the College.

The institution has a diligent group of teachers to advice in matters related to its computer facilities. The UGC fund is often adequate to meet all these types of requirements. Additional financial assistance, if necessary, is provided from Management resources or PTA.

The faculty in charge of Computer Centre, is an asset to the institution updating and offering his potential to the service of the institution.

*4.3.4 Provide details on the provision made in the annual budget for procurement, up-gradation, deployment and maintenance of the computers and their accessories in the institution (Year wise for last four years)*

Main fundus for procurement Up-gradation deployment and maintenance of computers and accessories are from Management.

Up-gradation is done in various departments on demand basis. Funds are manly raised from Management Resources or from PTA or UGC for such needs.

	2008-2009	2009-2010	2010-2011	2011-2012
Computers	48750	11123	151750	5000

*4.3.5 How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching/ learning materials by its staff and students?*

The use of information and communication technology in teaching is gaining ground among the teachers and students. The revised syllabus with its seminars, Project Work and viva has increased the demand for open resources of information. Frequent use of Computer assisted reference and retrieval of information has become the trend of modern teaching-learning activity.

Seminars, project work, presentations have a cumulative impact on the grade points the student earns under the grading system. The Network Resource Centre, addition of books and journals in the library, a reasonable collection of CDs in general library and in departments, and the networked computer facility in all departments, facilitate extensive use of ICT resources by the staff and students.

*4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching - learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.*

The modified teaching learning methodology shifts the focus of teaching from teacher to the student. The teacher withdraws to the role of a competent facilitator who provides guidelines and opens out the avenues of learning to the student. He or she can no longer be spoon fed since the answers/responses are more individual based rather than how the theme/topic is being interpreted by the teacher. The teacher while providing a general outline introduces the broad area into which the student is initiated.

The involvement of the student in learning activity demands his/her ability to access the on-line teaching resources and prepare a paper that can be presented with the help of modern presentation techniques like power point and the LCD projector assistance.

For example a student who is given the use of ICT in Teaching-Learning English as a seminar topic has to do independent learning using the e-resources available on the topic.

The College has gained N-List membership for all students and staff members.

The student thus passes through the three structured teaching-learning stages of a) Teacher as a facilitator, b) Student as independent learner and c) Student as teacher who makes use of ICT enabled teaching resources in the student centered class room presenting his responses in the form of seminars, presentations, involving in discussions that may follow.

*4.3.7 Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?*

Yes, Directly. The College is authorized to access all the services provided by the National Knowledge Network through BSNL.

#### **4.4 Maintenance of Campus Facilities**

*4.4.1 How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during last four years)?*

		2008-2009	2009-2010	2010-2011	2011-2012
a.	Building	97192	226909	234550	451585
b.	Furniture	29110			13780
c.	Equipment	80886	26560	57636	89540
d.	Computers	48750	11123	151750	5000
e.	Vehicles	13150	22457	20762	18835
f.	Any other				
	1.University Remittance	20820	47995	53495	65755
	2. Salary	1584431	1505565	1443235	1424212
	3. Electricity	768978	587191	674856	488808
	4.Students Amenities	34768	40398	32837	182264
	5.Advertisement	7450	14880	87119	55650
	6.Miscelenious	236569	245964	60528	209964.94
	7.NAAC				4221

*4.4.2 What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the College?*

The management has appointed extra staff for maintenance and repair of the facilities

apart from the regular staff for the purpose in the College like sweepers, lab attenders etc. The Management has appointed technical staff to maintain computer, electricity and water supply. With experience some of the peons have acquired specialized skill in handling certain gadgets and are generously contributing towards maintenance of different types of electrical equipment. There is a Management appointed technician who attends to the need of the institution on the basis of requirements.

*4.4.3 How and with what frequency does the institute take up calibration and other precision measures for the equipment/instruments?*

Calibration and precision measures for equipment/instruments are done with the University maintenance fund as and when necessary.

*4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment ( voltage fluctuations, constant supply of water etc.)?*

There had been the problem of voltage fluctuation for quite some time. The Management rectified the problem by installing a transformer. Besides there are UPS that centrally support all sensitive equipment. The departments of Electronics, Physics, Computer Science and Biotechnology have all arrangements for upkeep and maintenance of their instruments. (Appendix No.17)

*Any other relevant information regarding Infrastructure and Learning Resources which the College would like to include.*



## **CRITERION V: STUDENT SUPPORT AND PROGRESSION**

**5.1 Student Mentoring and Support:** More than 66% of our student strength belongs to underdeveloped areas of Cochin. (Appendix No.18) The College has taken the responsibility of bringing up their educational standard through mentoring and support (Appendix No.19).

*5.1.1 Does the institution publish its updated prospectus/handbook annually? If 'yes', what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?*

The institution updates its prospectus and handbook every year and the hand book is given to the students at the time of admission or at the beginning of the academic year. Prospectus is distributed along with the application form. It contains information regarding the courses offered by the College, with its open courses and second language options. Going through it, a prospective student can get a brief over view of the institution. It also contains rules for admission and list of documents to be produced at the time of interview, schedule of fees to be paid at the time of admission and details regarding self-financing courses. The student handbook/ the College calendar is a more specific document containing history of the College, the list of faculty members with telephone numbers, courses offered, rules of the College, fees structure, and names of clubs and members of various associations. It also provides information regarding the requirements for scholarships and fees concession. A few endowments are also listed there. A detailed calendar for the whole academic year is included in the handbook.

Various committees comprising of staff members, the P.T.A. and the Management Council closely monitor that the institutional commitment and accountability are fulfilled.

*5.1.2 Specify the type, number and amount of institutional scholarships / freeships given to the students during the last four years and whether the financial aid was available and disbursed on time?*

The students of the institution are offered scholarships and freeships based on their socio-economic status from Government sources. 181 students were given scholarships in 2011-2012. The College office is prompt in distribution of financial assistance. Apart from this the College has the following endowments:

<b>Endowment Name</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
Msgr. Paul Katticherry Memorial & K. A. Joseph Memorial	Rs.200 for 5 students	Rs.200 for 5 students	Rs.200 for 5 students	Rs.200 for 5 students
Prof. Aruja Antony Memorial	Rs. 600 for 1 student	600 for 1 student	600 for 1 student	600 for 1 student
Prof. K. J. Paul	Rs.500 for 1 student	Rs.500 for 1 student	Rs.500 for 1 student	Rs.500 for 1 student
Mr. Albert & Mrs. Leena D'cruz Memorial endowment	----	Rs. 875	Rs. 875	Rs. 875
Jolly Rocky Endowment Rs. 550	Rs. 600	Rs. 600	Rs. 600	Rs. 600
PTA Cash Award	Rs 500 for 9 students	Rs. 500 for 8 students	Rs. 500 for 8 students	Rs.500 for 8 students

*5.1.3 What percentage of students receive financial assistance from state government, central government and other national agencies?*

29.05%, exactly 181 students enjoy the benefit of State/Central Government Scholarships. The students of the institution are offered scholarships and freeships based on their socio-economic status. 101 students were given scholarships in 2010-2011. 17 students are awarded endowments. (Appendix No.27.)

*5.1.4 What are the specific support services/facilities available for*

- Students from SC/ST, OBC and economically weaker sections
- Students with physical disabilities
- Overseas students
- Students to participate in various competitions/National and International
- Medical assistance to students: health centre, health insurance etc.
- Organizing coaching classes for competitive exams
- Skill development (spoken English, computer literacy, etc.,)
- Support for “slow learners”
- Exposure of students to other institution of higher learning/ corporate/business house etc.
- Publication of student magazines

- ❖ Students from SC/ST, OBC and economically weaker sections: More than 90% of the College students are from SC/ST/OBC communities. With assistance from UGC all departments of the College are conducting Remedial classes for these students.
- ❖ Students with physical disabilities once admitted are given the necessary assistance as required. Fellow students even without the insistence from the part of the teachers are seen as carrying the bags or helping the disabled to go up the staircase.
- ❖ Overseas Students who have joined the College are mainly from Lakshadweep. They are permitted to take their internal exams before or after the regular date.
- ❖ Students to participate in various competitions/National and International  
The Physical Education department taken the Hockey players for Evangeline Memorial South Indian Tournament at Karunya University, Coimbatore. The Management offered financial assistance to take the students for the competition.
- ❖ Medical assistance to students: health centre, health insurance : The College management has a hospital called Fatima Hospital in the locality. -Emergency cases are rushed to this hospital. Conveyance is arranged and an accompanying staff is also permitted to go with and remain with the student till a responsible person from the student's family reaches there. Very often the Principal's or teacher's vehicle is used to take them to the hospital. Medical charges are paid by the Principal including travelling fare.
- ❖ Organizing coaching classes for competitive exams: The Entry in Service Coaching functioning with assistance from UGC offers coaching to the students. They are given coaching in communication Skills , Numerical Aptitude etc.
- ❖ Skill development (spoken English, computer literacy, etc): The Aquinas Computer Centre offers computer courses at a nominal rate. The students can acquire computer Skills without much effort. The IQAC organized a coaching class for those who lack computer literacy. Besides the Women's Cell coordinator identified women students who lack computer Knowledge and arranged classes for them.

- ❖ Support for “slow learners”: Peer teaching and Remedial coaching are the two techniques that help slow learners. Peer Teaching is arranged by the departments and Remedial Coaching is under a senior teacher who decides the number of classes, fixes the teachers arrange the timetable etc. Principal supervises the activities
- ❖ Exposures of students to other institution of higher learning/ corporate/business house etc.: Exposure of students to other institutions of Higher learning is the outcome of the sharing among the teachers of different Colleges. A sharing attitude in relation to the seminars and workshops exists among the departments of the Colleges of the district. The sound bonding that is built up between the faculty of the different Colleges encourages the exchange of students that is done when any institution organizes a seminar or workshop. Students are directed to go there with their lunch thus reducing the financial burden on the organizing College. This trend is adopted by more Colleges and students benefit from seminars arranged in neighbouring institutions.
- ❖ Publication of student magazines: The College has its magazine generally published annually. The Principal appoints a magazine committee with the staff editor, student editor and some members. Some years due to unavoidable reasons this activity is not completed. There is very little fund allotted by the University for the publication of the magazine. The remaining amount comes from the advertisements collected by the student’s union especially by the editor. Some departments have their magazines. English department brings out a magazine every year. Physics department brought out a magazine in the year 2011- 12. Mathematics department has started publishing a newsletter.

*5.1.5 Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.*

An entrepreneurship club functions under the Commerce Department. Every year talks are arranged on vital issues.

5.1.6 *Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co-curricular activities such as sports, games, Quiz competitions, debate and discussions, cultural activities etc.*

- ❖ Additional academic support, flexibility in examinations : Students who take part in sports, cultural activities are given additional academic support in the form of extra/ out of class explanation, permission to submit assignments after the deadline provided they have requested for the same. A second date for taking a test paper is given in case they were absent on the particular day due to some sports activity.
- ❖ Special dietary requirements, sports uniform and material: During sports/ cultural practice the College arranges nutritional diets for the participating students. Sports students are supplied uniforms for the events. The costumes for Cultural events are very expensive. Other expenses like payment for the dance teacher, transportation, props to be arranged on the stage etc., imply a financial burden that cannot be met by the students. Teachers of the College volunteer to pool in an amount. The students use the prize money for financing other competitions coming up later. On this basis the College dance team participated in 3 competitions.

5.1.7 *Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR- NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central /State services, Defense, Civil Services, etc.*

The College offers mostly UG courses. Hence there is very little scope for giving training in UGC, NET, and SLET etc. for which the students have to take higher studies outside the College. But there is an external agency that provides coaching to our students. The Career Guidance wing of the College provides orientation from various placement offices. The library has a special collection of books that can help students to improve their employability.

**Entry level service coaching for SC/ST/Minorities:** A center for coaching for entry in service under UGC XI Plan is functioning in the College since October 2010. The office of “Entry in Service” functions in the room adjacent to the library. It is open to students and public. Utilizing the non-recurring fund allotment, the computer and other requirements were purchased. Students were also given study materials in the concerned subjects and regular mock tests were conducted.

Programme	No. of students benefited	Coaching class given		
		Numerical ability and test of reasoning	General English	General awareness
I	68	24 hrs.	24 hrs.	15 hrs.
II	73	15 hrs.	6 hrs.	18 hrs.

Future plan of the center: To extent the programmes to incorporate seminars, GD etc.

*5.1.8 What type of counseling services are made available to the students ( academic, personal, career, psycho-social etc.)*

The placement office of the College grooms the students to the job opportunities outside. Care is taken in handling the data base of current and former students. When the placement officer is convinced of the genuineness of the outside authority, classes are arranged for the students. A data base is prepared well in advance, so that it can be forwarded to the required office immediately.

**Academic Counselling** is done by the Heads of departments and tutors. A student may find it difficult to find the matter necessary for preparing a seminar paper. He/she is directed about the dependable sources like library (the titles of books etc), websites, other records in the department of similar work done earlier etc.

