



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

**AQUINAS COLLEGE**

**AQUINAS COLLEGE EDACOCHIN, COCHIN KERALA STATE - 682010**  
**682010**

**[www.aquinascollege.co.in](http://www.aquinascollege.co.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**July 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Aquinas College, nestled in Edakochi on the southern banks of the Kochi Backwaters, has been a beacon of learning since 1981. Founded by the Diocese of Cochin under Bishop Joseph Kureethara's patronage, the college addresses the educational needs of youth in West Kochi and neighboring coastal areas of Alappuzha district.

Before the 1980s, students from these regions faced significant challenges accessing higher education due to remoteness of their location, lack of transportation, and financial constraints. Recognizing these difficulties, the Cochin Diocese established Aquinas College to provide educational opportunities "with special attention to its marginalized sections," particularly from coastal regions like Chellanam, Kumbalanghi, and Cherthala.

Initially located in Fort Kochi, the college moved to its permanent home in Edakochi on June 17, 1982. It achieved undergraduate status in 1991 with a Physics degree course, gradually expanding to include programs in Economics, Mathematics, Commerce, English, and Electronics. The first postgraduate course in Physics was introduced in 2000, followed by Biotechnology, Commerce, and Statistics. In September 2004, Aquinas College earned UGC recognition under 2(f) and 12 B.

Currently offering 7 undergraduate and 5 postgraduate courses across aided and unaided streams, the college is affiliated to Mahatma Gandhi University, Kottayam. It earned a B+ grade in its third NAAC accreditation cycle. The campus hosts 1,124 students guided by 52 faculty members, including 14 PhD holders, 14 M.Phil. recipients, and 13 pursuing doctoral research.

Aquinas College, along with sister institutions Avila B. Ed. College and Siena College of Professional Studies, has significantly contributed to the region's development. Over 13,000 alumni now serve in respectable positions across India and globally.

The college enjoys a unique location, surrounded by Palluruthy, Aroor, Willington Island, and Kumbalam. Its verdant campus, with open spaces, trees, mangroves, and backwaters, creates an eco-friendly learning sanctuary that blends urban vibrancy with rural tranquility.

Administered by the Aquinas Educational and Charitable Trust under Bishop Joseph Kariyil and Manager Rev. Dr. Marian Arakal, Aquinas College remains committed to its founding principle of providing educational opportunities to marginalized sections, continuing its role as a beacon of progress in higher education for West Kochi and the surrounding areas.

### **Vision**

To develop the college into a centre of excellence, to provide opportunities for study and research to the highest level to the society with special attention to its marginalized sections.

### **Mission**

- To empower minority communities by providing an educational experience that will equip them with the knowledge, skills, and confidence to become future leaders and catalysts for positive change in their communities and the world at large.
- To foster an inclusive and supportive learning environment that respects and celebrates diversity, embracing different cultures, backgrounds, and perspectives as invaluable assets to the educational journey.
- To implement the National Education Policy (NEP) to ensure a comprehensive and multidisciplinary approach to education which will provide a holistic and well-rounded educational experience, preparing students to thrive in a rapidly evolving, interconnected world filled with diverse challenges and opportunities.
- To promote ethics, human values, gender sensitivity, ecological consciousness and secular values, envisaged in the Constitution of India by integrating it into all educational programs, ensuring that these vital aspects are woven into the fabric of the learning experience.
- To cultivate a profound sense of responsibility, integrity, and respect among students through a combination of academic curricula and extracurricular activities, nurturing their personal and professional growth.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

- The college's minority status facilitates the upliftment of students from coastal regions through aided fee structures and easy access.
- A good rapport and open communication exist between staff and students, fostering a positive learning environment.
- With an average age of around 40 years, the teaching staff is efficient and adaptable to emerging technological and pedagogical changes, as well as recent research trends.
- The institution offers new courses in evolving areas of academic study, such as Artificial Intelligence, keeping pace with modern educational demands.
- The college provides programs with unique combinations, including Physics with Electronics and Mathematics, Mathematics with Statistics and Computer Science, Economics with Mathematics and History, and English with a focus on Conversational English tutoring.
- The institution maintains a strong commitment to gender equity, ensuring equal opportunities for all students.
- The college boasts an efficient sports department that has produced national and international players, highlighting its commitment to athletic excellence.
- The campus is environment friendly, featuring renewable energy sources and an active nature club, demonstrating a strong commitment to sustainability.
- The institution is equipped with good infrastructure, providing a conducive environment for learning and growth.
- The college conducts numerous outreach programs, extending its impact beyond the campus and into the community.
- Students from the college frequently achieve university ranks, showcasing the institution's academic excellence.
- The college has active NSS and NCC units, promoting social service and national integration among students.
- The institution publishes the Aquinas Multidisciplinary Journal, contributing to academic discourse

across various fields.

- The campus is Divyangjan-friendly, ensuring accessibility and inclusivity for differently-abled individuals.

### **Institutional Weakness**

- The college is not designated as a research centre, resulting in limited research output in terms of publications and patents.
- The approval process for new generation courses faces significant time delays from the government, hindering the institution's ability to quickly adapt to emerging educational needs and limiting the access of economically disadvantaged students to modern, in-demand academic programs.
- There is a lack of both UGC-approved and non-UGC funds, which constrains the institution's financial resources for various developmental activities.
- The institution lacks a Learning Management System (LMS), potentially limiting the effectiveness of digital learning and administrative processes.

### **Institutional Opportunity**

- The implementation of National Education Policy (NEP) will offer greater academic flexibility to students, allowing for a more diverse and personalized educational experience in the institution.
- The institution has the opportunity to secure funding through the Rashtriya Uchchatar Shiksha Abhiyan (RUSA), which could significantly boost its resources and development potential.
- There is a potential to elevate the Multidisciplinary Journal to the UGC-CARE List, enhancing its academic prestige and reach.
- With a high number of teachers pursuing doctoral research, the institution has the opportunity to establish more research departments as the number of PhD holders increases.
- Advancing technology presents opportunities for the college to enhance its teaching methods, research capabilities, and overall operational efficiency.
- The college has the potential to attract students from other states and union territories, increasing its diversity and national presence.
- A registered alumni association provides opportunities for increased alumni activities, potentially benefiting current students and the institution's development.
- The institution has the potential to pursue international collaborations, opening up new avenues for academic exchange and global exposure.
- The college's proximity to Kumbalangi (a model tourism village) and Fort Kochi and Mattancherry presents opportunities to establish links with the tourism industry, potentially benefiting students and the local economy.
- The college's location amidst wetlands provides a unique opportunity to promote and educate about the importance of wetland conservation, potentially establishing itself as a leader in environmental awareness and ecological studies.

### **Institutional Challenge**

- Dwindling number of students due to either migration to foreign nations or admittance to other autonomous colleges whose admission procedures are held in advance to the university CAP allotment.

- Insufficient funding for constant digital improvements hinders our ability to match the rapid technological advancements occurring in the field of education.
- Securing adequate placement opportunities for students remains a significant challenge for the institution, requiring enhanced industry connections and career development initiatives.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

Aquinas College, affiliated with Mahatma Gandhi University, Kottayam, prioritizes inclusive education and equitable opportunities through a comprehensive curriculum approach. The IQAC leads in preparing the Academic Plan and Internal Exam Calendar, emphasizing Outcome Based Education (OBE). Curriculum planning occurs at college, department, and teacher levels, with a focus on linking academic plans to Graduate Attributes. The college implements student-centric methods including induction programmes, entry-level examinations, bridge courses, peer teaching, and specialized programs like Walk With the Scholar(WWS) and Student Support Programme(SSP). Activities like debates, seminars, PPT's, assignments, exhibitions, discussions, film shows makes the learning process more interactive and experiential. The open course in the fifth semester offers students a level of autonomy to explore a subject other than their own. Resources such as the college library with INFLIBNET access and well-equipped labs support learning. The evaluation system employs Continuous and Comprehensive Evaluation (CCE) with structured exam calendars and grievance redressal mechanisms. Notably, the college addresses cross-cutting issues through its curriculum and activities. From 2018 to 2023, it offered courses, student projects, and workshops on gender (47 courses, 24 projects), environment and sustainability (27 courses, 37 projects), human values (68 courses, 35 projects), and professional ethics (23 courses). Initiatives like the "Illuminato" and "Jyothirgamaya" webinar series, along with the Aquinas Multidisciplinary Peer-Reviewed Research Journal, extend the college's academic reach. The institution actively promotes gender sensitivity, environmental awareness, human values, and professional ethics through various campaigns, projects, and workshops. This holistic approach integrates academic excellence with social consciousness, preparing students to navigate and contribute meaningfully to an interconnected world. By addressing crucial societal issues within the curriculum and through extracurricular activities, Aquinas College aims to produce well-rounded, adaptive graduates prepared for success in a dynamic environment, transcending ordinary educational boundaries to create knowledgeable, socially responsible individuals.

### Teaching-learning and Evaluation

Teaching Learning Evaluation at Aquinas College emphasizes student-centric methods and transparent assessment processes. The college maintains a student-full time teacher ratio of 23.59, with 72.31% of full-time teachers holding NET/SET/SLET/Ph.D. qualifications.

Student-centric methods include experiential, participative, and problem-solving approaches. Experiential learning is facilitated through final semester projects, research publications, MOOCs, add-on courses, workshops, and government programs like Walk with a Scholar (WWS) and Scholar Support Programme (SSP). Hands-on learning occurs in laboratories, media labs, industrial visits, internships, and unique experiences like skywatch events and water quality testing.

Participative learning involves flipped classrooms, peer teaching, student seminars, and magazine contributions.

Problem-solving methodologies include group discussions, debates, quiz competitions, and activities organized by the Institution Innovation Council (IIC).

ICT-enabled teaching utilizes PowerPoint presentations, YouTube channels, Google Sites, and virtual platforms like Zoom, Cisco Webex, Google Meet and Google Classroom. The college also organizes webinars on various topics.

The evaluation system is transparent and efficient, with clear communication of policies and accessible grievance redressal. Internal assessment includes atleast two exams per semester, seminars/viva, assignments, and attendance marks. External evaluation aligns with Mahatma Gandhi University guidelines, involving end-semester exams and continuous assessment throughout the year.

The grievance redressal mechanism addresses complaints at department, college, and university levels. Specific cells exist for SC/ST and OBC students, sexual harassment issues, and rights of persons with disabilities.

Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) are clearly defined and communicated to students and faculty through the college website, QR codes, and classroom discussions. These outcomes guide instruction, assessment, and curriculum development.

The college has achieved a pass percentage of 78.35% for students over the last five years, demonstrating the effectiveness of its teaching-learning and evaluation processes. Additionally, 68.72% of seats are filled against reserved categories, ensuring inclusive education.