**Personal Counselling** is generally done by the senior teachers of the department. Whenever the matter requires the assistance of a trained counsellor, the matter is referred to the Counseling Cell which discretely deals with it. There are very few cases that are not settled by the department. Parental intervention always comes to the assistance of the department.

**Career Counselling** is provided by the career Guidance Cell and Entry level Service Coaching and by the teachers of the concerned department.

Students who need counseling are handled by the senior teachers of the department and the Counseling wing.

*5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students? If 'yes', detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).*

The placement office of the College grooms the students to the job opportunities outside. Care is taken in handling the data base of current and former students. When the placement officer is convinced about the genuineness of the outside agency, classes are arranged for the students. A data base is prepared well in advance, and forwarded to the required office immediately.

*5.1.10 Does the institution have a student grievance redressal cell? If yes, list (if any) the grievances reported and redressed during the last four years.*

The grievance redressal cell is constituted by the principal with most of the senior teachers of the departments. Matters come to the grievance cell only when the department fails to find a solution to it. Thanks to the sound tutor- student relationship such issues are easily solved before they reach the grievance redressal cell.

*5.1.11 What are the institutional provisions for resolving issues pertaining to sexual harassment?*

There have been no cases of such harassment. The women cell is alert to such matters. Any such suspected cases will be dealt with seriously.

*5.1.12 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?*

Yes the College has an anti-ragging cell constituted as per University norms. A copy of the supreme court order is read in the class rooms and is put up on the notice Board. The College handbook too has these norms included under the rules of the institution.

The institution takes maximum precaution when a fresh batch of students is admitted. Principal circulates a notice warning students of stringent action if any case is reported. Tutors prepare the newly admitted students to cultivate the correct mentality towards the seniors. Very few cases of ragging have been reported. One such case that came up was so successfully dealt with that the parents who wanted to discontinue the studies of their ward were happy about the final turn out and volunteered to take up prominent position in the parent-teacher association for the next two years.

*5.1.13 Enumerate the welfare schemes made available to students by the institution.*

- ❖ The Parent Teacher Association is a strong support that helps the College to continue with a few of its welfare schemes. In the academic year a new system of supplying purified drinking water supply was initiated with the financial assistance from PTA.
- ❖ Another welfare scheme initiated by the institution was a financial assistance for a first year student who belonged to a financially low income family. He was diagnosed as suffering from tumor. The whole College contributed and a sum was deposited in a bank for his treatment. (Appendix No.20).
- ❖ The college provided financial assistance to an accident victim of sister concern.

*5.1.14 Does the institution have a registered Alumni Association? If 'yes', what are its activities and major contributions for institutional, academic and infrastructure development?*

The College has an Alumni association. Alumni association has contributed to departmental developments. They were ready to honour the retiring staff members. In some departments they were able to provide feedback on curriculum. In some cases they approach the departments so as to organize more and more regular meetings. In English department they have offered financial assistance to students who are financially less privileged. They funded the purchase of text books which was done through the department.

The College has an alumni association that meets at least once during most of the previous years. Department alumni associations are more actively involved with the department providing feedback from employers and giving contributions whenever the department approaches them. Alumni of Electronics Department sponsored a digital clock of the department. The alumni of English department came forward to sponsor books for deserving first year students. A File Locker was also recently added to the department, thanks to the generosity of the department alumni. Alumni who are eminent sports men volunteer to coach the current students of the locality coming to the College during “Summer in Aquinas” Programme.

## 5.2 Student Progression

5.2.1 *Providing the percentage of students progressing to higher education or employment (for the last four batches) highlight the trends observed.*

### CONSOLIDATED: UG PROGRAMME

Year	Total	Higher Studies	Percentage	Employed	%
2008	199	108	54.27	78	39.20
2009	164	88	53.66	61	37.20
2010	180	86	47.78	76	42.22
2011	164	84	51.22	62	37.80

### CONSOLIDATED: P G PROGRAMME

Year	Total	Higher Studies	Percentage	Employed	%
2008	34	10	29.41	18	52.94
2009	13	5	38.46	6	46.15
2010	17	4	23.53	10	58.82
2011	20	4	20.00	14	70.00

5.2.2 *Provide details of the programme wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated by the university)? Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the Colleges of the affiliating university within the city/district. 2008-2009, 2009-2010, 2010-2011, 2011-2012*

	Physics				Economics				Mathematics				Commerce			
	2008-09	2009-10	2010-11	2011-12	2008-09	2009-10	2010-11	2011-12	2008-09	2009-10	2010-11	2011-12	2008-09	2009-10	2010-11	2011-12
Pass %	77	80	92	79	90	94	89	56	95	87	96	88	69	84	80	95
Completion Rate	26	25	24	33	47	48	45	48	21	23	26	25	39	38	39	37

	English				Electronics				Bio-technology			
	2008-09	2009-10	2010-11	2011-12	2008-09	2009-10	2010-11	2011-12	2008-09	2009-10	2010-11	2011-12
Pass %	83	82	88	96	27	16	40	60	75	78	89	
Completion Rate	23	22	17	28	11	25	25	20	4	9	9	

*5.2.3 How does the institution facilitate student progression to higher level of education and/or towards employment?*

One of the challenges before the institution is increasing the employability of its students. Hailing from an economically and socially backward area, students are to be constantly encouraged to take up certain additional assistance offered like Remedial classes. Progression to higher studies is the general trend among students.

**The Career Guidance Cell and Entry in Service Coaching Centre** assist the students by sharpening their skills.

**Adding more books to the library** and motivating students to read them has been identified as another area where teachers have to take special interest.

*5.2.4 Enumerate the special support provided to students who are at risk of failure and drop out?*

Students who show signs of failure are traced as early as possible and brought under Peer Teaching and remedial coaching. The Principal and Heads of Departments take special interest in counselling the parents of probable drop-outs to find out the causes behind the recorded failure and they try to remedy the situation which succeeds to a great extent.

### **5.3 Student Participation and Activities**

*5.3.1 List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.*

Institution under the guidance of staff advisor encourages its students to participate in any competitions that it is informed of. Our students regularly participate in essay competitions organized annually by the Chamber of Commerce Cochin Chapter. Every year there is representation from our College in the leadership camp RAYLA organized by the rotary club of west Cochin. In MG University inter- College sports championship our College participated in ten events and in district level competitions in five disciplines.

- ❖ BEN WILSON – III B.com- 3<sup>rd</sup> place in wrestling (inter-collegiate)
- ❖ NIBIN JOHNY - II M.Sc. Biotechnology Best Physique (inter-collegiate)
- ❖ SAMEER KHAN T.S - II B.com and EMIL CANUTE - III B.Sc. Eelectronics won 3<sup>rd</sup> place in judo championship
- ❖ AKBAR P.A- I Economics 2<sup>nd</sup> place in judo championship
- ❖ SAVOOL P.J- I English and GAILS ROBERT II Electronics participated in senior national throw ball championship
- ❖ Akbar P. A. represented Kerala State wrestling team.

In 2011-12 our College Dance team participated in three intercollegiate competitions and won First Prize at 1).MISTAAD organized by The Cochin College 2). VHAMI organized by St. Albert's College and 3). LUMIER organized by The Government Engineering College, Kidangur. The same team had performed for ASTHRA the arts programme organized by Amritha Institute of Medical Science.

*5.3.2 Furnish the details of major student achievements in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. for the previous four years.*

**Co-curricular:** Our students go for essay competitions and debates organized by neighbouring Colleges.

The following activities were conducted under the Career and Counseling Cell.

1. Spectrum Softtech Solutions conducted a Campus Recruitment Programme in the Campus on 20<sup>th</sup> January 2010.
2. HCL visited the College to conduct a Short- listing Drive for HCL Work and Study Program in December 2010.
3. Students attended the Recruitment drive of Aditya Birla Minacs World Wide Ltd. at Sacred Heart College Campus on the 19<sup>th</sup> March 2010.
4. A few of the final year students were sent for a seminar on “Widening Horizons – Management” organized by the FED UNI in Kochi on 10<sup>th</sup> February 2011 at Bharath Tourist Home, D.H. Road, Ernakulam.
5. On 3<sup>rd</sup> February 2010 the Career and Counseling Cell in charge had taken students to attend the DISA 2011 – to help students to have an idea of the opportunities and courses that they could select after graduation.
6. Orientation classes conducted by Sritisha - counselor for the final year students on 23<sup>rd</sup> January 2011.
7. “Career planning while still at College”, this was targeted at the first year and second year students by Mrs. Radha Madhav, Director, Expert Information Technology on 28<sup>th</sup> and 29<sup>th</sup> of July 2011.
8. Training programme for Skill Enhancement Programme for the final year students was organized by the John and Mary International Training systems (P)Ltd. Conscious living – Orienting for a career, and Resume Preparation and Group Discussion were the highlights. December 14<sup>th</sup> and 15<sup>th</sup> 2011 and January 19<sup>th</sup> and 20<sup>th</sup>.
9. Students of B.Sc. Mathematics –Akhila Subash was placed with Wipro, Aswathy Ramesh was placed with MES, Mary Liya V. R. with CRPF.
10. Eureka Forbes conducted a recruitment drive and 6 students of the final B.Com – Srijith K.S, Raphael Akhil Jose, Vishnu C D, Jeen Jose, Rinoy Joseph and Arun M. were given call letters.

**Extracurricular: NCC, NSS, Physical Education are some of the avenues for student extracurricular activities. Some sports achievements are listed below**

No.	Name	Class	Event	Current Performance
1	Akbar P A	III BA Eco	Wrestling	M G University Second
2	Shijith A S	III BA Eco	Wrestling	M G University Second
3	Kamal K T	III BSc Elec.	Wrestling	M G University Third
4	Savool P J	III BA Eng	Throwball	National Participation
5	Shaiju A S	II BA Eng	Football	National Participation
6	Praveen M	II BA Eco	Cycling	M G University Second
7	Stephin Pathros EV	II BA Eco	Cycling	M G University First
8	Githin Jos	II BSc Maths	Baseball	Inter Uty Participation
9	Lijiya Joy	II BSc Phy	Cycling	M G University Second
10	Maria Antony	II BA Eng	Cycling	M G University Second
11	Fasjer Miron A F	I BCom	Hockey	Inter Uty Participation
12	Redsun Sharp G	I BCom	Softball	Inter Uty Participation
13	Milan Josey	I BA Eco	Cycling	M G University First
14	Rose Mary	I BA Eco	Cycling	M G University First
15	Nilesh K N	I BSc Phy	Baseball	National Participation
16	Kiran T A	I BSc Phy	Cycling	M G University First
17	Maria Antony	III BA Eng	Cycling	State Participation

**Cultural activities:** the College dance team participated in intercollegiate competitions in four Colleges.

*5.3.3 How does the College seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?*

The College is always seeking feedback from employers, alumni, Academic Commissions and teaching faculty of other colleges and is ready to introduce possible remarks for improving the quality and performance of education. One important remark immediately put into practice is the suggestion to subscribe to N-List, which came from one of the members who visited the college as Commission from MG University for starting M.A.English. Faculty, especially the IQAC coordinator is asked to attend quality

improvement seminars conducted by other institutions. The College has an alumni association that meet at least once during most of the previous years. The institution makes use of the data collected from graduates and employers. One such comment consolidated from the feedback is the need to improve communication skills of students. As a follow up the institution has applied for assistance from UGC for an Add – on career oriented course that could improve their communication skills.

*5.3.4 How does the College involve and encourage students to publish materials like catalogues, wall magazines, College magazine, and other material? List the publications/materials brought out by the students during the previous four academic sessions.*

College supports the students to bring out the College magazine every year. The English department has a magazine in manuscript. The students of the department try to enrich it with their literary and artistic contributions. The students of Physics department brought out a magazine in 2011-12. The Mathematics department has started a newsletter, “GanithaPrabha”.

*5.3.5 Does the College have a Student Council or any similar body? Give details on its selection, constitution, activities and funding.*

There is the College union that is formed according to the university rules. The chairman, vice chairman, university union counselors, general secretary, arts club secretary and class representatives are elected/nominated as per regulations. It is their responsibility to encourage cultural activities and select students for participating in inter College/ university level competition. The College union is given a limited amount which is not adequate for activity. The students conduct film show and the fund is generated for further cultural activities. Whenever possible they seek sponsorship for the activities.

*5.3.6 Give details of various academic and administrative bodies that have student representatives on them.*

**Anti-ragging cell** functions under the directions of Kerala Ragging Prohibition Act of 1998. Two senior students have representation in this cell. This cell functions according to the norms provided to all higher educational institutions.

**Anti-narcotic cell** has five students in the ten member team.

**Associations** that function in all departments have student representations.

**College union** is another body whose office bearers are purely selected from among students.

The **IQAC** has student wing that has helped in typing, survey etc

*5.3.7 How does the institution network and collaborate with the Alumni and former faculty of the Institution.*

The departments have their own method for communicating with the alumni, mostly through email and telephone.

Annual meeting gives them a chance to refresh their memories and maintain the connection with the departments. The Alumni representatives are invited for College retirement functions. Alumni esteem the presence of retired teachers during their meeting. Teachers of the department encourage their alumni to invite the retired teachers to their meeting. Former faculty of the institution are invited for all alumni meets.

The institution has planned to involve the alumni into the developmental programmes of the College. The Teacher in Charge of Alumni activities has given the direction to departments to provide the contact email-id and telephone numbers of alumni for the purpose identifying areas for collaboration.

*5.3.8 Any other relevant information regarding Student Support and Progression which the College would like to include.*



## **CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **6.1 Institutional Vision and Leadership**

*6.1.1 State the vision and mission of the Institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.?*

#### **Vision**

Aquinas College shares the vision of the Educational Agency for developing the College into a center of excellence by providing opportunities for study and research up to the highest level to the society, especially to its marginalized sections.

#### **Mission**

The College has been established to provide opportunities for higher education to economically and socially backward communities, especially to the Latin Catholic minority community and also to strive for educational excellence and the development of the whole person with values and spiritual outlook.

The management plays a participatory role in dealing with human resource and material resource available in the institution so as to cater to the institutional vision of developing the College into a center of excellence for the marginalized sections of society. All its recruitment, training and management are designed with this in focus.

*6.1.2 What is the role of top Management, Principal and Faculty in design and implementation of its quality policy and plans?*

Top Management has listed Quality Policy and Quality Plans keeping in view its long term goal of creating better learning possibilities for the backward community.

Some of the activities/decisions that will serve to attain its Quality Policy are listed below:

1. Provided as many class rooms with ICT teaching-learning facilities.
2. Encouraged the improvement of the skills necessary for gaining employment.
3. To improve the canteen facility of the staff and students. (Already implemented)
4. Take care of the Health and Fitness Aspect of the students and staff.

To attain educational excellence for marginalized sections the following quality improvement plans are formulated and implemented:

1. The top management has a clear view of its mission and vision of attaining excellence especially for marginalized sections. The management motivates and gives leadership to attain this goal.
2. Constantly put in application before the Government for more PG Courses.
3. Encourage teachers to take up research work
4. Improve the pass percentage through support to weak students
5. Provide coaching to improve the skills necessary for employment
6. Ensuring the co-operation and support of the Management in implementing the suggestions of the NAAC Peer Team
7. Management participation in IQAC meetings related to quality improvement.
8. The management is pledged to motivate the Principal and staff in matters related to quality of teaching and research. Any initiative from the Principal or staff towards improvement of quality is entertained and the required support is guaranteed.
9. Assume leadership role in implementing quality improvement measures such as seminars, workshops and Invited Talks.
10. The Management frequently discusses important Quality related matters with the Principal and NAAC Co-ordinator.

*6.1.3 What is the involvement of the leadership in ensuring:*

o **the policy statements and action plans for fulfillment of the stated mission**

Leadership is alert to the need to fulfill Policy Statements and action plans. The Principal, as part of designing the quality policy of the institution, has set up an Advisory Committee and selected certain norms on the basis of which fund allocation is done for departments.

- ❖ The plan of the IQAC to conduct a NAAC sponsored seminar on Quality enhancement was realized with both financial and administrative support from the management.

- ❖ Any initiative by departments in the direction of content based seminars is encouraged by the Management and Principal and the extra financial assistance assured.
- ❖ One of the plans of the institution that has been fully supported is the financial assistance for Multi-gym and Fitness centre. The proposal came up from the Physical Education department taking cue from the Peer Team report. As part of its quality improving strategies the Management fully financed the scheme.
- ❖ In an attempt to focus on the quality aspect of the College ground, the Principal sanctioned assistance for purchasing Weed Cutter for the ground trimming and maintenance.
- ❖ To improve the use of ICT in education the College has taken a new BSNL Network connection in the Network Resource Centre started with UGC assistance (XI Plan). The use of network resource centre could help the students to attain global competence for employment.
- ❖ The initiative of the management in improving quality stands proved in the recent appointments made by the Management. In the selection of staff the College has to maintain norms given by the UGC. Standing within the guidelines of the UGC, the management tries to give job opportunities to those who come from deserving background not compromising on quality. Two fresh appointments are Net qualified and the appointment of the Computer Science teacher who has proved his competence and dedication while teaching in the College as guest faculty for 13 years was regularized.
- ❖ A class was arranged for the use of Smart Boards and Projectors.

The College provides higher education opportunities to maximum number of students from marginalized section within the university norms. The Management could exercise maximum freedom in providing job opportunity to the most deserving in the case of Non-teaching Staff. All non-teaching staff belongs to Latin Catholic Backward Community.

Maximum effort has been taken in giving employment to the most deserving in the case of last grade staff. (Refer Table Below)

Sl. No	Name	Designation	Criterion for selection
1	Mary K.T	Last grade staff	Widow
2	Mary John	Last grade staff	Widow, lost whole family in Kannamally Boat disaster.
3	Mrs. Brigit B.R	Last grade staff	Below poverty level. Belonging to the underdeveloped Panchayath area.
4	Mrs. Philomina M. J.	Last grade staff	The proximity of the College (Pashnithode - a canal surrounding which there are people below poverty level).
5	Mrs. Victoria M	Last grade staff	The proximity of the College
6	Mrs. Barbara Antony	Last grade staff	Husband physically handicapped

o **formulation of action plans for all operations and incorporation of the same into the institutional strategic plan**

1. In order to provide optimum utilization for the UGC funded learning resources the Principal has entrusted the responsibility of monitoring the smooth working of the Network Centre, Commerce Lab etc. to responsible teachers.
2. The institution has its Open Window Programme that helps Leadership to establish link with Parents and monitor the performance of the students.
3. Entrusts committees to decide crucial matters like Arts Day celebration, College Magazine compilation, conduct of College Day etc.

o **Interaction with stakeholders**

Management encourages Alumni Meet and the Principal exhorts departments to conduct regular annual gatherings. The Principal appoints a faculty as officer in charge of Alumni Association. Stake Holders remarks and suggestions are recorded and consulted whenever necessary.

o **Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders**

1. The institution has felt the need to motivate its faculty to make use of advanced

teaching methods. An expert was brought to the College and staff members attended a demonstration class conducted on the use of Smart Board and Projectors.

2. Management tries to implement the positive suggestions generated through need analysis. Improving communication skills, providing placement orientation and adaptability training to the students was the outcome of need analysis and inputs from stake holders.

○ **Reinforcing the culture of excellence**

Leadership ensures the reinforcement of a culture of excellence by

1. Projecting faculty and student achievers as role models
2. Providing maximum publicity to rank holders
  - a) Honours achievers with cash awards mementoes and certificates
  - b) Arranging felicitation meetings

○ **Champion organizational change**

The present organizational structure is conducive to quality maintenance hence the need for championing organizational change was never felt.

*6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?*

The College has well defined procedures for a) monitoring and b) evaluating policies and plans for improvement. The IQAC and the College council are academic and planning bodies that have a sound blending with the Management and Principal. Their plans and practical policies and suggestions are forwarded to the authorities.

Some of the important Procedures for monitoring and evaluating the policies and plans are listed below:

1. IQAC meetings to monitor and evaluate quality matters.
2. Department Meetings.
3. College Council Meetings.
4. Frequent meetings of NAAC co-ordinator with Management and Principal to discuss quality matters.

#### 5. Meeting of UGC Fund Allocation Committee.

Departments, after faculty meetings, submit suggestions for improvement through the College Council and IQAC, which are included in the future plans for preparing the AQAR for an academic year.

Another step in monitoring and evaluating the policies and plans of the institution is the committee appointed by the Principal for Fund Allocation. They monitor the utility and academic relevance of any expansion/addition/renovation recommended by the Departments for which fund has been allocated.

Fund Allocation Committee monitors the utility and academic relevance and evaluates the policy decisions.

*6.1.5 Give details of the academic leadership provided to the faculty by the top management?*

1. The faculty is encouraged to take up research work by work arrangement within the department.
2. Permission is granted to attend seminars, workshops both national and international.
3. Staff with research experience are given important development activities.
4. Faculties are encouraged to present papers in seminars.
5. Makes arrangement for the utilization of resources like network centre, media room for teaching/learning purposes.
6. Provides necessary funding for invited talks.
7. Provides the assistance of technically qualified staff to assist in the arrangement of audio-visual support for handling classes seminars' etc.
8. Any academic improvement endeavor from faculty like request to provide students opportunity to access internet after class hours is encouraged and supported.

*6.1.6 How does the College groom leadership at various levels?*

The College has ascertained that assigning certain curricular/co-curricular/extra-curricular work to suitable persons is the ideal way for grooming leadership at various levels. The NCC, NSS, Women's Cell, Staff Adviser, NAAC coordinator are just a few of them.

Initiatives in any direction is encouraged and supported and healthy, productive discussions acknowledged with favorable response. Faculty with leadership skills is given top position while committees are constituted. Management welcomes any initiative from Principal or teachers for improving quality of teaching and research. Persons with potential for leadership are given opportunity to organize / attend seminars in this area. NSS programme Officers are sent for Trainers training Camp, the Teacher in charge of student counseling was allowed to attend Child Youth Counselor Training.

*6.1.7 How does the College delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?*

All the routine and developmental works are decentralized and entrusted with different committees. Some such committees are as follows:

1. College Council
2. Admission Committee.
3. Committee for allotment of Fund
4. Committee for quality related decisions(IQAC).
5. Magazine Committee
6. Utilisation of Fund(UGC)
7. Library Committee
8. Committee for deciding Student Scholarship
9. Discipline Committee
10. Anti-ragging Committee

All efforts to decentralize governance are taken. Departments are encouraged to formulate developmental plans. Proposals for new courses are supported. Authority is decentralized and delegated to persons with leadership qualities. They enjoy maximum freedom. The Management intervenes only when the committees do not function well.

Work is divided among various teachers:

Admission is under the Admission Committee, NAAC work is shared among the members of the IQAC, Election is done by the staff members selected by the Principal, Student Activities is the responsibility of the Staff Adviser, magazine is supervised by the Staff Editor. Besides NCC and NSS have their coordinators who attend training according to the norms.

Decentralized governance is exhibited most in the attitude of the Principal who allows decision to be taken by the Head of the Department. All the routine and development works are decentralized and entrusted with different committees some such committees are listed below

1. Committee for academic calendar preparation
2. Retirement committee
3. Committee for College infra-structure development
4. Scholarship and endowment committee
5. PTA committee
6. ALUMNI committee.
7. Committee for conduct of annual arts and sports meet.

*6.1.8 Does the College promote a culture of participative management? If 'yes', indicate the levels of participative management.*

Yes. All the administrative and academic functions of the College are organized in a participative management manner. The Management has given ample freedom for quality improvement in all matters related to the College, to the Principal, HODs, various committees, IQAC, and all other units. Review and direction without diminishing individual initiative is the policy followed. The Principal discusses all important issues with the Management as well as College council, HOD's and other office bearers. The Management arrives at important decisions in consultation with various units of governance in a participatory manner. All the units involved are free to share their views in all important matters. The College encourages participative management in academic,

disciplinary and to an extent in administrative matters through decentralization. In academic matters the Principal has discussion with Heads of departments and College council in deciding the portions for internal exams. Staff meetings are held for matters that need more open discussions.

In disciplinary matters Principal discusses with the heads of departments and tries to arrive at a solution that is recommended by the department.

In cultural activities and sports the involvement of all staff members is assured even though there are teachers in charge like Physical education teacher and staff adviser. Responsibility is shared by all members when a major sports event or the annual sports meet or Cultural meet is organized by the students.

## **6.2 Strategy Development and Deployment**

*6.2.1 Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?*

Yes. Insistence on quality was conceived and incorporated into the vision and mission by the Founding Members of the College. The Diocese of Cochin, the Educational Agency that runs the College has been in the field of education for a long time and has a tradition of maintaining quality.

Quality related matters are the core of all meetings, especially of the NAAC reaccreditation work. Strengths, weaknesses opportunities and threats are frequently analyzed. The management is bent upon fully utilizing the funds sanctioned by the UGC. Details are provided in the Management Quality Policy File.

*6.2.2 Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.*

The institution has a perspective plan for development.

- ❖ To develop the College into an institution with research centres thereby providing opportunity for the less advantaged students of the locality. To make this possible the Management is willing to utilize UGC fund to purchase Computers and other accessories essential.

- ❖ To expand the library, digitalize and make it more student-friendly
- ❖ To improve the functioning of the weaker aspects of the College like career guidance and placement coaching, better planning for future expansions, advanced teaching-learning technology etc.

### 6.2.3 *Describe the internal organizational structure and decision making processes.*

Principal as the head of the institution takes decisions related to all academic activities in consultation with the Heads of Departments and IQAC/College Council. The Management is involved in administrative matters and quality maintenance portfolio. The Principal -Management interface functions as the highest academic and administrative authority. The College council, the IQAC, the Heads of Departments are bodies vested with advisory power and are in continuous discussion with the Principal in academic matters. Any other matter like the need for some infrastructural changes/improvements, matters that demand financial investment, improvement in library facilities or any other need felt by its faculty members are communicated to the Principal by the H.O.Ds.