## Research, Innovations and Extension

Aquinas College demonstrates a strong commitment to research, innovation, and extension activities.

### Research:

The faculty members of the institution published **45 research papers in UGC CARE listed journals** and **11 books/chapters** in edited volumes over the last five years. It conducted **35 workshops/seminars on research methodology, IPR, and entrepreneurship**. Two students from the institution received 2 lakhs as endowments from the government. **The Aquinas Journal of Multidisciplinary Research** has published eight volumes since 2015, contributing to academic discourse.

### Innovation:

**The Institution's Innovation Council (IIC)** was established in 2022, focusing on innovation, entrepreneurship, and IPR. The college organizes workshops, industrial visits, and events to foster innovation and entrepreneurship. **The language lab** enhances students' language proficiency using multimedia tools. The college emphasizes the **Indian Knowledge System** through projects on **Vedic mathematics and herbal medicine**. **The Young Innovators Programme** saw successful participation from the Electronics Department, with projects selected at the state level.

### Extension:

Aquinas College conducted **261 extension and outreach programs through NSS, NCC, Red Ribbon Club and various departments** in the last five years. These activities span **community welfare, health, education, environmental sustainability, and social awareness**. Notable initiatives include **blood donation camps, flood relief efforts, palliative care, medical camps, voluntary teaching, and environmental conservation projects**. The college has received **several recognitions** for its extension activities, including **appreciation letters** from government officials and **certificates** from organizations like GOONJ and Mahatma Gandhi National Council of Rural Education.

The institution has **13 functional MoUs** with institutions and industries for internships, training, and collaborative research. These partnerships enhance students' practical skills and research opportunities.

Through these comprehensive efforts in research, innovation, and extension, Aquinas College demonstrates its commitment to academic excellence, community engagement, and holistic student development. The institution's focus on these areas prepares students for future challenges while making a positive impact on society.

### Infrastructure and Learning Resources

Aquinas College, established in 1981 on a 6-acre campus, is dedicated to uplifting marginalized students while providing a comprehensive academic environment. The college's infrastructure efficiently utilizes natural light and air to minimize electricity usage. With 31 classrooms (including 7 ICT-enabled rooms) and 11 well-equipped laboratories, the campus supports various academic levels. The IT infrastructure includes 59 computers with internet access, free Wi-Fi, and multiple specialized facilities such as a Multi-Media Room, Smart classroom, 4 Computer Labs- Mathematics Lab, Language Lab/ Commerce Lab, Physics Lab, and Electronics Lab as well as a well-equipped Biotechnology lab.

The college offers diverse amenities including a Career Guidance and Placement Cell/Entry in Service Coaching Centre, Women's resting room, Recreational Hall/ Yoga room, and hygienic facilities on every floor. A 3000-seat auditorium and a conference hall and seminar hall which can together accommodate 300 audience and open stage support cultural activities and academic events. Sports facilities encompass both outdoor and indoor options, featuring courts for various games, a cycling track, cricket pitch, and a multi-gymnasium. The campus is Divyangjan friendly with ramps, wheelchair, lift, Divyangjan friendly toilet, Digital walking stick for the blind and Divyangjan . There are four safe drinking water outlets equipped with water purifiers.

The library, a key resource hub with over 21,000 books, is equipped with NLIST facility and connected to the INFLIBNET. It is automated using the KOHA Integrated Library Management System, providing access to thousands of e-journals and e-books.

Additional features include CCTV security coverage, a first aid room and dedicated spaces for student organizations. The college is fully powered by solar energy and has a solar lamp. It also has an efficient water harvesting and waste management system in place. The college has implemented tactical changes to enhance quality initiatives, focusing on making students globally proficient and promoting technology use.

By blending traditional and modern facilities, Aquinas College creates an optimal learning environment supporting a wide range of academic, research, and extracurricular activities. This comprehensive approach ensures students can enrich their capabilities in various domains, preparing them for global competence while maintaining a focus on community development.

## Student Support and Progression

Aquinas College demonstrates a strong commitment to student support and progression through comprehensive initiatives. Over the past five years, more than 60% of students have benefited from scholarships and freeships provided by various sources, ensuring financial accessibility to education. The college prioritizes holistic development by organizing activities that enhance students' soft skills, language and communication abilities, life skills, and ICT proficiency. Career guidance is a key focus, with 55.3% of students benefiting from competitive examination preparation and counseling services. The institution maintains a safe and inclusive environment through effective grievance redressal mechanisms, addressing issues like sexual harassment and ragging promptly. In terms of student outcomes, The college's commitment to extracurricular excellence is evident in the 123 awards and medals won by students in sports and cultural activities at university/state/national levels, complemented by the organization of 107 sports and cultural programs. The recently registered Alumni Association plays a crucial role in the institution's development through financial contributions and engagement initiatives. Aquinas College fosters a supportive atmosphere through diverse co-curricular and extracurricular activities. The Institution's Innovation Council promotes entrepreneurship and innovation, while projects on Vedic mathematics and herbal medicine emphasize the Indian Knowledge System. Extensive community outreach programs, including welfare initiatives, health camps and environmental projects, provide students with opportunities for holistic growth and social responsibility. Through these varied support systems and engagement opportunities, Aquinas College creates an enriching environment that nurtures students' academic, personal and professional development, effectively preparing them for future challenges while instilling a strong sense of social consciousness.

## Governance, Leadership and Management

Aquinas College embodies a decentralized governance model aligned with its vision of excellence and focus on marginalized communities. The institution's leadership includes faculty representation in key bodies like the Managing Board and Council. Inclusive governance is achieved through various committees and councils, ensuring broad participation in institutional management.

The Management, Principal and Governing Body mobilize resources to fulfill the college's vision. Short-term and long-term perspective plans focus on academic expansion, research, digital literacy, environmental sustainability, and community engagement. Well-defined systems execute policies in alignment with government, university, and managing board directives.

The IQAC collects feedback for quality improvement in teaching and governance. E-governance is implemented in admissions, fee collection and internal marks processing, with the office moving towards paperless operations. Annual academic and financial audits maintain transparency and accountability.

Staff welfare is prioritized through comprehensive measures including increments, leave provisions, financial assistance and professional development opportunities. A robust performance appraisal system incorporates student feedback and confidential reports.

Infrastructure development includes smart boards, lifts, ramps and sustainable energy solutions. Academic excellence is pursued through new courses, NEP alignment and curriculum enrichment with human values, ethics and eco-friendly practices.



Stakeholder engagement is enhanced through alumni involvement and milestone celebrations. The Management supports departments in conducting seminars and workshops.

Various bodies, committees, clubs, and cells provide opportunities for faculty and students to develop leadership qualities through event organization. This participatory approach enhances the educational experience and prepares students for future leadership roles.

Aquinas College's governance model, focusing on decentralization, stakeholder engagement and quality assurance, effectively prepares students for leadership in a global landscape while serving marginalized communities. The institution demonstrates its commitment to academic excellence, inclusive growth and continuous improvement through these comprehensive practices.

### **Institutional Values and Best Practices**

Aquinas College has demonstrated a strong commitment to institutional values and best practices over the last five years, focusing on gender equity, environmental sustainability and community engagement.

#### **Gender Equity and Sensitization:**

Aquinas College has integrated gender issues into its curriculum and conducted numerous projects and activities promoting gender awareness. The institution provides supportive facilities for women, including a counseling center and sanitary pad vending machines. Safety measures such as security cameras and 24-hour guards ensure a secure campus environment. The college regularly organizes debates, workshops and webinars on gender-related topics.

#### **Environmental Initiatives:**

The college has implemented various eco-friendly practices, including alternative energy sources, waste management, water conservation, and green campus initiatives. Regular environmental and energy audits are conducted to maintain sustainability standards. The Nature Club organizes conservation programs, fostering ecological awareness among students.

#### **Inclusive Environment:**

Aquinas College promotes cultural, regional, linguistic and socio-economic diversity. The institution celebrates various religious festivals, organizes national integration camps and provides special considerations for students from diverse backgrounds. The college also ensures accessibility for differently-abled students.

#### **Best Practices:**

##### **1. ACE (Aquinian Community Engagement):**

This practice includes four key initiatives.

- **Nivedhyam:** Provides food for the hungry and housing support for the homeless.
- **Summer in Aquinas:** Offers English courses and sports training during summer.

- **Vignjanam:** An open day exhibition showcasing student projects.
- **Karuthal:** Focuses on social extension activities and community development.

2. **Aquinian e-Vignjan:** Features the Illuminato Webinar Series, which aims to disseminate knowledge, facilitate networking, promote interdisciplinary discussions and expand global outreach.

### **Educational Inclusion:**

Aquinas College prioritizes educational inclusion for marginalized communities through comprehensive scholarship programs, holistic development initiatives, targeted outreach and recruitment, support services, bridge programs and an inclusive curriculum. The institution also emphasizes sports development through the Aquinas Sports Academy and promotes community engagement and women's empowerment.

These initiatives reflect Aquinas College's dedication to fostering an inclusive, sustainable, and socially responsible educational environment while preparing students for future challenges and community leadership.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	AQUINAS COLLEGE
Address	AQUINAS COLLEGE EDACOCHIN, COCHIN KERALA STATE - 682010
City	COCHIN
State	Kerala
Pin	682010
Website	<a href="http://www.aquinascollege.co.in">www.aquinascollege.co.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	JOSEPH JOHN	0484-2977781	9388095878	-	aquinascollegemail @gmail.com
IQAC / CIQA coordinator	THARANAT H R.	0494-2688229	9447719594	-	tharanath.r@gmail. com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

**Recognized Minority institution**

If it is a recognized minority institution

Yes

If Yes, Specify minority status

Religious

CHRISTIAN LATIN CATHOLIC

Linguistic

Any Other

**Establishment Details****State****University name****Document**

Kerala

Mahatma Gandhi University

[View Document](#)**Details of UGC recognition****Under Section****Date****View Document**

2f of UGC

29-09-2004

[View Document](#)

12B of UGC

29-09-2004

[View Document](#)**Details of recognition/approval by stationary/regulatory bodies like  
AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)****Statutory  
Regulatory  
Authority****Recognition/Appro-  
val details Institution/Department  
programme****Day,Month and  
year(dd-mm-  
yyyy)****Validity in  
months****Remarks**

No contents

**Recognitions**Is the College recognized by UGC as a College with  
Potential for Excellence(CPE)?

No

Is the College recognized for its performance by any  
other governmental agency?