There is the mutual understanding between the various sections and persons- in - charge .The development of the department is decentralized. The Departments can organize academic events and enjoy freedom to discuss infrastructural development with the Management. Most of the development activities are proposed by the departments and sanctioned by the Management. The smooth co-relation between the departments and management helps to actualize the developmental programmes of the department. The heads of the departments have free access to the Manager through the Principal and thus delay in execution of plans is overcome.

### 6.2.4 *Give a broad description of the quality improvement strategies of the institution for each of the following*

#### o **Teaching & Learning**

The Management is fully committed to enhance the effectiveness of teaching and

learning of the College. Its leadership role in the matter is demonstrated by its effort to motivate the teachers to bring out the best teaching learning experience. At the beginning of the year a request for the work load and its completion schedule is made by the Manager through the Principal. This provides the Management with ample proof to monitor the teaching learning activity of the College and make necessary remarks. The Manager tries to evaluate the suggestions collected from various sources so as to enhance the process. When crucial policy matters are discussed the Manager ensures his presence in order to make discussions as effective as possible. The Principal discusses quality related issues in the meetings with HODs and the Management, the Governing Body and IQAC also analyze and suggest remedies.

○ **Research & Development**

The institution has identified research as one of its weaknesses and is trying to remedy it on a priority basis. In its commitment to this decision, the Management has taken special interest in appointing teachers with Ph. D in the recent appointments. One teacher with Ph.D. was appointed in 2012.

○ **Community engagement**

Community engagement is done through departments, NSS, NCC, Extension Activities Wing and Palliative Care Unit. Departments conduct free classes for local students; NSS and NCC conduct many activities suitable for the local community, and the extension activities wing take care of food packets and used clothes distribution.

○ **Human resource management**

One of the quality improving strategies of the institution is the monitoring of the performance of each faculty minutely to identify the exceptional resource of each member. The identified skills of the staff are taken into consideration in portfolio distribution and special duty allotment. Teachers with numerical/systematic/computer skills are allotted special positions like handling officers in charge of admission/internal assessment Co-ordinator/Officer in charge of Funding etc. Another example is the

employment of the Superintendent, who has a potential for liaison work, for establishing beneficial links with outside agencies.

Teachers are encouraged to attend any seminar that could add to quality improvement. The College welcomes any suggestion for seminars and stands with the department offering assistance. The Management, standing within its financial constraints, is willing to financially assist the departments when seminars are organized.

The Principal is alert about hour arrangement. Any free hour is immediately adjusted so that students are not left free between classes.

o **Industry interaction**

The science Departments have established links with industries like Unibiosis, Keltron, etc. for creating better teaching learning environment. The cordial relationship with such institutions serves to provide the optimum environment for student projects and for providing feed- back on student knowledge and performance.

*6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?*

On the basis of the feedback collected from the stake holders, the Principal informs the Manager of the important points from the student feedback. General remarks are made so as to motivate the teachers. Activities of the previous year are reviewed and suggestions for the betterment are sought from all its members. The Principal constantly updates the Manager regarding the academic performance of teachers and students.

Students' appraisal of teachers and teachers self-appraisal forms are regularly submitted to the Manager for review and suggestions. Recently Students' evaluation of teachers is forwarded to the concerned teachers and a copy of Consolidated Teacher Evaluation of Students is forwarded to the Principal who in turn forwards the Evaluation Record to the Manager.

The Parent Teacher Association is another source that provides adequate information to review the activities of the institution. Regular executive meetings assist the Management in reviewing various activities of the College including transport facility of the students. Constant demand from the students for providing ceiling fans in the classrooms was taken up by the PTA. The PTA is one of the readily available financial sources of the institution. They promptly attend to all the requests forwarded by the institution. Fixing ceiling fans in class rooms, demanding Kerala State Road Transport buses to be available to students after classes, providing drinking water facility at various places are just a few of the PTA sponsored programmes.

*6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?*

Effectiveness and efficiency of the institutional process is encouraged and supported by the Management. The Management confirms its presence when serious quality related discussions are arranged in the College. Through constant discussions and interactions the Management encourages any endeavor from the staff that can enhance effectiveness of the institutional process of education. When the non-teaching staff approached the Management with the idea of conducting a seminar for the non-teaching staff of the Colleges of Ernakulam district, the Management volunteered to offer financial assistance.

*6.2.7 Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.*

The Management and IQAC met on **09-07-2010** to discuss a few crucial matters.

Resolutions taken:

- ❖ To improve the approach road as suggested by the NAAC Peer Team
- ❖ To give a facelift to the College by painting
- ❖ To start a Commerce Lab and provide the necessary financial assistance for renovation of the existing infrastructure of the room

- ❖ To invest in Health development programmes of the College – to finance the proposal to start a multigym

- ❖ To encourage research initiatives among teachers

- ❖ To provide more desks and benches in the College

A Meeting was convened on 10-08-2010 to discuss the status of implementation of the resolutions of the previous meeting and to discuss other plans and suggestions.

- ❖ To provide the infrastructural assistance for the UGC funded Network Resource Centre

- ❖ To convert the space in front of the library for a) Career Guidance Cell b) Entry in Service Coaching Centre

- ❖ To provide financial assistance and guidance for Seminars

- ❖ To offer financial assistance to the renovation of the College Ground

- ❖ To improve rainwater harvesting facility in the College

- ❖ To provide more cupboards to the Central library

- ❖ To fill up the back yard of the College with waste material that would prevent growth of unwanted shrubs.

- ❖ To provide better working condition in the staff rooms- fixing wash Basins in staff rooms.

- ❖ To improve the present canteen as suggested by NAAC Peer Team

- ❖ To increase the number of PG courses- Application for M. Com and M.A. English

- ❖ To apply for courses in Chemistry to absorb the Zero work-load teachers

- ❖ To provide necessary support for the College's Smart Class Room Venture

- ❖ To complete the painting of the College

- ❖ To plan expansion of Central Library

- ❖ To conduct a combined Workshop of IQAC and Governing Body on Quality Assurance Measures.

*6.2.8 Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If 'yes', what are the efforts made by the institution in obtaining autonomy?*

The university does not grant autonomy.

*6.2.9 How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder relationship?*

Any grievance or serious complaint is taken up by the staff council and redressed immediately. The nature of grievance is also studied by the concerned body.

*6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?*

There are no such issues against the College.

*6.2.11 Does the Institution have a mechanism for analyzing student feedback on institutional performance? If 'yes', what was the outcome and response of the institution to such an effort?*

The institution has a system for collecting feed back on institutional performance. Students are given a feedback form at the end of the course and asked to evaluate the teachers.

The result of such analysis is consolidated and the net remarks are communicated by the Principal to the concerned. After consolidation and reckoning the concerned teacher is allowed to go through the students' evaluation of his/her teaching.

### **6.3 Faculty Empowerment Strategies**

*6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non -teaching staff?*

Professional development initiative from any staff member is always appreciated by the Principal and the Management. Permission is granted to attend seminars, refresher courses, research, projects etc. The library and online/computer resources are adequately equipped to facilitate the research needs of the teachers. Seminars on Professional

Development were conducted by all departments. Physics Department conducted a Seminar on Grading System introduced by M. G. University. The Seminars conducted by English, Economics, Mathematics, Commerce Departments were well rated by the teachers from other Colleges who came to attend the seminar. A Seminar for the Non-teaching Staff was also organized.

*6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?*

Faculty empowerment is given top priority. Management takes initiative in conducting seminars for faculty empowerment. IQAC constantly reminds the faculty members of the need to empower themselves by attending motivating seminars, discussions and pre-valuation discussions at centralized valuation camps. For instance, Mrs. Zeta Paul attended 3 days NSS programme officers Training Camp, Mrs. Bridgit Jeeji, Mr. Joseph Justin Rebello & Mr. Shaji Jose attended refresher/orientation courses. Prof. Dayisi M. F. of the Chemistry department attended a 5 day Residential Training for sensitization, Awareness and Motivation as part of Women's Cell programme organized by S. D. College Alappuzha. (Appendix No.8)

*6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.*

Teachers forward a self-appraisal report carefully enlisting the multiple activities of the academic year. The format used is the one suggested by the UGC for teacher self-appraisal so that all aspects of teaching learning is captured. The Principal countersigns the report and forwards it to the Management for proper scrutiny and review.

*6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?*

Principal reviews the performance appraisal of the staff and forwards it to the management. The Management reviews the performance appraisal and appropriately communicates it to the concerned faculty. Management acknowledges the achievements of the teachers as evaluated by the students.

In case of negative comments by students the Management consults with the Principal and discusses all drawbacks in individual cases. The Management then formulates plans for remedying the identified drawbacks. The Principal convenes a Staff Meeting in the presence of the Manager who talks on positive steps to be taken to remedy the identified drawback in general.

*6.3.5 What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?*

There is a welfare fund for the non-teaching staff of the College. From this loans will be sanctioned. Expenses for organizing annual trips to a picnic spot, Christmas celebration, Scholarship for their children, etc. will be met from this fund. They have also contributed an Endowment of all staff members for the best performer in Sports instituted in the name of Prof. K. J. Paul.

*6.3.6 What are the measures taken by the Institution for attracting and retaining eminent faculty?*

Being an aided College, the staff once selected and appointed through stipulated procedure usually continues till retirement. Faculty members once appointed do not leave the College other than for joining direct government service. The Management offers all encouragement for faculty improvement in order to retain the experienced teachers. Distinguished retired faculty are reabsorbed in different positions.

#### **6.4 Financial Management and Resource Mobilization**

*6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?*

The accounting system is fully computerized. The Management continuously

monitors and evaluates the financial resources and explores avenues of improving the resources for available funds for developmental activities. Requests for UGC funds are regularly monitored. Developmental expenses over the available resources of the College are met from the Management Fund.

*6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.*

The institution has 4 external audits.

1. Audit from Account General's Office
2. Audit from Deputy Directorate of Ernakulam
3. University Audit
4. Audit of Harijan Welfare Department

The Audit from the office of Deputy Directorate of Ernakulam has been done up to 31st may 2008, and AG's audit has been done up to 31st May 2009. The audit objections written are related to the zero work-load teachers. They continue in service under the High Court order.

Harijan Welfare Department's audit was always satisfied with the work done in the College.

There is a system for internal audit that is built into the working of the institution. Any expenditure incurred is supported by proper vouchers and bills that are first collected by the Head Accountant after getting the signature from the concerned person who collects the payment. It is then forwarded to the Principal and then to the Manager for approval. Payments are made after this process.

*6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.*

\* Audited income and expenditure is enclosed as appendix No 21.

The College gets developmental fund from UGC under various Heads. The deficit is managed from the Management Funds. UGC ASSISTANCE 2007-2012

- 2006-2007: UGC grant for equipment 2, 59,416/-  
1, 32,919/- (F.I.P)
- 2007-2008: UGC grant for equipment and books 77,683/-
- 2008-2009: 2, 33,049 for equipment and books  
1, 21,748 (F.I.P)  
UGC for minor project (Physics) 4000/-
- 2009-2010: Books and equipment 3, 000, 00/-  
Remedial coach for SC/ST/OBC 2, 60,000/-  
Coaching for entry for SC/ST/OBC 3, 40, 00/-  
Aid for SC/ST/OBC 60, 000/-  
NAAC 60, 000/-
- 2010-2011: UGC for different projects 17, 69268/-  
NAAC 15,000/-

Additional Assistance to Covered Colleges for strengthening of Teaching Learning Process an additional allotment of Rs. 25 lakhs.

*6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).*

The institution approaches the Manager whenever there is a shortage of fund. The Management provides assistance from the Management Fund.

Some of the assistance provided and its utilization is listed below:

1. Rs.9,25,000 for improving the approach road as recommended by NAAC peer team
2. Rs.75,000 for setting up the Multi-Gym which is another suggestion of NAAC Peer Team.
3. Construction of Canteen as recommended by NAAC Team at a cost of Rs.10,00,000/-.
4. An assistance of Rs.1,50,000 was provided for making of new furniture for the College
5. An assistance of Rs. 6,00,000 was provided for painting the College and premises
6. Funding was also given for furnishing the smart class room, equipments which was funded by UGC

## **6.5 Internal Quality Assurance System (IQAS)**

### *6.5.1 Internal Quality Assurance Cell (IQAC)*

*a) Has the institution established an Internal Quality Assurance Cell (IQAC)? If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?*

Yes. Attaining excellence is the vision and mission of the institution.

Institutional policy on Quality Assurance:

Quality assurance under different criteria is always kept in focus. Special emphasis is given to the criterion of "Teaching Learning and Evaluation." Policy on quality assurance is formulated by the study and discussions of IQAC and the Governing Body keeping in mind the quality assurance measures suggested by NAAC and the UGC. The obstacles of quality assurance in this College are kept in view in these discussions.

The IQAC is always conscious of its responsibility to look at every decision, activity from this angle. Any activity that leads to enhancement of quality, like providing training for the use of Smart Board, use of ICT in teaching, providing Coaching in Developing Employability Skills etc. is supported by the Assurance Cell

*b) How many decisions of the IQAC have been approved by the management/ authorities for implementation and how many of them were actually implemented?*

IQAC has been listing possible quality maintaining/improving actions to be taken. The Management was always willing to take up the suggestions that came up in the meetings. Almost all the decisions approved and implemented are listed below:

1. Improvement of Canteen Facility as suggested by the NAAC Peer Team and decided by IQAC
2. The approach road renovation suggested by the NAAC Peer Team and decided by IQAC
3. Wash Basin facilities in the Commerce, Chemistry and Mathematics staff rooms.
4. Organizing a NAAC sponsored Quality Improvement Seminar.
5. Clearing a part of the College compound for cultivating vegetable growing habits in students

6. Once-a-Month Invited Talks by Departments

7. Medical Camp to be conducted

8. To conduct SWOC Analysis

*c) Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.*

The IQAC has 2 external members. A Management Nominee Rev Fr. Joy Sasthampurakkal and Dr. V. S. Antony the former NAAC Co-ordinator and the Academic Adviser of Cluster institutions of the Management.

Their ideological support and assistance has contributed in the realization of every qualitative move like the NAAC sponsored Seminar, Formation of Research Committee, study of the Peer Team Report, suggesting improvements in the working of the general library, Guided a SWOT Analysis and formulated action plans to overcome the weaknesses, Technical assistance in RAR preparation, etc.

*d) How do students and alumni contribute to the effective functioning of the IQAC?*

Alumni and students are the best judges of the teaching-learning taking place in the institution. Their remarks and suggestions regarding quality improvements are taken into consideration when IQAC discusses quality improvement matters.

1. One such contribution was the suggestion to add more relevant topics in the summer classes for local students. A few students had suggested giving training on how to develop concentration power, a topic which they themselves volunteered to deal with.
2. Alumni wanted the employability skills of the students to be improved by providing proper training.
3. Alumni suggested conducting mock interviews and interview training to students.
4. Students responded through Need Analysis procedure adopted by the Institution to identify the expectation and requirement.

*e) How does the IQAC communicate and engage staff from different constituents of the institution?*

The IQAC communicates and engages staff from various constituents of the College through meetings and communiqué circulated by the Principal. Whenever necessary

meetings are convened and structured discussions are conducted to arrive at a consensus regarding crucial matters. Several meetings were conducted during the last academic year 2011-2012 to discuss the following:

- ❖ Activities of the year and future plans for the next year.
- ❖ Future plans - AQAR
- ❖ Preparation of RAR

*6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If 'yes', give details on its operationalisation.*

Yes, the institution has an integrated frame work for quality assurance of both academic and administrative activities.

**Academic framework:** The College has to complete the syllabus within the stipulated time. The Principal, the College Council and the Heads of Departments together observe the academic performance of the students. The class teachers continuously monitor the performance of the students and report any case that requires intervention from the Principal, parents etc. The students' performance records are presented to the parents on Open Day.

Parents are informed at the time of admission of their wards that they should try to contact the teachers during the course and assess the behavior and performance of their students by making use of the telephone numbers in the students' handbook.

**Administrative framework:** The Management, the Principal and the College Council, the IQAC are some of the levels in administrative hierarchy. College Council is a Statutory Body constituted for the smooth functioning of the College. Matters of crucial importance are discussed in College Council. Heads of Departments are its members, other than elected members. Decisions taken by this council are binding on all.

*6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If 'yes', give details enumerating its impact.*

The institution has a feeling that its quality assurance programmes have not brought out the expected turn-over in terms of results in all its disciplines. The Mathematics

department and Commerce department have been able to bring out excellent academic performance. Even taking into consideration the low input data there is room for improvement results in other departments.

The College has given training in the use of Smart Board and smart class room for teachers to make them more comfortable with the use of modern technology.

(Appendix No.22)

*6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If 'yes', how are the outcomes used to improve the institutional activities?*

No

*6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?*

Internal quality assurance is formed in conformity with the norms provided by external quality assurance agencies, especially NAAC, the University, the UGC and Government agencies like Higher Education Council.

*6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?*

At the beginning of every academic year a staff meeting is convened in the presence of the Manager and the Principal. The Principal informs the gathering about the recent academic performance of students and the university results in particular. The Manager exhorts the gathering to improve quality and reminds them of their responsibilities as teachers. The results of internal exams are reviewed by the concerned tutor and if necessary, assistance from parents is requested. Irregular students are identified and parents of such students are informed and warned of serious actions to be taken. Regular late-comers are identified and parents are informed in case of repetition. Student performance during the support classes like Peer teaching, Remedial classes are constantly supervised by the coordinator/tutors.

**Outcome:** Students gradually rise up to their responsibility though the outcome may not be fully satisfactory in terms of their marks. The institution is able to make them more punctual and mutually helpful.

*6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?*

The institution communicates the Quality Assurance Policies through the College Website, College Handbook, Governing Body, IQAC Meetings, PTA Meetings and Alumni Get-togethers. Our students serve as brand ambassadors in communicating the outstanding outcomes of the Quality Policies of the College. The Institutional mechanisms like Remedial Coaching for weaker students, ICT aided teaching etc. and the best practices and the kind of assistance they get from the College that help to operationalize the Quality Policies and the ultimate exceptional outcomes like Ranks, cent percent pass percentage etc. are best communicated through the students.

Alumni keep on interacting with the department and enquire about the activities. Alumni meet conducted regularly is an occasion for them to visit the College and collect a personal view of the changes and developments that have taken place in the College

*Any other relevant information regarding Governance Leadership and Management which the College would like to include.*

The College is passing through a transitional stage both academically and in leadership. The College is trying to materialize its Quality plans.



## **CRITERION VII: INNOVATIONS AND BEST PRACTICES**

### **7.1 Environment Consciousness**

#### *7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?*

The institution is aware of its role in protecting the environment. It focuses on maintaining the ecofriendly nature of the Campus. Steps are taken to cultivate the habit of protecting greenery and reducing environmental pollution. Students who come in their own vehicles are negligible compared to other colleges in the city. Such vehicles are not permitted beyond the parking space adjacent to the main entrance thus curtailing emission and sound pollution.

The following are some of the steps taken :

1. Arranging awareness classes.
2. Healthy measures for plastic disposal
3. Utilization of Biodegradable waste.
4. Promoting use of renewable energy.

#### *7.1.2 What are the initiatives taken by the College to make the campus eco-friendly?*

❖ **Energy conservation:** A proposal for Biogas plant has been approved by the Corporation of Kochi which is in the process of implementation. Awareness classes are given to the students regarding conserving energy. The students are instructed to switch off the ceiling fans as they go out of the class. Besides there is a centrally controlling provision to cut off supply to the class rooms after regular class hours.

❖ **Use of renewable energy:** A Solar Energy Panel Project is proposed by the Management and is being implemented. Awareness classes are given to students regarding the need to make use of renewable energy.

❖ **Rain Water harvesting:** The College installed Rain Water harvesting and distribution as early as 2005. Water thus harvested is utilized for various purposes.

❖ **Check dam construction :** Nil

❖ **Efforts for Carbon neutrality:** The institution has given importance to Carbon Neutrality and has planted quite a number of trees. Besides it has a mangrove

vegetation surrounding it with a water front maintained in its pristine beauty by the College. The proposed Biogas plant will also reduce carbon emission.

❖ **Plantation Efforts** are being continuously taken for planting more trees to neutralize the effect of carbon emission. The Nature Club of the College has a herbal garden taken care of by the staff and students.

❖ **Hazardous waste management**

❖ **Disposal Methods for Different hazardous chemicals in Our Laboratory.**

The College has a healthy method of hazardous waste management. The procedure is given below:

➤ **Disposal of Acids and Alkalies :**

Acids and alkalies are inevitable components in our daily lab activities. For neutralization process, we use sodium bicarbonate (baking soda) or sodium carbonate (soda ash) for acids and acetic acid (vinegar) for alkalies. Very mild and dilute bleaches are neutralized before disposal. Many of the bleaches self-neutralize with time and chemicals like Hydrogen peroxide, should stand for an hour and are then discarded.

➤ **Ethidium Bromide**

Ethidium bromide is thought to act as a mutagen because it intercalates double stranded DNA (i.e., inserts itself between the strands), deforming the DNA. This could affect DNA biological processes, like DNA replication and transcription. Ethidium bromide is not regulated as hazardous waste at low concentrations, but is treated as hazardous waste by many organizations. The Material is handled according to the Material Safety Data Sheet (MSDS)

Ethidium Bromide is degraded chemically, or collected and incinerated. Ethidium Bromide waste below a mandated concentration is disposed of normally (e.g., pouring it down a drain). Ethidium Bromide is treated with sodium hypochlorite (bleach) before disposal. EtBre is removed from solutions with activated charcoal.

- For each 100 ml of aqueous EtBr solution we add:
- 5% hypophosphorous acid.

- 12 ml of 0.5 M sodium nitrite.
- Stir briefly and let stand for 20 hours.
- Adjust pH to 7-9 using sodium hydroxide and then pour down drain with copious amounts of water

➤ **Contaminated labwares**

Contaminated solids consisting of gloves, paper towels, bench paper and other nonhazardous lab ware items are collected for disposal. Disposable glassware and grossly contaminated (visibly contaminated) glasswares incidentally contaminated with EtBr are washed with bleach before disposal.

We prepare Decontamination solution by mixing 4.2 grams of sodium nitrite and 20ml of 5% hypophosphorous acid in 300ml of water. Then we wash the contaminated area with a paper towel soaked in this decontamination solution. We repeat with fresh wet paper towels 5 additional times. After cleaning up, we place all the used paper towels into the unused decontamination solution and allow them to soak for 1 hour and disposed.

➤ **Microorganisms**

All types of microbial waste are autoclaved before disposal. All bacteria, viruses, fungi, and spores are inactivated by this method.

➤ **E-waste management**

The College has an e-waste management system in place for collection and disposal of E-waste without environmental damage. (Appendix No.23)

## **7.2 Innovations**

*7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the College.*

The last four years has seen marked change in the IT related focus the College has taken. It has increased expenditure on computer, network resource centre, internet service. A total amount of Rs.26,87,708 was spent on Computers, accessories and internet from UGC funding during the period 2007-12. (Appendix No.24)

Another area of focus is the library. The number of books has increased to 17762 and 13 journals. Out of which 165 books were purchased by spending RS.44,443/- this academic year (2011-12). Facilities in the library is under renovation though there is a space constraint which will also be remedied in the near future. Shelves have been purchased to remedy the storage problems.

### **7.3 Best Practices**

*7.3.1 Elaborate on any two best practices as per the annexed format (see page) which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the College?*

The two Best Practices that the institution wishes to project are the two Programmes  
1. Open Window 2. The Multidisciplinary Open Lab Programme

1. **The Open Window** Programme: A window to link the Outside World (Parents) and the Inside (Management, Principal, teachers, student). On the day set apart for the Programme parents get an opportunity to interact with the academic community. It also offers them an opportunity to discuss the experiences especially the problems and the remarks of their wards among the parents of other students. They compare the feedbacks they receive from their ward with the feedback of other students of the same class/teacher. Often parents take this as an opportunity to receive guidance from the teachers.

2. **The Multidisciplinary Open Lab programme** is a joint venture of the Students of Physics, Electronics and Biotechnology departments. An aided self-financing collaborative work, the Multidisciplinary Open Lab programme is an educative opportunity designed by the master mind of the students of these departments. It includes students of the two P G. departments and the UG department of Electronics who exploit the situation as an opportunity to “**Learn while they Teach**”. For the B. Sc. Electronics students it is a chance to delve into the nuances of the world of Electronics and give them an opportunity to freelance their creative instincts and win appreciation from the budding electronics wizards.