No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	AQUINAS COLLEGE EDACOCHIN, COCHIN KERALA STATE - 682010	Semi-urban	6	9835

## 2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Physics,	36	PLUS TWO	English	32	19
UG	BA,Economics,	36	PLUS TWO	English	52	52
UG	BSc,Mathematics,	36	PLUS TWO	English	24	12
UG	BA,English,	36	PLUS TWO	English	31	31
UG	BCom,Commerce,Marketing	36	PLUS TWO	English	38	38
UG	BCom,Commerce Sf,Taxation	36	PLUS TWO	English	50	50
UG	BSc,Electronics Sf,	36	PLUS TWO	English	60	15
PG	MSc,Physics,	24	DEGREE	English	13	13
PG	MCom,Commerce,Finance	24	DEGREE	English	15	15
PG	MCom,Commerce Sf,	24	DEGREE	English	15	8
PG	MSc,Biotechnology Sf,	24	DEGREE	English	20	10
PG	MSc,Statistics,	24	DEGREE	English	12	8

**Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				3				49			
Recruited	0	0	0	0	2	1	0	3	7	42	0	49
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				6
Recruited	4	2	0	6
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	1	5	0	6
Yet to Recruit				0

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

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	1	0	3	7	0	13
M.Phil.	0	0	0	0	0	0	3	4	0	7
PG	0	0	0	0	0	0	0	20	0	20
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	10	0	11
UG	0	0	0	0	0	0	0	0	0	0

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

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

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



Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	95	1	0	0	96
	Female	121	0	0	0	121
	Others	0	0	0	0	0
PG	Male	13	0	0	0	13
	Female	41	0	0	0	41
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

**Provide the Following Details of Students admitted to the College During the last four Academic Years**

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	22	23	29	10
	Female	22	22	30	27
	Others	0	0	0	0
ST	Male	0	1	0	2
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	23	21	27	15
	Female	46	70	72	40
	Others	0	0	0	0
General	Male	89	80	93	96
	Female	238	273	251	142
	Others	0	0	0	0
Others	Male	4	2	1	5
	Female	6	8	10	5
	Others	0	0	0	0
Total		450	500	513	342

**Institutional preparedness for NEP****1. Multidisciplinary/interdisciplinary:**

From its inception, Aquinas College has followed a dynamic and interdisciplinary academic approach that combines different subjects and fields of study for its students, unlike the combinations offered in nearby colleges. For example, students studying B.Sc. Mathematics also take courses in Computer Science and Statistics. Similarly, B.A. Economics students study Mathematics and History, while B.Sc. Physics students learn Electronics and Mathematics. The college also offers an interdisciplinary M.Sc. program in Biotechnology. In the fifth semester of undergraduate programs, students have to take an open course that encourages them to explore subjects beyond their core disciplines. This helps them

	<p>understand how different fields of knowledge are connected and develop a broader perspective. Students also get opportunities to work on academic projects that involve more than one discipline. For instance, Physics students often work on projects related to emerging areas like nanoscience. The various departments in the college organize seminars and webinars that link their subject with new areas of knowledge. Through this interdisciplinary approach, students gain insights into different domains, learn about real-world complexities, and develop creative solutions by combining various perspectives and methodologies. Additionally, students are introduced to and encouraged to take courses on online platforms like SWAYAM, NPTEL, and Coursera. This not only enhances their learning experience but also prepares them for the complexities of today's globalized world, where interdisciplinary skills are highly valued. Looking ahead, the implementation of the National Education Policy (NEP) and the transition to a four-year undergraduate program will further strengthen this interdisciplinary approach. With a renewed focus on flexibility and holistic education, students will have more opportunities to engage in cross-disciplinary studies, research, and practical applications. This forward-thinking approach aligns with Aquinas College's commitment to producing well-rounded graduates who are equipped with innovation and adaptability to tackle future challenges.</p>
2. Academic bank of credits (ABC):	<p>Currently, Aquinas College follows the university syllabus without provisions for the ABC system. However, the college encourages students to engage in online courses from platforms like NPTEL and MOOCs. Students can apply credits from these online courses towards their internal assessment, familiarizing them with the ABC system. The university's impending adoption of a four-year undergraduate program, incorporating ABC, presents an opportunity for the college to align with this progressive approach. Students at Aquinas have registered on Digilocker, ensuring a smooth transition into the ABC system. The ABC system will enable students to accumulate credits across disciplines, fostering flexibility and lifelong learning. Aquinas College is poised to integrate the ABC system into its academic structure. This integration affirms the</p>

	college's commitment to providing students with a comprehensive and adaptable educational experience. The ABC system will equip students for success in a dynamic world.
3. Skill development:	<p>Aquinas College, is committed to nurturing holistic skill development among our students. Our innovative strategy involves offering a variety of activities and courses, enriching their educational journey with practical skills and specialized knowledge. This helps students to refine their abilities and develop diverse skills. The add-on courses provided by departments like English, Commerce, Mathematics and Electronics focus on developing specific skills like communication skills, accounting skills and programming skills respectively. The sessions on mushroom cultivation given by the department of Biotechnology is aimed at educating students on the possibilities of market –orientated agricultural skill. The department of Sports provides individual training in leadership skills to talented students in sports as result of which many were able to serve as referees at university and national levels. The Career Guidance Cell holds sessions on soft skills and time management skill two important skills for students. The departments, clubs and cells encourage students to take leadership role and hold events which helps them to develop their leadership skill, organisational skill and presentation skill. Participation in programs like YIP and those held by the IIC aims to develop inventive, creative, critical thinking and problem solving skill. Activities of the Entrepreneurship Development Club provide deeper insight into entrepreneurship by providing a platform for students to interact with experienced as well as young entrepreneurs from within and outside the institution. It plays a crucial role in fostering skill development by holding LED star making sessions in association with the department of electronics. Through practical and real-world projects held by NSS, and women cell students acquire practical experience in skills like paper bag, soap, detergent and pain balm making. By amalgamating these endeavours as well as planning to hold other activities to instil 21st century skills, we are dedicated to equipping our students with the necessary skills for success in today's dynamic professional environment.</p>

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

Aquinas College, through these four decades, has adopted an approach which brings its students closer to their native language and culture. National and regional festivals are celebrated in the campus. The institution celebrates Malayala Basha Varacharanam, a week-long celebration which highlights and promotes Malayalam language. During the Vayana Pakshacharanam the programs held by the library in association with the departments of Hindi and Malayalam specially focusses on promoting Indian languages and culture. Programs like 'Urarivu', invited Bony Thomas, one of the of the founders Kochi – Muziris Biennale, who spoke extensively on the diversity of the demography of the kochi region which is an amalgamation of cultures from various parts of India. The Hindi Department holds webinars on Hindi Language and Literature. The department of Malayalam holds an online forum titled 'Sargasallapam' which introduces the works of various writers in Malayalam as well provides a platform for both students and teachers to interact and hold discussions on literature in Malayalam. The department of Mathematics and Statistics celebrate the days commemorating Indian Scholars like Srinivasa Ramanujan and Prasanta Chandra Mahalanobis. The syllabus on literary criticism in English has a section dedicated to Indian Aesthetics on Bharata's theory on Rasa, ?nandavardhana theory on Dhvani and Acharya Kuntaka's theory on Vakrokti. Students in the department of Mathematics often do projects based on Vedic Mathematics. The institution rigorously celebrates Yoga day every year to encourage students to make yoga a part of their lifestyle. The multidisciplinary Illuminato 3.0 webinar series serves as an excellent platform for facilitating discussions on these crucial subjects, allowing students to delve into the cultural and linguistic intricacies of our diverse nation. The faculty of history as part of the Azadi ka Amrit Mahotsav documented the local history of the Edakochi region. With the implementation of NEP the institution will have a better opportunity to integrate Indian Knowledge System into the curriculum. The syllabus of the MG University has been designed in such a way that one module in every course provides autonomy to the professor to design the module. We at Aquinas plan to skillfully incorporate the Indian Knowledge system into our

	<p>academic framework in this module. The institution in association with the history division also plans to establish a Heritage club which will promote an interest in Indian culture and heritage providing insights into our rich past, traditions, and societal evolution. By nurturing an integration across various disciplines and through online courses, we will ensure that our students not only acquire academic knowledge but also develop a profound appreciation for India's heritage and cultural diversity. This approach will equip them to become well-rounded individuals ready to excel in an interconnected global environment.</p>
5. Focus on Outcome based education (OBE):	<p>At Aquinas College, we prioritize Outcome-Based Education (OBE) to ensure students' holistic development. We define Programme Outcomes and Programme Specific Outcomes for each course, guiding our curriculum and assessments. Despite the university's focus on objectives rather than Programme Outcomes, we conduct internal examinations aligned with OBE principles. Our commitment to OBE remains steadfast as we strive to prepare students effectively for their future endeavors.</p>
6. Distance education/online education:	<p>Aquinas College recognizes the significance of online education and distance learning, offering students opportunities to engage with MOOCs like SWAYAM, NPTEL and to enrol in platforms like Coursera, an esteemed international online platform. Additionally, the college integrates online learning into its curriculum, exemplified by a compulsory MOOC course on organic farming. All the teachers transitioned successfully into online teaching using platforms like Google meet, Google suite, Google classroom, Zoom, Webex and other applications for effective teaching during the Covid times. These platforms are still used effectively along with the real classroom teaching which ensures a true environment of blended learning. Webinars are still conducted through online platforms which ensures intellectual engagement with national and international experts and scholars. Through these initiatives, Aquinas College empowers students to expand their knowledge, acquire new skills, and stay updated with advancements in their fields, reflecting its commitment to fostering lifelong learning and preparing students for success in a digital age.</p>

**Institutional Initiatives for Electoral Literacy**

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club of Aquinas College Edacochin was constituted in the year 2022 with Mr. Akhil Sebastian, Assistant Professor, Commerce Department as its Faculty Coordinator.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The appointment of student coordinators and coordinating faculty members is managed by the college administration. This ensures that the selected individuals possess the necessary qualifications and align with the institution's objectives and standards. The selection process for student coordinators typically involves a committee or the head of the department, who assess the student's suitability for the role. The ELC actively conducts activities such as workshops, seminars, and voter awareness campaigns. These activities include regular meetings, participation in electoral processes, and engagement with the student community to promote electoral literacy. The selection of members and leaders within the ELC should ideally follow democratic processes, allowing for elections or nominations that reflect the voice of the student community. Moreover, the club should include members from diverse backgrounds, academic disciplines, and various student groups to ensure broad representation of the student body.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The college has been actively involved in promoting electoral literacy through various events. On December 19, 2023, a workshop on new voter enrollment was organized by the NSS Unit and the Electoral Literacy Club in association with the Young India Foundation. The workshop was inaugurated by the Deputy Collector of Ernakulam, B. Anil Kumar, and the session on enrollment was led by Mr. Amal Saji, State Coordinator of the Young India Foundation. To observe National Voter's Day on January 25, 2024, the NSS Unit, in collaboration with the Electoral Literacy Club, held a pledge-taking ceremony by NSS volunteers in Kumbalangi. On March 4, 2024, the Aquinas Alumni Association, the Electoral Literacy Club, Kochi Taluk, and the NSS Unit jointly organized an Election Awareness Programme for students and faculty members. The

	event was inaugurated by Mr. Nishanth Sihara IAS, Assistant Collector of Ernakulam, and featured activities such as a flash mob, placards, and mock voting using student representatives.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The NSS Volunteers and NSS Programme Officer Mr. Akhil Sebastian in association with Kochi Taluk organised a Voter's Registration Campaign for public in Chief Minister's Navakerala Programme held in Fortkochi
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	<p>The percentage status of students above 18 years who are yet to be enrolled as voters as be determined by data collection by the college through ELC was around 32%. Efforts by Aquinas College &amp; Electoral Literacy Clubs (ELCs):</p> <ul style="list-style-type: none"> <li>• Awareness Campaigns: ELC often conduct awareness campaigns to educate students about the importance of voting and the registration process. This can include workshops, seminars, and information sessions.</li> <li>• Registration Drives: ELC organizes voter registration drives on campus, providing students with the necessary forms and assistance to complete their voter registration.</li> <li>• Collaboration with Election Authorities: ELC collaborate with local election authorities (Kochi Thaluk) to facilitate on-site voter registration events, making the process more accessible to students.</li> <li>• Use of Digital Platforms: Utilizing social media and other digital platforms to spread information and reminders about voter registration deadlines and procedures</li> </ul>



## Extended Profile

### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1274	1218	1085	917	884
File Description		Document		
Upload Supporting Document		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

Response: 63

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
53	52	50	51	50

### 3 Institution

#### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
28.27976	18.05227	17.90447	29.69484	59.54265

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

##### **Response:**

**Aquinas College**, affiliated with Mahatma Gandhi University, Kottayam, is committed to inclusive education and equitable opportunities. **Curriculum planning** is conducted at College level, Department level, and Teacher level. The IQAC prepares the **College Academic plan** and **Internal Exam Calendar**, emphasizing **Outcome Based Education**. In addition, an **Annual Academic Calendar**, a comprehensive schedule of both academic and extracurricular activities are developed. The **Master Timetable** is prepared in cooperation with the HoDs before the commencement of the academic year. The IQAC gives due importance to **ADD on Courses** and takes initiative to run the courses. Initially, the **Programme outcomes, Programme Specific Outcomes, and Course Outcomes** are plotted. Then, departments create an **outcome based academic plan** that is linked to the Graduate Attribute to deliver the curriculum effectively. Additionally, **annual department plans** are also developed by incorporating activities that include gender equity, sustainability, and ethical values. At the departmental level, the faculty writes down the **teaching plan** for every semester and maintain the **Teacher's academic diary**. Faculty members play key roles as Chairpersons of PG and UG examinations and as subject experts. They are motivated to undergo a self-evaluation at the end of every academic year by submitting a **self - Appraisal Form**.

##### **Curriculum Delivery**

##### **Student centric methods**

1. **Induction Programmes:** They are conducted after the commencement of classes, to equip students with academic expectations.
2. **Entry-Level Examinations:** To identify the areas that need improvement and tailoring the teaching plan accordingly.
3. **Bridge Course:** To fill the learning gaps identified during entry-level examinations.
4. **Peer Teaching:** To foster a collaborative learning environment and promote mutual support among students.
5. **Outcome Based Education (OBE):** The curriculum delivery focuses on specific learning outcomes for students to effectively measure progress.
6. **Walk With the Scholar:** It pairs advanced learners with faculty mentors who guide them through

their academic journey.

**7. Student Support Programme (SSP):** To address the diverse needs of slow learners.

**8. ICT Tools and Google Classrooms:** Integration of ICT tools facilitates interactive learning and collaboration.

**9. Practical Sessions/ Internships and Field Visits:** They provide students with exposure to real-world applications of theoretical concepts.

**10. Mentoring and Value education classes.**

#### **Initiatives for knowledge transmission**

**College Library, INFLIBNET, Labs, and Resource Centers:** Access to extensive **library resources**, **online databases** through **INFLIBNET**, well-equipped **labs** and **network resource centers** ensures that students have access to necessary learning resources to support their academic pursuits effectively.

#### **Continuous and Comprehensive Evaluation**

Aquinas College uses outcome-based **Continuous and Comprehensive Evaluation (CCE)** to assess students' learning outcomes. A structured **Exam Calendar** is used for internal assessments. **Question banks** are curated for preparation. Two internal exams are held each semester, with the **internal examination coordinator** organizing and evaluating the results. An **internal exam grievance redressal system** is in place, involving multiple stakeholders. **Department-level open house** sessions and mid-semester feedback collection drive teaching methods and course structure. The college aims to transcend the ordinary, aiming to produce graduates who are not only knowledgeable but also well-rounded, adaptive, and poised for success in a dynamic world.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

## **1.2 Academic Flexibility**

### **1.2.1**

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

**Response:** 22

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>

**1.2.2**

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

**Response:** 16.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
380	51	101	90	240

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**1.3 Curriculum Enrichment****1.3.1**

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

**Response:**

Aquinas College aims to promote social change by educating students on gender inequality, environmental degradation, and social injustice. The integration of these issues into the curriculum, as per the mandates of the Mahatma Gandhi University, Kottayam, stands as a testament to its commitment

to holistic education. The IQAC takes the initiative to conduct seminars and workshops, mainly the Illuminato and Jyothirgamaya webinar series, to address these issues. The Aquinas Multidisciplinary Peer-Reviewed Research Journal extends the college's commitment to a wider academic circle by accepting articles on thrust areas like gender, human values, professional ethics, and environmental challenges.

Sl.No	Cross Cutting Issues Addressed	-Count (2018 - 2023)				
		Courses Curriculum	inStudents Project	Doctoral Research Publications	Workshops /Seminars FDP	Articles /Published in Aquinas College Multi disciplinary Peer Reviewed Journal
1	Gender	47	24	5	12	7
2	Environment and Sustainability	27	37 *MOOC - 410	5	15	3
3	Human values	68	35	5	33	21
4	Professional Ethics	23	-	2	26	8

### Gender Sensitivity

Courses on gender studies promote equality and respect among students, empowering them to recognize biases and stereotypes, and create inclusive environments in their future.

Activities includes:

- Webinars
- Awareness sessions - Dowry Prohibition
- *Jeevanam* Livelihood Project for Women from the Flood Affected Regions of Kerala.
- Breast feeding Awareness Campaign.
- Distribution of Menstrual Cups.
- *Lakshitha* – Interactive sessions by prominent Alumni of Aquinas College.
- Nominate your Mother as Chief Guest Campaign
- “Unite! Activism to End Violence against Women and Girls” - Poster Designing and Collage Making Competition

### Environment and Sustainability

Modules on sustainability, climate change, and environmental ethics promote eco-friendly practices, educate students about the impact of human activities, which prepare them for conservation strategies.

Activities includes:

- Webinars
- MOOC course
- Antibiotic Resistance Awareness Campaign
- LED Bulb and Star Fest
- E-waste management Sessions.
- Environmental cleanliness drives - NCC and NSS volunteers.

### **Human Values**

The college promotes human values through courses on empathy, social responsibility, and cultural diversity, enhancing students' interpersonal skills and fostering a positive campus culture.

Activities includes:

- Webinars
- Music Therapy and Art Therapy sessions
- O-Si-Yo - Celebration of tribal culture
- Stress buster sessions
- Weekly value education classes.
- Sessions on promoting Gandhian values in association with Probhodha Trust.
- Fit India Freedom Run 2.0
- Drug free awareness rally
- Blood donation camps.
- Flood relief camps.
- Snehasparshem – Aims to promote respect for elders among the younger generation.
- *HAR GHAR DYAN* as a part of Azadi Ka Amrit Mahotsav
- Home for Homeless - House construction
- *NAIVEDYAM* – Food packets distribution
- *NURUNGU VETTAM* – Book donation campaign

## Professional Ethics

The curriculum incorporates courses addressing professional ethics, case studies, and internships, empowering students with knowledge and skills to navigate societal challenges and positively impact their communities.

Activities includes:

- Seminars/ Webinars/ workshops on IPR/ Research Methodology - 20
- Hands on Training Sessions - 6

The holistic approach of Aquinas College equips students to navigate and contribute meaningfully to an increasingly interconnected world. Thereby, moulding graduates who are not only academically adept but also socially conscious and ethically grounded.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:** 37.68

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

Response: 480

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

*Institution obtains feedback on the academic performance and ambience of the institution from*



*various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*

**Response:** C. Feedback collected and analysed

File Description	Document
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 84.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
457	500	513	342	342

##### 2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
617	612	597	366	367

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 66.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
115	130	162	104	49

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

2022-23	2021-22	2020-21	2019-20	2018-19
209	210	201	112	112

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule ( Translated copy in English to be provided as applicable)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 24.04

## 2.3 Teaching- Learning Process

### 2.3.1

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

**Response:**

**Experiential Learning:**

1. **Student's Projects:** Final semester projects are mandatory for all UG and PG programs.
2. **Research Articles:** Students of MSc Physics, MSc Statistics and BSc Electronics have published research articles in peer reviewed and UGC Care list journals
3. **MOOC:** UG programs participate in a MOOC on Organic Farming offered by Mahatma Gandhi University.
4. **Add-On/Certificate Courses:** Provided by the Departments of Mathematics, English, and Commerce.
5. **Workshops:** Electronics Department conducts workshops on various electronic and AI topics. Physics, Mathematics and Statistics departments also conduct workshops.
6. **Faculty-Student Exchange:** Mathematics and English departments exchange faculty and students for cross-disciplinary learning.
7. **WWS Program:** Walk with a Scholar (WWS) by the Kerala government supports advanced learners through mentoring and motivational sessions.
8. **SSP:** Scholar Support Programme offers personalized help to slow learners.
9. **Remedial Coaching:** Organized by all departments for students needing additional support after semester exams.
10. **Exhibitions:** conducted by every Department annually as part of Aquinian Fest.
11. **Entrepreneurship Programs:** Conducted by IIC and ED Club.
12. **Laboratory Experience:** Various departments provide well-equipped labs for hands-on learning.
13. **Media Lab:** English and Oriental Languages departments have a language lab with LearnSoft Language Lab Software.
14. **Teaching Practice:** BA English Language and Literature students practice tutoring.
15. **Case Studies:** Conducted by the Department of English.
16. **Industrial Visits and Field Work:** Organized by Physics, Commerce, and Biotechnology departments.
17. **Internships:** Available for students of Commerce, Electronics and Biotechnology Departments.
18. **Study Tours:** Conducted by all departments in the final semester.
19. **Surveys:** NSS conducts agricultural surveys;
20. **Skywatch and Telescope Making:** Physics Department and Astronomy Club organizes skywatch and telescope making events regularly.
21. **Service-Learning:** Community service activities are coordinated by NSS, NCC, and various departments.
22. **Water Quality Testing:** Regularly conducted by the Biotechnology department.