# EVALUATIVE REPORT OF THE DEPARTMENTS

## DEPARTMENT OF PHYSICS

1. Name of the department : PHYSICS
2. Year of Establishment : UG-1991, PG-1999
3. Names of Programmes / Courses offered: B.Sc. Physics, M. Sc. Physics
4. Names of Interdisciplinary courses and the departments/units involved : Open Course  
[ All Departments] Energy and Environmental Studies
5. Annual/ semester/choice based credit system (programme wise) :  
B. Sc. Physics & M. Sc. Physics (Choice Based Credit and Semester System)
6. Participation of the department in the courses offered by other departments : Open Course [Energy and Environmental studies] to students of all Departments
7. Courses in collaboration with other universities, industries, foreign institutions, etc. : Nil
8. Details of courses/programmes discontinued (if any) with reasons : Nil
9. Number of Teaching posts

Designation	Sanctioned	Filled
Professors		
Associate Professors		1
Asst. Professors	8	2
Guest Lecturer		5

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. Etc.,)

Name	Qualification	Designation	Specilization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Jerson K J	M.Sc. Physics	Asso. Prof.	Electronics	29	NIL
Joseph John	M.Sc. in Physics M.Phil.	Asst. Prof.	Solid State Physics	12	NIL
Mary Hermine	M.Sc. in Physics M.Phil.	Junior Lecturer	Solid State Electronics	5(4+1)	NIL

Name	Qualification	Designation	Specilization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Athira Prakash	M.Sc. Physics, NET	Guest Faculty	Electronics	1	NIL
Alphonsa Rani	M.Sc. Physics	Guest Faculty	I.T	1.5	NIL
Vijisha M. V.	M.Sc. Physics	Guest Faculty	Nonlinear Optics	1.5	NIL
Vibinkumar	M.Sc. Physics	Guest Faculty	--	.1	NIL
Linda C. Anto	M.Sc. Electronics	Guest Faculty	Micro Controller	.1	NIL

11. List of senior visiting faculty : Nil
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty- : B.Sc. -16%, M.Sc-90%
13. Student -Teacher Ratio (programme wise) :B. Sc. 26:1,MSc 6:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled : 2
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG : 2M.Phil., 5PG
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received : a) Nil b) Nil
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received : Two minor research products funded by U G C (Rs 40000)
18. Research Centre /facility recognized by the University : Nil
19. Publications:
  - ❖ Publication per faculty : K. Raveendranath-5, Joseph John-2
  - ❖ Number of papers published in peer reviewed journals (national / international) by faculty and students : 7
  - ❖ Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete,Dare Database - International Social Sciences Directory, EBSCO host, etc.) : Nil

- ❖ Monographs : Nil
  - ❖ Chapter in Books : Nil
  - ❖ Books Edited : Nil
  - ❖ Books with ISBN/ISSN numbers with details of publishers : Nil
  - ❖ Citation Index : Nil
  - ❖ SNIP : Nil
  - ❖ SJR : Nil
  - ❖ Impact factor : >1
  - ❖ h-index : Nil
20. Areas of consultancy and income generated : Nil
21. Faculty as members in
- a) National committees b) International Committees c) Editorial Boards :Nil
22. Student projects
- a) Percentage of students who have done in-house projects including inter departmental/programme : 20
  - b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies :Nil
23. Awards/ Recognitions received by faculty and students :3 University Ranks in 2011
24. List of eminent academicians and scientists/ visitors to the department –
- a) Ms. Jyolsna Ravi Associate Professor ,Universidad de Concepcion, Chile
  - b) Mr. Thomas Lee, Associate Professor ,Universidad de Concepcion, Chile
  - c) Dr. Santhosh K. R., Dept. of Atmospheric Science,CUSAT
  - d) Dr. U. Madhu, Lecturer, Department of Atmospheric Science, CUSAT
  - e) Commander D. Vijayakumar. Officer In charge, School of Oceanography And Meteorology, Naval Base
  - f) Dr. A. Unnikrishnan, Scientist NPOL
  - g) Prof. Dr G. K. Pillai, ICAR Emeritus Professor

h) Dr S Jayalakshmi., CUSAT

i) Dr H. S. Ram Mohan, School Of Marine Sciences, CUSAT

25. Seminars/ Conferences/Workshops organized & the source of funding

a) National : 3

b) workshops: 1

c) International: Nil

26. Student profile programme/course wise: Data is based on 2008-09 admission.

Name of the Course/ programme (refer question no. 4)	Applications received	Selected	Enrolled *M *F	Pass percentage
B.Sc. Physics	451	24	7 17	91.66
M.Sc Physics	24	7	2 5	100

\*M=Male F=Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.Sc. physics	100	0	0
M.Sc. Physics	88.88	11.11	0

28. How many students have cleared national and state competitive

❖ NET – 3

❖ SET – 2

❖ Defense – 8

❖ Govt. E\_14

29. Student progression

Student Progression	Against % enrolled
UG to PG	58 %
PG to Higher Studies	34 %
PG to Ph.D	--
Employed	--
Campus selection	--
Other than campus recruitment	--
Entrepreneurship/Self-employment	--

30. Details of Infrastructural facilities

- a) Library: General Library and Department Library with a collection of 100 books
  - b) Internet facilities for Staff & Students: One Computer in the department, Shared Computer Lab and Network Resource Centre
  - c) Class rooms with ICT facility: Smart Class Room with minimum 1 hour per week
  - d) Laboratories: Well-equipped Electronics Lab and computer lab to accommodate all the students with individual computers
31. Number of students receiving financial assistance from College, university, government or other agencies.
- Merit Scholarships: (Appendix No.28)
32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts
- a) Work shop on methodology of Physics delivered by Dr. E M Mohammed, Prof. Hari Pai and Prof. Ben Jose
  - b) Special lectures on Astrophysics
  - c) Seminar on Higgs Boson
33. Teaching methods adopted to improve student learning
- Peer to Peer teaching, Remedial Teaching
34. Participation in Institutional Social Responsibility (ISR) and Extension activities
- Majority of students participated in NCC and NSS activities
35. SWOC analysis of the department:
- Students from backward areas
- Most of our students are from backward classes and with poor economic background yearning to get better education. Our challenge is to uplift the students both economically and educationally with all possible facilities in our department. We give more importance to value based education. Recent trend in higher education and employment offers better chances for our students.

***Future Plans:***

- ❖ To start a Science Club to motivate students in all disciplines.
- ❖ To develop a digitized Spectroscopic lab.
- ❖ To develop an astronomical lab which is open to higher secondary students
- ❖ To strengthen research activities by collaboration with other institutes.
- ❖ Organize National Conferences/workshops.
- ❖ Development of strong network with other IT professional training institutes to improve the job prospects for students.
- ❖ Initiation of outreach programmes – To adopt few schools to expose school children for computers and internet.
- ❖ To modify the department library.



**DEPARTMENT OF ECONOMICS**

1. Name of the department : Economics
2. Year of Establishment : 1981
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : undergraduate Course in Economics ( B.A)
4. Names of Interdisciplinary courses and the departments/units involved : Open Course studied and offered – Environmental Economics
5. Annual/ semester/choice based credit system (programme wise): B.A. Economics (Choice Based Credit System)
6. Participation of the department in the courses offered by other departments : Students have taken Open courses offered by other Departments
7. Courses in collaboration with other universities, industries, foreign institutions, etc. : Nil
8. Details of courses/programmes discontinued (if any) with reasons : Nil

9. Number of Teaching posts

Designation	Sanctioned	Filled
Professors	-	-
Associate Professors	1	1
Asst. Professors	2	1
Guest Lecturer	-	1

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr. Bindu George	M.A Economics B.Ed. M.Phil. Economics Ph.D. Economics	Associate Professor	Applied Economics	18 Years	NIL
Berry Holaday M.G.	M.A Economics M.Phil. Applied Economics JRF Qualified	Assistant Professor	Applied Economics	1 Year	NIL
Jyothis Berly	M.A Economics M.A Sociology B.Ed.	Guest Faculty	Applied Economics	3 Years	NIL

11. List of senior visiting faculty : Nil

12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty- : Nil

13. Student -Teacher Ratio (programme wise) : 53:3

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled : Nil

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/P.G : 1 Ph.D, 2 M.Phil, 2 B.Ed, 4 P.G

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received : a) Nil

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received : Nil

18. Research Centre /facility recognized by the University : Nil

19. Publications:

- ❖ Publication per faculty : Nil
- ❖ Number of papers published in peer reviewed journals (national / international) by faculty and students : Nil
- ❖ Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.): Nil
- ❖ Monographs : Nil
- ❖ Chapter in Books : 1
- ❖ Books Edited : Nil
- ❖ Books with ISBN/ISSN numbers with details of publishers : Nil
- ❖ Citation Index : Nil
- ❖ SNIP : Nil
- ❖ SJR : Nil
- ❖ Impact factor : Nil
- ❖ h-index : Nil

20. Areas of consultancy and income generated : Nil

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards...: Nil

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme: All the final year Degree students are under taking Projects as part of the curriculum.

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: Nil

23. Awards/ Recognitions received by faculty and students : Dr. Bindu George was awarded Ph.D in Economics by CUSAT on 2/3/2012.

24. List of eminent academicians and scientists/ visitors to the department – Dr. Ajith Kumar, Dr Martin Patric, Dr. Fr. Gilson John, Dr. Muraleedharan, Prof. Robins Jacob, Mrs. Chitra Latha Ramalingam, Mr. Vasuthevan Gopalakrishnan, Dr. Varma

25. Seminars/ Conferences/Workshops organized & the source of funding

a) National – Nil

b) International- Globalization -Ethical and Business Aspects; Funded with the resources of the department and the management.

Regional Seminars- Globalization, Budget , Liberalization, European Crisis, Privatization, Macro theories, Environment Degradation.

26. Student profile programme/course wise: Data is based on 2005-12 admission.

Name of the Course /programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
B A Economics[2006-2009]	500	45	15	30	82.2%
B A Economics[2007-2010]	560	46	14	32	80.43%
B A Economics [2008-2011]	500	36	5	31	80.55%
B A Economics[2009-2012]	500	52	14	38	60%

\*M=Male F=Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
2005 to 2012 admission	98%	2%	Nil

28. How many students have cleared national and state competitive Examination? Nil

29. Student progression.

Student Progression	Against % enrolled
UG to PG	33 %
PG to M.Phil.	--
PG to Ph.D	--
Employed	29 %

<b>Student Progression</b>	<b>Against % enrolled</b>
Campus selection	--
Other than campus recruitment	--
Entrepreneurship/Self-employment	--

30. Details of Infrastructural facilities:

Library: General Library, Department Library

Internet facilities for Staff & Students: One Computer in the department and Network Resource Centre

31. Number of students receiving financial assistance from college, university, government or other agencies- Majority of the students availing assistance from Governmental and other agencies (Appendix No.28)

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts – students of the department take part in enrichment lectures and workshops conducted by clubs and organizations in the college like women cell, Cyber Cell , Carrier Guidance etc.

33. Teaching methods adopted to improve student learning – Remedial approach, peer teaching, regular test papers have been conducted, self-evaluative test papers, assignments and projects were given..

34. Participation in Institutional Social Responsibility (ISR) and Extension activities- Nil

35. SWOC analysis of the department and Future plans

Future Plans: In the forth coming years the department intends to concentrate more on the improvement of academic performance of the students along with stress on personality development instilling more interest for higher education. The Department is planning to develop a good library hence attention will be concentrated towards the building up of a good reference library in the department itself along with a few good journals which the students too can access.



**DEPARTMENT OF MATHEMATICS**

1. Name of the department: Mathematics.
2. Year of Establishment: 1995.
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): UG [ B.Sc. Mathematics].
4. Names of Interdisciplinary courses and the departments/units involved: Open Course [All Departments ]
5. Annual/ semester/choice based credit system (programme wise):  
B. Sc. Mathematics (Choice Based Credit and Semester System).
6. Participation of the department in the courses offered by other departments:  
Complimentary Course to B. A. Economics & B.Sc. Physics and Open Course [Applicable Mathematics] to students of all departments.
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: Nil.
8. Details of courses/programmes discontinued (if any) with reasons: Nil
9. Number of Teaching posts:

<b>Designation</b>	<b>Sanctioned</b>	<b>Filled</b>
Professors	0	0
Associate Professors	1	1
Asst. Professors	4	4

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. students guided for the last 4 years
Vanaja C. R.	M.Sc.in Mathematics M.Phil. in Mathematics	Asso. Prof.		33	NIL
Joseph Justin Rebello	M.Sc. in Statistics M.Phil. Statistics	Asst. Prof.		15	NIL

Zeta Paul	M.Sc. in Mathematics	Asst. Prof.		3	NIL
Bridgit Jeeji	M.Sc. in Mathematics M.Phil. in Mathematics B.Ed. in Mathematical Science	Asst. Prof.		11(7.5+3.5)	NIL
Raju George Michael	M.C.A. M.Phil. in Computer Science	Asst. Prof.		13	NIL

11. List of senior visiting faculty: Nil

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty- Nil.

13. Student -Teacher Ratio (programme wise): 15:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Nil, Nil

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG :4 M.Phil., 1 PG

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: a) Nil b) Nil.

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received : Nil.

18. Research Centre /facility recognized by the University : Nil.

19. Publications:

- ❖ Publication per faculty : Nil.
- ❖ Number of papers published in peer reviewed journals (national / international) by faculty and students : Nil.
- ❖ Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) : Nil.
- ❖ Monographs : Nil.
- ❖ Chapter in Books : Nil.

- ❖ Books Edited : Nil.
  - ❖ Books with ISBN/ISSN numbers with details of publishers : Nil.
  - ❖ Citation Index : Nil.
  - ❖ SNIP : Nil.
  - ❖ SJR : Nil.
  - ❖ Impact factor : Nil.
  - ❖ h-index : Nil
20. Areas of consultancy and income generated : Nil
21. Faculty as members in a) National committees b) International Committees c)  
 Editorial Boards: Nil
22. Student projects
- a) Percentage of students who have done in-house projects including inter-departmental/programme: Nil
  - b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: Nil
23. Awards/ Recognitions received by faculty and students : University Ranks  
 (4 First Ranks, 1 Second Rank and 2 Third Ranks)
24. List of eminent academicians and scientists/ visitors to the department –
- ❖ Dr. A. Krishnamurthy, CUSAT
  - ❖ Prof. V. U. Nourudin, HOD Mathematics, Cochin College, Cochin
  - ❖ Prof. Joy Mathew, Dept. of Mathematics, Sacred Heart College, Thevara
  - ❖ Prof. Trivikraman, Former HOD Mathematics, CUSAT
  - ❖ Prof. Mary Metilda, HOD Mathematics, Maharaja's College, Ernakulam
  - ❖ Prof. Jayaram N. R.
  - ❖ Dr. Sunny, Secretary, Kerala Mathematical Association
  - ❖ Prof. Shouriyar, Dept. of Mathematics, St. Albert's College, Ernakulam

- ❖ Dr. N. V. Assia, Dept. of Mathematics, Govt. College
- ❖ Dr. Vinodkumar P. B., Dept. of Mathematics, Rajagiri School of Engineering and Technology, Kakkanad
- ❖ Dr. Aparna Lakshmanan S., Dept. of Mathematics, St. Xavier's College, Aluva

25. Seminars/ Conferences/Workshops organized & the source of funding

- a) National : Nil
- b) International: Nil
- c) Regional Seminars - 3 funded by the students and Management

26. Student profile programme/course wise: Data is based on 2008-09 admission.

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
B.Sc. Mathematics	368	19	8	13	80.9
Complimentary course to Physics					
Complimentary course to Economics					
Open Course to All					

\*M=Male F=Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.Sc. Mathematics	98.6 %	1.4 %	0%

28. How many students have cleared national and state competitive examinations such

as NET, SLET, GATE, Civil services, Defense services, etc. ?

- ❖ NET – 3
- ❖ SET – 3
- ❖ Defence – 3
- ❖ Govt. Employees- 2\
- ❖ Bank Employees- 3

29. Student progression

<b>Student Progression</b>	<b>Against % enrolled</b>
UG to PG	54 %
PG to M.Phil.	--
PG to Ph.D	--
Employed	46 %
Campus selection	--
Other than campus recruitment	--
Entrepreneurship/Self-employment	--

30. Details of Infrastructural facilities

- a) Library: General Library
- b) Internet facilities for Staff & Students: One Computer in the department, Shared Computer Lab and Network Resource Centre
- c) Class rooms with ICT facility: Smart Class Room with minimum 1 hour per week
- d) Laboratories: Well-equipped computer lab to accommodate all the students with individual computers

31. Number of students receiving financial assistance from College, university, Government or other agencies : Merit Scholarships (Appendix No.28)

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

33. Teaching methods adopted to improve student learning : Peer to Peer teaching, Remedial Teaching

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

35. SWOC analysis of the department and Future plans: Experienced Teachers and long established Department are the advantages enjoyed by the department. Strength is the discipline maintained, the good output and excellent teaching of the department. Computer lab and internet connectivity are also its strengths. Commendable behavior of the students encourages teachers to update their knowledge and application.

***Future Plans:***

To start PG and UG Courses in Mathematics, Statistics and Computer Science.

An individual Departmental Computer- Maths Lab would facilitate thorough study in the subjects. Establish a Departmental Library with latest collection of journals, paper-back books and e-books on related subjects.



**DEPARTMENT OF COMMERCE**

1. Name of the department : Commerce
2. Year of Establishment : 1998
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : UG [ B. Com]
4. Names of Interdisciplinary courses and the departments/units involved : Open Course [ All Departments]
5. Annual/ semester/choice based credit system (programme wise) : B. Com (Choice Based Credit and Semester System)
6. Participation of the department in the courses offered by other departments: Fundamentals of Accounting. (Open Course for all departments)
7. Courses in collaboration with other universities, industries, foreign institutions, etc. : Nil
8. Details of courses/programmes discontinued (if any) with reasons : Nil
9. Number of Teaching posts

<b>Designation</b>	<b>Sanctioned</b>	<b>Filled</b>
Professors		
Associate Professors	2	2
Asst. Professors	2	1
Guest Lecturer		1

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
V. J. Varghese	M.Com.	Asso. Prof.		31	NIL
Johnson Gomez	M.Com.	Asso. Prof.		30	NIL
Joeson Fernandez	M.Com., M.Phil.	Asst. Prof.		26	NIL
Neetha Francis	M.Com. with NET	Guest Faculty		1	NIL

11. List of senior visiting faculty : Nil

12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty- : Nil

13. Student -Teacher Ratio (programme wise): 121 : 4

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Nil.

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/Pg :2 P. G, 1P.G with M. Phil, 1 P. G. with NET

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received : a) 1 (Applied for ) b) Nil

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received : Nil

18. Research Centre /facility recognized by the University : Nil

19. Publications:

❖ Publication per faculty : Nil

❖ Number of papers published in peer reviewed journals (national / international) by faculty and students : Nil

- ❖ Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) : Nil
  - ❖ Monographs : Nil
  - ❖ Chapter in Books : Nil
  - ❖ Books Edited : Nil
  - ❖ Books with ISBN/ISSN numbers with details of publishers : Nil
  - ❖ Citation Index : Nil
  - ❖ SNIP : Nil
  - ❖ SJR : Nil
  - ❖ Impact factor : Nil
  - ❖ h-index : Nil
20. Areas of consultancy and income generated : Nil
21. Faculty as members in
- a) National committees b) International Committees c) Editorial Boards... : Nil
22. Student projects
- a) Percentage of students who have done in-house projects including inter departmental/programme: Nil
  - b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: Nil
23. Awards/ Recognitions received by faculty and students: University Ranks (2First Ranks)
24. List of eminent academicians and scientists/ visitors to the department –
- Dr. B. Johnson, Reader, Dept. of Commerce and Management, Calicut University
  - Dr. Vijayachandran Pillai, Reader, Dept. of Commerce and Management, Calicut University

25. Seminars/ Conferences/Workshops organized & the source of funding

- a) National – Nil
- b) International - Nil
- c) State Level - One funded by the institutions
- d) Regional Seminars-

26. Student profile programme/course wise: Data is based on 2008-09 admission.

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
B.Sc. Mathematics	624	39	10	29	80.9

\*M=Male F=Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B. Com	100	0	0

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ?

29. Student progression

Student Progression	Against % enrolled
UG to PG	78 %
PG to M.Phil.	--
PG to Ph.D	--
Employed	22 %
Campus selection	--
Other than campus recruitment	--
Entrepreneurship/Self-employment	--

30. Details of Infrastructural

- a) Library: General Library
- b) Internet facilities for Staff & Students: One Computer in the department and Network Resource Centre
- c) Class rooms with ICT facility: Smart Class Room with minimum 1 hour per week

31. Number of students receiving financial assistance from College, university, government or other agencies: 80 (Appendix No.28)
32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts
33. Teaching methods adopted to improve student learning
34. Participation in Institutional Social Responsibility (ISR) and Extension activities
35. SWOC analysis of the department and Future plans:

Demand for the course, Job opportunities after the course Opportunity to teach a large number of students belonging to underprivileged sections of society are our strengths. Our weaknesses are the lack systematic learning method and computer knowledge noted in our students, being first generation undergraduates. Opportunities are related to the jobs open to our students especially with the assistance of computer courses like PGDCA and Tally. Students from regional medium schools, and lack of permanent teachers are the threats identified by the department.

***Future Plans:***

1. To start a PG course in Commerce.
2. To conduct a class on Tally for the local shop Owners



**DEPARTMENT OF ENGLISH**

1. Name of the department: ENGLISH
2. Year of Establishment: 2001 (As Degree main)
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): U. G.
4. Names of Interdisciplinary courses and the departments/units involved: English for Careers offered to students of all other disciplines in the College.
5. Annual/ semester/choice based credit system (programme wise) : B. A. English (Choice Based Credit and Semester System)

6. Participation of the department in the courses offered by other departments: Students of B. A. English take up Open Courses offered by other Departments. Teachers of the Department handle Common Course English for all UG classes.
7. Courses in collaboration with other universities, industries, foreign institutions, etc. : Nil
8. Details of courses/programmes discontinued (if any) with reasons : Nil
9. Number of Teaching posts

Designation	Sanctioned	Filled
Professors	0	0
Associate Professors	1	1
Asst. Professors	5	--
Guest Faculty	--	5

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name & Designation	Qualification	Specialization	No. of Years of Experience	No. of Ph.D. students guided for the last 4 years
Dr. John Vineetha Mareeta Asso. Prof.	M.A. in English Language and Literature Ph.D. in Women Studies	Continental Drama	28	NIL
Mr. Clement Abraham Visiting Prof.	M.A. in English Language and Literature	American Literature	32	NIL
Mrs. Sincy Davis Guest Lecturer	M.A. English	Indian Writing in English	4	NIL
Ms. Vineetha A Guest Lecturer	M.A. English	Continental Drama	3	NIL
Mrs. Sherine T. R. Guest Lecturer	M.A. English	Indian Writing in English	2	NIL
Mrs. Selene Riya Guest Lecturer	M.A. English	Indian Writing in English	2	NIL
Ms. Mary Rimna Gomez Guest Lecturer	M.A. English	Indian Writing in English	2	NIL

11. List of senior visiting faculty: Prof. Clement Abraham K.
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty : 87
13. Student -Teacher Ratio (programme wise) : 1:13
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: NIL
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG: 1 Ph.D. & 5 P.G.
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received : NIL
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: NIL
18. Research Centre /facility recognized by the University : NIL
19. Publications:
  - ❖ Publication per faculty : 2 Proceedings, 1 Journal Article
  - ❖ Number of papers published in peer reviewed journals (national / international) by faculty and students : NIL
  - ❖ Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) : NIL
  - ❖ Monographs : NIL
  - ❖ Chapter in Books : NIL
  - ❖ Books Edited : NIL
  - ❖ Books with ISBN/ISSN numbers with details of publishers : NIL
  - ❖ Citation Index : NIL
  - ❖ SNIP : NIL
  - ❖ SJR : NIL
  - ❖ Impact factor : NIL
  - ❖ h-index : NIL

20. Areas of consultancy and income generated- Preparation of Annual Magazine of Senior Secondary School. NIL
21. Faculty as members in a) National committees: NIL  
 b) International Committees : NIL      c) Editorial Boards... : NIL
22. Student projects
- a) Percentage of students who have done in-house projects including inter departmental/programme : NIL
- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies : Full strength of Final B. A. English Students every year.
23. Awards/ Recognitions received by faculty and students : NIL
24. List of eminent academicians and scientists/ visitors to the department :
- ❖ Dr. Deana Rankin, Lecturer in English and Drama, Academic Co-ordinator, English and Drama, Royal Holloway, University of London.
  - ❖ Dr. C.S. Jayaram,
    - The Hon. Director, Raja Ravi Varma Centre of Excellence for Visual Arts, Kerala University, Mavelikkara.
    - Former Head of the Dept. of English, S.H College, Thevara
  - ❖ Dr. Dhanya Menon.
    - Reader, Department of English, Prajyoti Niketan College, Pudukad, Thrissur, Kerala
    - Honorary Consultant for the Translation wing of the Kerala Sahitya Akademi and The State Institute of Languages.
    - Executive member of the Thrissur International Film Festival Committee and a number of other local theatre groups)
  - ❖ Dr. V. S. Antony
    - Rtd Professor of English from Aquinas College, Edacochin, Cochin
    - Presently working as Academic Director, Aquinas-Avila-Siena Colleges.

- Official lecturer for Tauck International.
- Has published more than twenty books in Malayalam including a novel.  
Edited and published 6 books in English for various publishers.
- Published articles in various publications including the Journal of the English Dept. of Cochin University, St Teresa's College

❖ Dr. C.D. Sebastian

- Former HOD of St. Paul's College, Kalamaserry
- Principal, Jana Deepa Vidhyapeetham , MG University Off-Campus Center
- Faculty, Shalom TV, English Club
- Resource Person for conducting orientation programmes in various colleges

25. Seminars/ Conferences/Workshops organized & the source of funding

- a) National : 0                      b) International : 1

Regional Seminars: 5 funded by the students and Management and students

Student profile programme/course wise: Data is based on 2008-09 admission.

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			Male	Female	
B.A. (Tutor in Conversational English)	860	21	8	13	80.9

26. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.A. Tutor in Conversational English	100	Nil	Nil

27. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? Nil

28. Student progression

Student Progression	Against % enrolled
UG to PG	47%
PG to M.Phil.	--

Student Progression	Against % enrolled
PG to Ph.D	--
Employed	35%
Campus selection	--
Other than campus recruitment	--
Entrepreneurship/Self-employment	--

29. Details of Infrastructural facilities

a) Library Only: General Library

b) Internet facilities for Staff & Students: One Computer in the department and Network Resource Centre

c) Class rooms with ICT facility: Smart Class Room with minimum 1 hour per week

d) Laboratories: Nil

30. Number of students receiving financial assistance from College, university, government or other agencies: 74 (Appendix No.28)

31. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:

❖ 2007-08 Intercollegiate Seminar - *Macbeth* and its Film Version - Resource

Person: Dr. C. S. Jayaram

❖ 2008-09 Intercollegiate Seminar - 26-11-2008. Seminar on *Shakespearean*

*Tragedies: An Appreciation.* - Resource person: Dr. C.D. Sebastian

❖ 2009-10. Inter College - 10-2-2010. State level Seminar on *Greek Tragedies with*

*Special focus on Antigone.* - Resource Person: Dr. C. S. Jayaram.