**Participative Learning:**

1. **Flipped Classrooms:** Students prepare before class for more interactive sessions.
2. **Peer Teaching:** Advanced learners assist slow learners.
3. **Student Seminars:** Regular seminars are part of continuous evaluation.
4. **Manuscripts:** Hindi and Malayalam manuscripts are published annually.
5. **College Magazine:** Students manage content creation, editorial work, and financial management.
6. **Short Films:** Commerce students and teachers produce short films on social issues.

**Problem-Solving Methodologies:**

1. **Group Discussions:** Facilitates brainstorming and diverse viewpoints.

2. **Debates:** Critical analysis of ideas to find viable solutions.
3. **Quiz Competitions:** Organized by Physics and Mathematics departments.
4. **Presentation Competitions:** Enhance research, analysis, and communication skills.
5. **Institution Innovation Council (IIC):** Encourages creativity and entrepreneurship.
6. **Workshops and Seminars:** Interactive sessions focused on problem-solving.

#### ICT-Enabled Teaching & Learning:

1. **PowerPoint Presentations:** Used for effective teaching and project presentations.
2. **YouTube Channels:** Departments and teachers share class recordings.
3. **Google Sites:** Teachers publish e-content and resources.
4. **Google Meet:** Used for classes, meetings, and discussions.
5. **Google Classroom/Edmodo:** Tools for hybrid teaching, sharing notes, assignments, and exams.
6. **Telegram and WhatsApp Groups:** Used for sharing class videos and communication.
7. **Webinars:** Organized on various academic and social topics.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
53	52	50	51	50

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>

### 2.4.2

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

**Response:** 71.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
39	36	34	36	38

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

**Response:**

Aquinas College places significant importance on transparency and inclusivity in its evaluation and grievance redressal systems. This includes clear communication of policies, regular updates to students and staff, and accessible platforms for lodging complaints and seeking redressal. The college's commitment to transparency is also reflected in its open approach to sharing exam schedules, results, and evaluation criteria, allowing students to be well-informed and actively participate in their educational journey.

#### **Internal Evaluation System**

The evaluation at Aquinas College, under Mahatma Gandhi University, aims for a transparent and comprehensive assessment of students, involving both end-semester and in-semester evaluations. Transparency is ensured through orientation programs for new students, a well-organized internal examination calendar, and a structured internal examination process, including assignments, seminars, and attendance marks. The evaluation system includes two internal exams per semester, seminars/viva,

assignments, and attendance, each with a specific weightage. The internal exams follow a centralized process with clear communication through various channels, such as exam calendars and WhatsApp groups. Results are posted on notice boards and WhatsApp groups for verification, with a three-tier grievance redressal mechanism in place for addressing student complaints. The college also emphasizes seminars and assignments to assess writing and presentation skills, and attendance marks to gauge student engagement.

### External Evaluation System

The external evaluation system at Aquinas College, aligned with Mahatma Gandhi University, ensures systematic and fair assessment through continuous evaluation throughout the academic year. The college supports the university in conducting end-semester exams transparently, following a detailed process that includes fee notifications, condonation requests for low attendance, application form verification, data uploading, seating arrangements, invigilation duty lists, hall ticket issuance, question paper printing, and exam monitoring. Faculty members participate in project evaluations, answer script valuation, and practicals at university centers, ensuring comprehensive and fair assessment. This system aims to provide students with timely feedback, encourage active learning, and provide an accurate and fair assessment of their knowledge and abilities.

### Grievance Redressal Mechanism

Aquinas College has a robust grievance redressal mechanism to address complaints from students, staff, and faculty, ensuring issues are resolved fairly and transparently. For staff, grievances are addressed through a structured process involving open communication and compliance with legal requirements. The student grievance redressal includes department-level, college-level, and university-level committees to handle issues related to internal and external evaluations. Additionally, the college has specific grievance cells for SC/ST and OBC students, an Internal Complaints Committee for sexual harassment issues, and a Committee for the Rights of Persons with Disabilities to support and protect the rights of disabled students and staff. The grievance redressal mechanism includes counseling and support services, ensuring a safe and supportive environment for complainants and witnesses.

### Conclusion

The comprehensive evaluation and grievance redressal systems at Aquinas College ensure transparency, fairness, and inclusivity in assessing student performance and addressing concerns. This approach fosters a positive and supportive educational environment, promoting trust and mutual respect among students, faculty, and staff. The continuous improvement and adherence to university guidelines further enhance the credibility and effectiveness of the college's evaluation system.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

**Response:**

Outcome-Based Education (OBE) is an educational framework that focuses on achieving specific, measurable outcomes in terms of student learning. This approach emphasizes what students are expected to learn and be able to do at the end of a course or program. Learning outcomes helps to guide instruction, assessment, and curriculum development to ensure educational goals are met. Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) represent the fundamental concepts, skills, and knowledge that students gain upon the successful completion of a course or program. PSOs cover the main goals of the whole program, while COs detail what students should achieve in each specific course.

**Program Outcomes (POs)** are the general skills and knowledge that all students are expected to gain by completing an entire educational program. Programme Outcome that institution follows is under MG University and the same is then incorporated into the college website along with the syllabi for easy access.

**Programme Specific Outcomes (PSOs)** are clear statements describing what graduates of a particular program are expected to know, be able to do, or demonstrate upon completion of that program. PSOs focus on the specialized knowledge and skills directly related to the discipline or field of study, highlighting the unique competencies that students will gain, which distinguish them from graduates of other programs.

**Course Outcomes (Cos)** are clear and specific statements that describes what students are expected to know, understand, or be able to do by the end of a course, program, or lesson. It focuses on the measurable skills, knowledge, and abilities that the students should acquire as a result of their learning experiences. Each Department has specifically defined the course outcomes for each of the courses offered by the Department. Every department has prepared an Academic Plan on behalf of the Course Outcomes.

**Communication of PO, PSO and CO to Teachers and Students**

During the Induction ceremony itself the students are made well aware of the programme outcomes. The POs and COs are been uploaded in the Aquinas college website and the QR code of which has been published in front of every department. The students can scan the QR code to get the POs and PSOs of their programme and the COs of all courses offered by the respective department. The faculty in charge will be communicating the Course outcomes of each course in the classroom before the beginning of every semester so as to ensure proper orientation to the students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**2.6.2**



*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

Aquinas College has successfully implemented a comprehensive system for evaluating the attainment of Program Outcomes (POs) and Course Outcomes (COs) in its Outcome-Based Education framework. The college employs a robust direct assessment approach, utilizing course-level evaluations including exams, projects and assignments. Each assessment question is carefully mapped to specific COs, allowing for precise calculation of attainment levels based on student performance. The college has developed specialized rubrics to evaluate non-quantitative skills such as teamwork and communication, ensuring a holistic assessment of student capabilities.

In determining CO attainment, Aquinas College has established clear target levels for each outcome. The institution rigorously compares actual student performance against these targets and employs a weighted average of both direct and indirect assessments to arrive at final attainment figures. For PO attainment, the college has created a detailed mapping of COs to POs, taking into account the strength of their correlations. This allows for an accurate calculation of PO attainment based on the related CO achievements. Through this methodical approach, Aquinas College has created a robust system for evaluating and ensuring the quality of its educational outcomes, demonstrating its commitment to excellence in Outcome-Based Education.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 2.6.3

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

**Response:** 78.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
367	251	275	257	243

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

2022-23	2021-22	2020-21	2019-20	2018-19
481	357	326	320	294

  

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.24

File Description	Document
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

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

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

The **Institution's Innovation Council (IIC)** was inaugurated on September 16, 2022, at 10:30 am in the college seminar hall by Dr. Geetha Pookat, Co-founder of "Eat Green." The council includes the president, convenor, innovation activity coordinator, IPR coordinator, social media coordinator, internship coordinator, startup coordinator, AIIRA coordinator, NIRF coordinators, and other departmental IIC members. An orientation session on innovation, entrepreneurship, and Intellectual Property Rights (IPR) activities was held online with St. Teresa's College on August 23, 2022. The IIC initiated a LED bulb workshop in collaboration with the ED club and the Department of Electronics and organized TORTA FESTA, a cake fest allowing student entrepreneurs to showcase and market their baking skills.

**The Entrepreneurship Development (ED) Club** started its activities with an industrial visit to Modern Food Industries Private Limited on June 12, 2018. Other activities include "PAYASAMELA," an

industrial visit to a tea factory in Munnar, and an exhibition and ice cream fest showcasing students' artistic skills along with antique and hard skills displays. The club organized seminars on the entrepreneurial journey, a logo design competition, an entrepreneurship quiz competition, and "SAMSARA," a two-day skill development workshop. Additionally, the club held webinars on the startup ecosystem, "Meet Our Own Entrepreneur" sessions, and the INTELLIBOTS workshop on AI and Robotics. Industrial Visits Students have benefitted from several industrial visits, including Modern Food Industries Private Limited on June 12, 2018, a tea factory in Munnar, and the ISRO facility in Trivandrum organized by the Department of Electronics in 2022. Language Lab Inaugurated on December 21, 2017, the language lab enhances language proficiency, pronunciation, and accent through interactive learning using multimedia tools. It supports academic success, provides access to advanced technology, encourages peer interaction and collaboration, and boosts motivation and engagement, essential for career and professional development.

**The Aquinas Journal of Multidisciplinary Research** has published eight volumes since its first edition in April 2015, contributing significantly to academic discourse and research. Intellectual Property Rights (IPR) The college organizes national webinars on IPR through every department, with the Internal Quality Assurance Cell (IQAC) and various departments conducting talks on IPR. Indian Knowledge System The college emphasizes the Indian Knowledge System through projects on Vedic mathematics, exploring practical and educational applications in fields like computer science and finance. The Karkidaka Kanji event educates participants on the health benefits of Marunnu Kanji, and an herbal garden has been established to spread knowledge of herbal medicines. Research Methodology National webinars on research methodology are organized by every department, fostering a robust research culture. Entrepreneurship The college promotes entrepreneurship through national webinars and workshops organized by each department. Young Innovators Programme (YIP) The Young Innovators Programme (YIP) saw successful participation from the Department of Electronics, with projects like EV protection and GSM-based monitoring devices being selected at the district level in the 2023-2024 academic year

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 3.2.2

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

**Response: 18**

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	4	1	2	1

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3.3 Research Publications and Awards

#### 3.3.1

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

**Response:** 0.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	10	3	3	2

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Link to re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Links to the papers published in journals listed in UGC CARE list or	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

#### 3.3.2

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

**Response:** 0.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	0	1	0

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>

### 3.4 Extension Activities

#### 3.4.1

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

#### Response:

Over the past five years, Aquinas College has undertaken various extension activities that have significantly impacted the neighborhood community while sensitizing students to social issues, contributing to their holistic development. These activities span community welfare, health and wellbeing, educational empowerment, environmental sustainability, and social awareness.

#### Community Welfare Support

- 1. Blood Donation Camps:** Organized on International Day of Blood Donation, these camps have fostered civic responsibility among students, aiding local hospitals and saving lives.
- 2. Flood Relief Efforts:** Initiatives like Chellanam flood relief and post-flood camps have provided essential support to disaster-affected families, teaching students about community solidarity and crisis management.
- 3. Sneha Sparsham for Senior Citizens:** Interactions with senior citizens have promoted respect and care for the elderly, fostering intergenerational bonds.
- 4. Snehapedika and Onam Gift Packet Distribution:** These initiatives have highlighted the importance of sharing and supporting the underprivileged, instilling a sense of philanthropy in students.
- 5. Palliative Care Unit:** Establishing a student palliative care unit and celebrating Palliative Care Day have raised awareness about compassionate care.

#### Health and Wellbeing

- 1. International Yoga Day:** Promoting physical and mental well-being through yoga, emphasizing holistic health.

2. **Medical Camps and Eye Camps:** Jeevamsham medical camps and eye camps have provided crucial health services, reinforcing the importance of regular check-ups.
3. **Fit India Freedom Run:** Encouraging a healthy lifestyle and regular exercise.

### Educational Empowerment

1. **Reading Day and Book Donation:** Promoting literacy and critical thinking through book review contests and book donations.
2. **Drug Abuse Awareness:** Activities on International Day Against Drug Abuse have educated students about the dangers of substance abuse.
3. **Voluntary Teaching and Workshops:** Initiatives like voluntary teaching, robotics and AI workshops, and LED bulb workshops have enhanced educational opportunities and technical skills.
4. **Civic Education:** SWEEP – Election Literacy programs have emphasized informed citizenship and the importance of voting.

### Environmental Sustainability

1. **World Environment Day:** Celebrations involving tree planting, clean-up drives, and green protocols have promoted environmental conservation.
2. **Organic Farming and Mangrove Planting:** Engaging in organic farming and planting mangroves has taught students sustainable practices and environmental stewardship.
3. **Cloth and Paper Bag Making:** Promoting eco-friendly alternatives to plastic, encouraging sustainable habits.

### Social Awareness

1. **Health Awareness Programs:** Cancer and anemia awareness programs have educated students and community members on prevention and early detection.
2. **Drug Awareness Rallies:** Anti-drug and drug-free rallies, including bike rallies, have promoted a drug-free lifestyle.
3. **First Aid and Sex Education:** Training sessions have equipped students with essential skills and knowledge, promoting responsible behavior and preparedness for emergencies.
4. **Sustainable Menstruation:** Programs promoting sustainable menstrual products have improved menstrual hygiene and environmental impact.

### Community Engagement and Cultural Activities

1. **Adoption Initiatives:** Village and river adoption projects have fostered a sense of responsibility and environmental conservation.
2. **Cultural Celebrations:** Events like "Ektara" folk festival and film documentary workshops have promoted cultural appreciation and creativity.

Through these diverse extension activities, Aquinas College has made a profound impact on the community while sensitizing students to various social issues.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 3.4.2

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

##### **Response:**

Aquinas College has been honoured with several awards and recognitions from government bodies and non-government organizations for its exemplary extension activities between 2019 and 2023. These accolades highlight the institution's commitment to community service and its impact on society.

##### **Institutional Awards:**

1. **Letter of Appreciation from Team GOONJ (2019):** Recognized for significant contributions to community welfare.
2. **Certificate of Appreciation from Mahatma Gandhi National Council of Rural Education, Hyderabad (2020):** Awarded for initiatives in rural education and development.
3. **Certificate of Appreciation from St. Mary's L.P. School, Edakochi (2022):** Acknowledged for educational support and outreach activities.

##### **Awards for Faculty and Students:**

1. **Letter of Appreciation from B N NCC, Ernakulam (2021):** Awarded to faculty and students for their dedication to National Cadet Corps activities.
2. **Chief Minister's Scholarship from Government of Kerala (2022):** Recognizing students' outstanding community service and leadership.
3. **Chief Minister's Scholarship from Government of Kerala (2023):** Continued recognition for exemplary extension activities by students.

These awards underscore the institution's and its members' active engagement in societal development and their continuous efforts to make a positive difference in the community.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 3.4.3

#### ***Number of extension and outreach programs conducted by the institution through organized forums***



*including NSS/NCC with involvement of community during the last five years.*

**Response: 69**

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	14	12	12	15

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

## 3.5 Collaboration

### 3.5.1

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

**Response: 12**

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

#### Response:

Established in 1981, Aquinas College is nestled on a serene 6-acre campus that offers an ideal academic ambience. The institution prides itself on its comprehensive array of facilities essential for effective teaching and learning. With well-equipped classrooms, state-of-the-art laboratories, and cutting-edge computing equipment, the college ensures a robust infrastructure that supports both students and educators in their academic pursuits.

**Physical Facilities:** Aquinas College provides 31 classrooms, including 7 with ICT capabilities such as smart boards and projectors, and 2 smart rooms. All classrooms are Wi-Fi enabled, well-ventilated, and furnished with blackboards and ample seating. The college also includes two conference halls, an auditorium, and an open stage for various academic and extracurricular activities. Faculty rooms are equipped with desktops, printers, and intercoms, and examination halls are monitored by CCTV for security.

**Laboratories:** The institution features 11 laboratories designed to cater to undergraduate, postgraduate, and research needs. These laboratories are equipped with sophisticated instruments such as UV Spectrophotometers, Digital Spectrometers, Bacteriological Incubators, Ultrasonicators, hot air ovens, lasers, optical benches, and more. These facilities provide students with hands-on experience and support advanced research activities.

**Computing Facilities:** Aquinas College has 59 computers available for both academic and administrative purposes, supported by a server that ensures smooth functioning of office administration and library management. These computing resources are integral to the college's ICT-enabled classrooms and laboratories.

**Other Facilities:** The college provides dedicated spaces for the Internal Quality Assurance Cell (IQAC), National Cadet Corps (NCC), National Service Scheme (NSS), various clubs, and cells. There are also specialized rooms for physically challenged students, a canteen, filtered water coolers on each floor, and a medical aid and counseling center. Additionally, there are separate restrooms for supporting staff, girl students, and special needs students, with sanitary vending machines and disposal facilities in the girls' restrooms on every floor. The college also supports agricultural activities like banana and mushroom cultivation and has power generators to ensure uninterrupted electricity.

**Sports Facilities:** The Physical Education Department at Aquinas College fosters diverse sports talents, having produced champions in football, cycling, hockey, and tennis at various levels. The college offers extensive sports facilities, including playgrounds for football, volleyball, handball, throw-ball, tennis, basketball, and shuttle badminton, along with a cricket ground for net practice. Indoor games such as chess, caroms, and table tennis are also available. A fitness center (gymnasium) is accessible to both staff and students, promoting physical well-being.

**Facilities for Cultural Activities:** Cultural activities at Aquinas College are supported by a well-equipped auditorium that can seat 2000 people, an open stage, a conference hall with AV facilities, and a seminar hall for departmental programs. Various clubs and committees organize events like Arts Day, Sports Day, and cultural festivals such as Onam and Christmas, providing students with opportunities to showcase their skills and talents.

In conclusion, Aquinas College's infrastructure and facilities are more than adequate to support a comprehensive teaching-learning environment.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

#### 4.1.2

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

**Response:** 5.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1.26465	1.32554	3.74844	1.00359

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

*Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students*

#### **Response:**

The Aquinas College Library has embraced technological advancements by automating its operations through the implementation of the KOHA Integrated Library Management System (ILMS). KOHA is a comprehensive, open-source library software initially developed in New Zealand and now maintained by a global community of software providers and library technology staff??.

The version in use, 17.11.05.000, is a stable, open-source iteration that offers a multitude of features essential for modern library management. These features include support for MARC21 and UNIMARC for professional cataloguing, multilingual and multi-user support, and compliance with various library standards and protocols. KOHA is web-based, providing web-based interfaces that can integrate seamlessly with the library's website??.

Some notable functionalities of KOHA include customizable web-based OPAC (Online Public Access Catalogue), full catalogue and circulation management, acquisitions and library stock management, online reservation, and a serial management module. The system also supports barcode printing and the export and import of records in ISO2709 format??.

#### **Subscriptions to E-Resources and Journals**

The library has made significant strides in enhancing its digital resources. It subscribes to over 6,000 journals through the N-LIST (National Library and Information Services Infrastructure for Scholarly Content) consortium, and also offers access to 18 open-access e-journals recommended by the Heads of Departments (HODs). These journals cover a broad spectrum of disciplines, including English, Statistics, Physics, and Commerce??.

Additionally, the library boasts a vast collection of e-books. Through N-LIST, users have access to over 199,500 e-books, with an additional 600,000 e-books available via the National Digital Library (NDL). The collection is further enriched by over 82,000 academic peer-reviewed books from the Directory of Open Access Books (DOAB) and 11,000 open-access books from JSTOR. Moreover, more than 10 million free books are accessible through Google's free books service??.

#### **Optimal Usage by Faculty and Students**

The library's resources are optimally utilized by both faculty and students, facilitated by the digital and automated systems in place. The integration of KOHA has streamlined the library's operations, making it easier for users to search the catalogue, reserve books online, and manage their library accounts efficiently. The web-based nature of KOHA ensures that users can access the library's resources remotely, thus enhancing the usability and reach of the library's offerings??.

The availability of e-resources has further empowered users by providing them with a wealth of

information at their fingertips. Faculty members and students can easily access a wide array of journals, e-books, and other digital resources, which supports their academic and research needs. The library's commitment to maintaining a robust collection of both physical and digital resources ensures that it continues to be a vital hub of knowledge and learning for the entire college community??.