❖ 2010-11 : 25-1-2011: State level Seminar on *Indian Aesthetics: With special focus*

*on Natyasasthra.* - Resource Person: Dr. Dhanya Menon of Prajyothi Nikethan

College, Pudukkad, Thrissur

❖ 2011-2012 International Seminars : 3-10-2011: International Seminar on

*Revisiting Shakespeare: Post Theory Reflections* - Resource persons: Dr Deana

Rankin of Royal Holloway, London, and Dr C. S. Jayaram of Amritha University.

32. Teaching methods adopted to improve student learning
- ❖ Traditional Chalk and Talk
  - ❖ Audio C. D.
  - ❖ Smart Class Room
  - ❖ Computer Assisted.
33. Participation in Institutional Social Responsibility (ISR) and Extension activities
- ❖ Basic English Coaching during Summer Vacation as part of Summer in Aquinas
  - ❖ English Coaching for the inmates of Sacred Heart Boys' Home
  - ❖ Participates in all activities of the Extension Activities Wing of the College like Food Packets for the Needy, Used Clothes Collection
  - ❖ Extension Activities under NSS and NCC.
34. SWOC analysis of the department and Future plans

The department has conducted a SWOC analysis and identified its Strengths Weaknesses, Opportunities and Challenges. The strength of the department is the chances that lie open for a student who is good in English. But the low language competency of the students who get admission is a weakness that the department has taken up as a challenge. There are a lot of opportunities that we are trying to address especially through peer teaching and remedial classes that is regularly conducted. The lack of permanent staff, non-availability of a Language Lab in the College where the focus of the Department is on pronunciation, accent etc., are identified as weaknesses, that have affected the research and development plans of the department.

***Future Plans:***

- ❖ The department is anxiously looking forward to conducting Training in Communication Skills and Training to Face Job interviews.
- ❖ To start post graduate course which will attract better students to the UG course
- ❖ To build a language Lab with the latest technology that can be used to correct/improve communication Skills of the students.
- ❖ To start Add –on Course with UGC assistance.
- ❖ To take up research projects with UGC assistance.



## DEPARTMENT OF ELECTRONICS

1. Name of the department : Electronics
2. Year of Establishment : 2002
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : PG M. Sc Electronics (till 2010). UG [ B. Sc] Electronics
4. Names of Interdisciplinary courses and the departments/units involved : Nil
5. Annual/ semester/choice based credit system (programme wise): B.Sc. Electronics  
(Choice Based Credit and Semester System)
6. Participation of the department in the courses offered by other departments : Nil
7. Courses in collaboration with other universities, industries, foreign institutions, etc. : Nil
8. Details of courses/programmes discontinued (if any) with reasons: M.Sc. Electronics.
9. Number of Teaching posts

	Sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	6	3
Guest Lecturer		3

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Vijo M.Joy	M.Sc, M.Tech	Asst.Prof.	Electronics	4.5	NIL
Mary Daina	M.Sc, B.Ed	Asst.Prof.	Mathematics	7	NIL
Sony U.	M.Sc.	Asst.Prof.	Electronics	5	NIL
Jothylakshmi	M.Sc.	Guest Lecturer	Electronics	2	NIL
Nayana P.	M.Sc.	Guest Lecturer	Electronics	0.5	NIL
Maya B.	B. E. (EE)	Guest Lecturer	Electronics	0.3	NIL
Taju George	ITI Electronics	Lab Assistant	Electronics	8	NIL

11. List of senior visiting faculty : Nil
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty- : Nil
13. Student -Teacher Ratio (programme wise) :15:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled : 1
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/Pg : 1 M.Tech, 4 P.G., 1 B.E.
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received : a) 1 (Applied for ) b) Nil
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received : Nil
18. Research Centre /facility recognized by the University : Nil
19. Publications:
  - ❖ Publication per faculty : Nil
  - ❖ Number of papers published in peer reviewed journals (national / international) by faculty and students : Nil
  - ❖ Number of publications listed in International Database : Nil
  - ❖ Monographs : Nil
  - ❖ Chapter in Books : Nil
  - ❖ Books Edited :Nil
  - ❖ Books with ISBN/ISSN numbers with details of publishers :Nil
  - ❖ Citation Index :Nil
  - ❖ SNIP :Nil
  - ❖ SJR :Nil
  - ❖ Impact factor :Nil
  - ❖ h-index :Nil

20. Areas of consultancy and income generated: Nil
21. Faculty as members in
- a) National committees b) International Committees c) Editorial Boards...: Nil
22. Student projects
- a) Percentage of students who have done in-house projects including inter departmental/programme: Nil
- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: Nil
23. Awards/ Recognitions received by faculty and students : Nil
24. List of eminent academicians and scientists/ visitors to the department –
- ❖ Dr. S. Krishnakumar, Senior Lecturer, M G University Regional Center, Edappally.
  - ❖ Jagadeeshkumar P., Asst. Professors, Model Engineering College Thrikkakara.
  - ❖ Ajith Kumar, Project Director, NPOL ,Kakkanad, Ernakulam.
25. Seminars/ Conferences/Workshops organized & the source of funding
- a) National – Seminar - Design with Embedded Processors.  
Workshop - Microcontroller and Embedded system.
- b) International- Nil
- c) Regional Seminars-
26. Student profile programme/course wise: Data is based on 2008-09 admission.

Name of the Course/programme	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
B.Sc. Electronics [2008-2011]	86	25	18	7	80
B.Sc. Electronics [2009-2012]	78	25	23	2	78.2
B.Sc. Electronics [2010-2013]	30	15	25	6	

\*M=Male F=Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
2005 to 2011 admission	100		
2012 admission	97.5	2.5	

28. How many students have cleared national and state competitive Examination? Nil

29. Student progression.

<b>Student Progression</b>	<b>Against % enrolled</b>
UG to PG	40 %
PG to M.Phil.	--
PG to Ph.D	--
Employed	24 %
Campus selection	--
Other than campus recruitment	--
Entrepreneurship/Self-employment	--

30. Details of Infrastructural

a) Library: General Library

b) Internet facilities for Staff & Students: One Computer in the department and Network Resource Centre

c) Class rooms with ICT facility-Smart Class Room with minimum 3 hour per week

d) Laboratories– Electronics Laboratory and Computer / Hardware laboratory.

31. Number of students receiving financial assistance from College, university, government or other agencies: 12

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts : Open lab program, National Seminar and workshop, industrial visits, seminars with the help of different electronics project development industries.

33. Teaching methods adopted to improve student learning – Remedial approach.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities.

35. SWOC analysis of the department and Future plans:

36. Future Plans: We are aiming at making a digitalized Lab.



## DEPARTMENT OF BIOTECHNOLOGY

1. Name of the department : BIOTECHNOLOGY
2. Year of Establishment : 2002
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : PG [ M.Sc. Biotechnology]
4. Names of Interdisciplinary courses and the departments/units involved : Nil
5. Annual/ semester/choice based credit system (programme wise): M.Sc. Biotechnology (Semester System)
6. Participation of the department in the courses offered by other departments : Nil
7. Courses in collaboration with other universities, industries, foreign institutions, etc. : Nil
8. Details of courses/programmes discontinued (if any) with reasons:  
M.Sc. Bioinformatics (Lack of students)
9. Number of Teaching posts

	Sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors		
Guest Lecturer	4	3

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Designation	Qualification	Teaching Experience	Specialization
Ms. Sheethal Dilip	Guest Lecturer	M.Sc.	16 months	Biotechnology
Ms. Anjana V.U	Guest Lecturer	M.Sc.	1 months	Biotechnology
Mrs. Dali Vilma Francis	Guest Lecturer	M.Sc.	12 months	Biotechnology

11. List of senior visiting faculty : Nil
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty- : 100%

13. Student -Teacher Ratio (programme wise) : 4:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled : 1
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG : 3 PG
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received : a) 1 (Applied for ) b) Nil
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received : Nil
18. Research Centre /facility recognized by the University : Nil
19. Publications:
  - ❖ Publication per faculty : Nil
  - ❖ Number of papers published in peer reviewed journals (national / international) by faculty and students : Nil
  - ❖ Number of publications listed in International Database : Nil
  - ❖ Monographs : Nil
  - ❖ Chapter in Books : Nil
  - ❖ Books Edited : Nil
  - ❖ Books with ISBN/ISSN numbers with details of publishers : Nil
  - ❖ Citation Index : Nil
  - ❖ SNIP : Nil
  - ❖ SJR : Nil
  - ❖ Impact factor : Nil
  - ❖ h-index : Nil
20. Areas of consultancy and income generated: Nil
21. Faculty as members in
  - a) National committees b) International Committees c) Editorial Boards...: Nil

22. Student projects
- a) Percentage of students who have done in-house projects including inter departmental/programme: Nil
  - b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: 4
23. Awards/ Recognitions received by faculty and students : Nil
24. List of eminent academicians and scientists/ visitors to the department –
- ❖ Dr. Manoj Patairiya, Director, National Council for Science and Technology, New Delhi
  - ❖ Dr. Ashok Kumar. K, Senior Scientist, Quality Assurance and Management, Central Institute of Fisheries Technology (CIFT), Kochi
  - ❖ Dr. A. R. Thirunavakarasu, Principal Scientist, Central Institute of Brackish water Aquaculture, Chennai
  - ❖ Dr. K. K. Vijayan, Head, Physiology Nutrition & Pathology Division, Central marine Fisheries Research Institute, Kochi
  - ❖ Dr. Jayarajan, Senior Scientist, MILMA Dairy Products, Kochi
  - ❖ Rev. Fr. Dr. Ignacimuthu. S.J., Director, Entomology Research Institute, Loyola College, Chennai, Tamil Nadu
  - ❖ Dr. Krishnaraj. P.U., Associate Professor, Department of Biotechnology, University of Agricultural Sciences, Dharwad, Karnataka
  - ❖ Dr. Madhusudhanan, Professor, Dept. of Botany, St. Alberts College, Ernakulam
  - ❖ Mr. Pavan Kumar, Director, Bio-solutions, Franchise of Satyainformatics, Secunderabad, Andhra Pradesh
  - ❖ Mr. Ruskinn, Director, Aristogene Biosciences Pvt. Ltd., Bangalore, Karnataka
  - ❖ Mr. Rishad K.S and Mr. Joyal Jacob, Mr. Swaroop .S. Kumar, Ms. Neenu T.N and Ms. Neeraja Padmajan, Unibiosys Biotech Research Lab, CUSAT junction, South Kalamassery

25. Seminars/ Conferences/Workshops organized & the source of funding

**National – Seminar** - Frontier Areas In Science And Technology; Green, Blue And White Revolutions Of India; Drug Designing With The Help Of Bioinformatics Tools; Career Oriented Bioinformatics Tools; Career Oriented Programme In Biotechnology; Metagenome – An Analysis.

**Workshop** - Hands On Workshops In Biotechnology; Bioprocess Technology and Bioinformatics; Hands On Workshop On Recent Molecular Techniques And Bioinformatics tools; Mushroom Processing, Handling and Production.

b) International - Nil

c) Regional Seminars - Conservation Biotechnology

26. Student profile programme/course wise: Data is based on 2009-11 admission.

Name of the Course/programme	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
M.Sc. Biotechnology[2008-2011]	9	9	0	9	88

\*M=Male F=Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
2005 to 2011 admission	100		
2012 admission	97.5	2.5	

28. How many students have cleared national and state competitive Examination? Nil

29. Student progression.

Student Progression	Against % enrolled
UG to PG	40 %
PG to M.Phil.	--
PG to Ph.D	--
Employed	24 %
Campus selection	--

Other than campus recruitment	--
Entrepreneurship/Self-employment	--

30. Details of Infrastructural facilities:
- a) Library: Department Library & General Library
  - b) Internet facilities for Staff & Students: One Computer in the department and Network Resource Centre
  - c) Class rooms with ICT facility-Smart Class Room
  - d) Laboratories– One Biochemistry lab, One Microbiology lab, One Tissue culture lab (AC room), One Culture lab, One Project research lab (AC room), One Instrumentation room, One Sterilization room, One Weighing room, One Wash room, One multi media room for presentations
31. Number of students receiving financial assistance from College, university, government or other agencies: Nil
32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts : Open lab program, National Seminar and workshop, Extension programme
33. Teaching methods adopted to improve student learning – Remedial approach.
34. Participation in Institutional Social Responsibility (ISR) and Extension activities.  
Workshop on Mushroom cultivation, blood group Typing camp
35. SWOC analysis of the department and Future plans:
36. Future Plans: To provide a work station for the students to conduct academic projects in various streams of Biotechnology.
- Development of strong network with other Biotech institutes to improve the job prospects for students.
  - To strengthen research activities by collaboration with other institutes.
  - To develop full-fledged Tissue culture lab.

- Organize National Conferences/workshops and industrial visits.
- Organize various agricultural Programmes for the students and to upraise a medicinal garden in the College.
- Provide more opportunities for the staff members to participate in several Technical Trainings and workshops to upgrade their knowledge and technical skills with regard