In summary, the Aquinas College Library's adoption of the KOHA Integrated Library Management System, coupled with its extensive subscriptions to e-resources and journals, has significantly enhanced its operational efficiency and the accessibility of its resources. This has resulted in optimal usage by faculty and students, reinforcing the library's role as a cornerstone of academic support within the institution.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 4.3 IT Infrastructure

### 4.3.1

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

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

**Response:**

#### **IT Infrastructure of Aquinas College**

Aquinas College, Edakochi, has significantly enhanced its IT infrastructure over the past five years, supporting a student-centric learning environment through advanced technology and ICT facilities.

**Internet Connectivity:** The college offers high-speed internet connectivity throughout the campus under the BSNL Fibre Golden Scheme, providing speeds up to 300 Mbps. Additionally, the campus is equipped with high-speed Wi-Fi coverage, ensuring students and faculty have seamless internet access.

**Computers and ICT Facilities:** Aquinas College is home to multiple computer labs:

- Four general computer labs
- One language lab
- One commerce lab

Each lab is well-equipped with sufficient desktops to cater to student needs. ICT-enabled classrooms are available in each department, promoting interactive learning. The institution also boasts two seminar halls and two smart classrooms with interactive panels, alongside six projectors and two high-end printers cum scanners.

**Learning Management System (LMS):** The college library is automated with an Integrated Library Management System (ILMS), providing access to INFLIBNET, DELNET, online journals, e-books, etc., through KOHA & WEBOPAC. Specialized devices are available for visually-challenged students, ensuring inclusive education.

**General Campus Facilities:** Security is a priority with 25 IP CCTV cameras installed across the campus, covering 70% of the area, including entry gates, sports grounds, offices, classrooms, corridors, and exam halls. The institutional website has also been updated to be accessible for Divyangjan (people with disabilities).

To ensure uninterrupted power supply, the college has installed five UPS units, distributed as follows:

- Two in a common UPS room
- One in the Electronics lab
- Two in the Physics lab

These units have capacities of 7.5 kV, 10 kV, and 15 kV.

**Network Infrastructure:** The network infrastructure includes a main modem/router serving as the centralized hub. Routers are strategically placed in the Maths Department, Physics Lab, Maths Computer Lab, Seminar Hall, Conference Hall, and IQAC. High-capacity network switches are installed where needed. The college's main server is located in the library with the following specifications:

- Operating System: UBUNTU 14.04 LTS
- Memory: 3.8 GB
- Processor: Intel Core i3-9100F CPU @ 3.60 GHz X 4
- Graphics: Gallium 0.4 on NV 106
- OS Type: 64-bit
- Disk: 1 TB

**Supporting Infrastructure:** The college has various specialized labs including the Electronics Computer Lab, Physics Computer Lab, Commerce Computer Lab, and Maths Computer Lab, each contributing to a robust learning environment.

Aquinas College's comprehensive IT infrastructure supports its commitment to providing high-quality education through advanced technological facilities, ensuring that students and faculty have the resources they need for effective teaching and learning.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**4.3.2****Student – Computer ratio (Data for the latest completed academic year)****Response:** 14.99**4.3.2.1 Number of computers available for students usage during the latest completed academic year:****Response:** 85

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>

**4.4 Maintenance of Campus Infrastructure****4.4.1***Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)***Response:** 45.12**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
7.07	4.74	3.23	12.85	41.35

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>



## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 53.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
486	586	524	643	618

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	<a href="#">View Document</a>
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	<a href="#">View Document</a>
Upload policy document of the HEI for award of scholarship and freeships.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

#### 5.1.2

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

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

**Response:** A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**5.1.3**

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

**Response:** 52.98

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

2022-23	2021-22	2020-21	2019-20	2018-19
804	393	245	805	602

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**5.1.4**

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

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

**Response:** B. 3 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

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

**Response:** 18.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
166	35	23	14	15

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

2022-23	2021-22	2020-21	2019-20	2018-19
367	251	275	257	243

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	<a href="#">View Document</a>
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 2.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	6	1	3	3

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

### 5.3.1

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

**Response: 30**

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

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

File Description	Document
Upload supporting document	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**5.3.2**

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

**Response: 13.4**

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	9	9	18	19

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**5.4 Alumni Engagement****5.4.1**

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

**Response:**

The Aquinas College Alumni Association plays a crucial role in supporting the institution through significant financial contributions and active engagement. Over the years, alumni contributions have funded various projects, including house construction and flood relief efforts, an endowment fund, COVID-19 relief provisions such as masks, gloves, sanitizer dispensers, and supplies for quarantined families, and the purchase of sports jerseys, a wheelchair, and a first aid box. Additionally, the alumni have supported the Illuminato – Alumni Webinar Series. Beyond financial contributions, the alumni actively engage with the college community through lecture series organized by different departments, invited talks, and entrepreneurship training sessions. These events provide valuable industry insights and career guidance to current students. The alumni also offer feedback that helps improve the academic environment and curriculum, contributing to the college's continuous progress. Annual alumni meetings and department-specific gatherings further strengthen the bond among graduates, fostering professional networks and collaborative opportunities. Through their unwavering support and involvement, the Aquinas College Alumni Association significantly enhances student life, supports community welfare initiatives, and ensures the institution's ongoing development and success. Though officially registered in 2024, the programs and union of the Alumni Association have been active for many years, consistently contributing to the growth and prosperity of the college.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### Response:

Aquinas College, entering its Ruby Jubilee year, is situated in Edakochi, just 100 meters from the State Highway, bordered by Palluruthy to the west, Aroor to the south, and Kumbalam to the east. Established in 1981 by the Diocese of Cochin under the guidance of His Excellency Rt Rev. Dr. Joseph Kureethara, the late Bishop of Cochin, Aquinas College has played a pivotal role in advancing the educational progress of the local youth.

#### Vision

To develop the college into a center of excellence, providing opportunities for study and research to the highest level, particularly focusing on marginalized sections of society.

#### Mission

1. To empower minority communities by providing an educational experience that will equip them with the knowledge, skills, and confidence to become future leaders and catalysts for positive change in their communities and the world at large.
2. To foster an inclusive and supportive learning environment that respects and celebrates diversity, embracing different cultures, backgrounds, and perspectives as invaluable assets to the educational journey.
3. To implement the National Education Policy (NEP) to ensure a comprehensive and multidisciplinary approach to education which will provide a holistic and well-rounded educational experience, preparing students to thrive in a rapidly evolving, interconnected world filled with diverse challenges and opportunities.
4. To promote ethics, human values, gender sensitivity, ecological consciousness and secular values,

envisaged in the Constitution of India by integrating it into all educational programs, ensuring that these vital aspects are woven into the fabric of the learning experience

5. To cultivate a profound sense of responsibility, integrity, and respect among students through a combination of academic curricula and extracurricular activities, nurturing their personal and professional growth.

## **Institutional Leadership and Governance**

Aquinas College exemplifies a governance and leadership model deeply rooted in its vision and mission, evident across various institutional practices:

### **NEP Integration**

### **Sustained Growth**

### **Decentralized Decision**

### **Making:Inclusive Governance**

### **Strategic Planning**

## **Decentralized Governance**

Decentralized and participative management practices are fundamental aspects of Aquinas College's governance structure, achieved through various mechanisms and bodies with significant faculty representation:

**Apex Bodies:** Faculty members are represented in apex bodies such as the Managing Board and Managing Council, ensuring participation in high-level decision-making processes shaping the institution's strategic direction and policies.

**Institutional Mechanisms:** Decentralization is further strengthened through the Internal Quality Assurance Cell (IQAC), College Council, Staff Council, Departmental Committees, Finance Committee, and Planning Board, facilitating decision-making and ensuring faculty voices in departmental matters.

**Committees and Councils:** Various committees and councils focus on specific areas such as Discipline, Internal Complaints Committee (ICC), Grievance Redressal, Anti-Ragging, Minority Affairs, and Sexual Harassment Prevention, with faculty representation ensuring their perspectives are incorporated into policy formulation and implementation.

**Policy Development:** Nominated faculty members actively participate in developing policies and procedures related to academic affairs, administrative matters, student welfare and institutional development.



## Perspective Plans

Aquinas College demonstrates a clear commitment to its vision and mission through meticulously crafted short-term and long-term plan focusing on key areas:

1. **Expanding Academic Programs**
2. **Strengthening Research and Innovation**
3. **Enhancing Digital Literacy**
4. **Promoting Environmental Sustainability**
5. **Fostering Community Engagement**

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### Response:

Aquinas College demonstrates a robust deployment of its institutional perspective plan, underscored by the effective functioning of its institutional bodies as evidenced across policies, administrative frameworks, appointments, service rules, and procedures.

The institution maintains a well-defined system for planning and executing policies and programs, ensuring smooth and efficient operations. Central to its governance are statutory and non-statutory bodies that operate in alignment with directives from the Government, the Parent University, and the Managing Board of the college.

At the apex of its organizational structure is the Managing Board, which oversees strategic planning based on recommendations from the College Council and the Internal Quality Assurance Cell (IQAC). These bodies, including the Managing Board, College Council, and Staff Council, make pivotal decisions concerning new programs, examinations, fee structures, scholarships, and the facilitation of co-curricular activities.

The College Council convenes monthly to address day-to-day administrative matters, while the IQAC provides essential guidance to the Managing Board on strategic planning, quality initiatives, infrastructure development, and policy formulation. Moreover, the IQAC spearheads faculty development programs, research endeavours, and innovations in teaching, learning, and assessment

methodologies.

Within the college, various statutory bodies such as the Anti-Ragging Committee, Grievance Redressal Cell, and Internal Complaint Committee actively function to uphold institutional integrity and student welfare. Additionally, diverse committees and cells, including the Discipline Committee, Research Promotion Council, Parents' Teachers' Association (PTA), Alumni Association, Women Cell, Career Orientation Council, and numerous clubs, contribute significantly to the holistic development of students and the community engagement initiatives through NCC, NSS, and departmental outreach activities.

Staff appointments follow meticulous procedures, with those in the aided section approved by the Managing Council and the unaided section by the Managing Board. Guidelines from the Kerala Service Rule, Handbook of the Directorate of Collegiate Education (Government of Kerala), and Mahatma Gandhi University Statute govern the appointment and service conditions of aided staff. Teaching faculty enter service at Assistant Professor, Associate Professor, or Professor levels, while non-teaching staff progress through five distinct levels based on qualifications and performance evaluations. Unaided staff selection, promotion, and appraisal adhere strictly to the Human Resource Policy of the college.

Aquinas College upholds a comprehensive array of policies covering IT, Infrastructure Development and Maintenance, HR and Staff Welfare, Student Support, Environmental Sustainability, Research and Publications, Equity, Gender, and Anti-Ragging measures. These policies are transparently communicated and accessible through the college's official website.

Furthermore, the institution has established a structured feedback mechanism involving all stakeholders. Feedback collected is meticulously analyzed to refine existing policies and practices, ensuring continuous enhancement aligned with the institution's overarching objectives and commitments to academic excellence and institutional efficacy.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 6.2.2

#### *Institution implements e-governance in its operations*

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

**Response:** B. 3 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

#### Response:

Aquinas College is dedicated to fostering a supportive and progressive environment for its teaching and non-teaching staff, ensuring their continuous professional development and well-being.

#### Performance Appraisal System

**Student Feedback System:** Regular feedback from students provides valuable insights into the effectiveness of teaching methodologies, faculty engagement, and overall classroom experience. This feedback is systematically collected, analyzed, and used to inform performance evaluations and identify areas for improvement.

**Confidential Reports:** The Heads of Departments (HODs) and the Principal play crucial roles in the performance appraisal process. HODs submit confidential reports on the faculty, assessing their teaching effectiveness, research contributions, and departmental involvement. The Principal also provides confidential reports on both teaching and non-teaching staff, offering a comprehensive evaluation based on multiple performance indicators.

**Effective Actions:** Based on the evaluations, effective actions are taken to address any identified areas for improvement. This may include professional development workshops, mentoring programs, and other support measures to help staff enhance their skills and performance.

#### Welfare Measures

Aquinas College prioritizes the well-being of its staff through a variety of welfare programs and schemes designed to improve their physical, mental, and social well-being. These welfare measures include:

**Increments and Benefits:** Staff increments are provided as per government regulations. Pension and

gratuity benefits are also available to all grant-in-aid staff, ensuring financial security upon retirement.

**Leave Provisions:** The college offers a range of paid leaves, including casual leave, sick leave, maternity leave, medical leave, paternity leave, and study leave for Faculty Improvement Programs (FIP). These leave provisions help staff balance their professional and personal lives.

**Incentives and Support:** The institution supports faculty participation in co-curricular, cultural, and research activities. Incentives include sponsorship for attending conferences and seminars, recognition for acquiring advanced degrees, and leave encashment for unused leaves. Additionally, an Employee Provident Fund is available for staff under government schemes.

**Grievance Management:** Aquinas College has a well-established Grievance Management System to address the concerns of employees and students promptly and effectively.

**Financial Assistance:** The college provides financial support through loan facilities and group insurance schemes for teaching and non-teaching staff, ensuring financial stability and security.

**Infrastructure and Facilities:** The college offers a well-developed infrastructure, including ICT resources, faculty rooms, administrative offices, and separate sanitary facilities. A sick room and rest room facility are also available for staff and students.

**Mental and Physical Well-being:** The college organizes various recreational and wellness activities, including staff day celebrations, cultural programs, recreational tours, counseling services, and access to sports facilities. These initiatives promote a healthy work-life balance and foster a sense of community.

## Career Development and Progression

**Professional Development Programs:** Faculty and staff are encouraged to participate in state, national, and international seminars, conferences, workshops, and faculty development programs. The college often sponsors registration fees for these events.

**Collaborative Opportunities:** The college collaborates with other institutions for faculty development activities, providing staff with opportunities to enhance their skills and knowledge through joint initiatives.

**Research and Innovation:** The institution promotes a culture of research and innovation by providing resources and support for faculty and students to engage in research activities, contributing to knowledge creation and academic excellence.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 6.3.2

**Percentage of teachers provided with financial support to attend conferences/workshops and**

**towards membership fee of professional bodies during the last five years****Response:** 1.17**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	03	00	00

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

**6.3.3**

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

**Response:** 4.05**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
2	6	3	1	1

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

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

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>

**6.4 Financial Management and Resource Mobilization****6.4.1**

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

**Response:**

Aquinas College has established a robust framework for mobilizing and optimally utilizing resources and funds from various sources, including government and non-governmental organizations. The institution's financial policy is clearly outlined and meticulously followed to ensure transparency, accountability, and efficiency in financial management.

**Quality Assurance**

The Internal Quality Assurance Cell (IQAC) plays a strategic role in fund mobilization to enhance the quality of education. By securing resources that positively impact teaching and learning, the IQAC ensures that the institution continuously strives for excellence. Their efforts in quality assessment contribute significantly to the overall development of the institution.

**Financial Management**

The smooth functioning of accounting in the college is ensured through strict adherence to established accounting principles. This includes accurate record-keeping, timely financial reporting, and a systematic

approach to budgeting and expenditure control. These practices ensure that all financial transactions are transparent and accountable.

## Internal and External Audits

Regular internal and external audits play a crucial role in maintaining transparency and compliance with regulatory standards. The college consistently performs audits to identify potential issues and ensure proper financial management.

### Audit by Deputy Director of Collegiate Education, Government of Kerala

Periodic audits are conducted by the Deputy Director, covering various terms and financial years. The audits ensure compliance with Kerala Government regulations and proper utilization of financial assistance from government grants, RUSA, UGC assistance, fee collection, research funds, and scholarships.

### External Audit by Chartered Accountant

Aquinas College engages V V Thomas & Co., a reputable firm of Chartered Accountants, for annual external audits. These audits comprehensively cover all financial dimensions of the college and ensure adherence to financial regulations.

### Audit of Government Funds

The college undergoes distinct audits for funds received from UGC projects, other government sources, and RUSA funds. Audit reports are promptly submitted to the respective funding agencies.

### Internal Audit

An internal audit mechanism overseen by the Principal ensures swift resolution of auditor queries and adherence to guidelines set by the government, university, and funding agencies. This mechanism guarantees proper financial management and resource mobilization.

Through these rigorous strategies and protocols, Aquinas College ensures the optimal utilization of resources, maintaining transparency and accountability in all financial matters. The institution's systematic and strategic approach to financial management not only supports its academic and developmental goals but also ensures sustained growth and excellence.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

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

#### **Response:**

The Internal Quality Assurance Cell (IQAC) at Aquinas College has made significant contributions to institutionalizing quality assurance strategies and processes, ensuring continuous improvement in various activities.

#### **Quality Assurance and Program Management**

- **Assignment of DQAC:** Heads of Departments (HODs) were assigned roles in the Department Quality Assurance Cell (DQAC) to enhance internal quality assurance processes.
- **Program Approval Form:** A new program approval form based on NAAC criteria was introduced. Departments were required to submit this form at least one week prior to any program.

#### **Academic and Administrative Audits conducted**

- **Internal Academic Audit**
- **Green Audit**
- **Energy Audit**

#### **Internal Exams and Feedback**

- **Internal Exams Schedule**
- **Online Feedback System**
- **Feedbacks collected, analysed and action taken from 5 different stakeholders**

#### **Faculty Development**

- **Self-Appraisal Form:** Introduced for staff applying for increments, ensuring uniform application of policies.
- **Research Methodology Session:** Conducted in collaboration with Avila College to motivate faculty to enhance research output.
- **Teachers Talk:** Provided a platform for faculty to share knowledge and experiences.
- **Intellectual Property Rights Talk:** Educated faculty and students on the importance and practical implications of IPR.

#### **Digital Transformation**



- **Workshop on Digital Tools**
- **Development of e-content**

### Research and Collaboration

- **Research Committee Meeting:** Discussed and enhanced research activities within the college.
- **New MOUs Signed:** Established new collaborations to promote academic and research activities.
- **Institutional Innovation Cell and Incubation Centre:** Collaborated with the Department of Electronics to foster innovation and support start-ups.

### Seminars and Webinars

- **Illuminato Webinar Series:** Launched multidisciplinary webinars with diverse topics and participation, which is continued in 4 consecutive years with different themes.
- **Jyothirgamaya Webinar Series :** Academic webinars in connection with the Ruby Jubilee activities

### Faculty Development Programs

- **Faculty Development Strategies:** Provided guidelines for academic promotions, enhancing faculty engagement and job satisfaction.

### Alumni Engagement

- **Alumni Registration and Involvement:** Enhanced alumni engagement through mentoring, guest lectures, and contributions to college projects.

### Infrastructure Development

- **Solar Panel Implementation:** Promoted sustainable energy practices by installing solar panels on campus.
- **Introduction of Smart Boards:** Upgraded classrooms with smart boards to enhance the learning experience.
- **Introduction of Lift and Ramps:** Installed lifts and ramps to aid differently-abled individuals.
- **RF Walking Stick for the Blind:** Implemented RF walking sticks to assist visually impaired students, replacing the tactile path.

### New Courses and NEP Programs

- **MSc Statistics:** Introduced a new postgraduate course in Statistics, expanding academic offerings.
- **NEP Related Programs:** Conducted programs to align with the National Education Policy (NEP) guidelines.

### Celebrations and Cultural Events

- **Azadi Ka Amrit Mahotsav:** Celebrated India's 75th independence anniversary with cultural events, seminars, and community outreach programs.

### Ruby Jubilee Programs

- **40 Ruby Jubilee Associated Programs:** Conducted various academic, social responsibility, sports, and arts-related programs to commemorate the Ruby Jubilee.

### Classroom Enrichment

- **Human Values and Ethics:** Introduced topics related to human values, gender sensitization, ethics, and eco-friendly practices in each course to enrich the curriculum.

### Data Collection and Reporting

- **Preparation of AQAR and Annual Plan:** Collected and reviewed data for the Annual Quality Assurance Report (AQAR) and developed the Annual Plan for continuous improvement and innovation.

Through these initiatives, the IQAC has significantly contributed to enhancing the quality of education and institutional processes at Aquinas College, ensuring continuous growth and excellence.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 6.5.2

#### Quality assurance initiatives of the institution include:

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

**Response:** B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

#### **Gender Equity and Sensitization at Aquinas College, Edakochi**

##### *Gender Equity and Sensitization in Curricular and Co-curricular Activities*

At Aquinas College, Edakochi, promoting gender equity and sensitization has been a key focus over the past five years. Affiliated with Mahatma Gandhi University, the college offers various courses addressing gender issues, such as "Women's Writing" and "Methodology in Literary Studies," fostering a deeper understanding of gender-related themes among students.

Students have also undertaken projects related to gender sensitization, such as studies on stress management among women bank employees and the role of Kudumbashree in women's empowerment. These projects, supervised by faculty members, reflect the college's commitment to exploring gender dynamics in societal contexts.

#### **Facilities and Support for Women on Campus**

Aquinas College provides several measures to ensure a supportive environment for women. The college's Counselling Centre offers support for emotional, behavioural, academic, and social issues, particularly benefiting female students. Additionally, the college has installed sanitary pad vending machines and a sanitary napkin incinerator to promote menstrual hygiene.

#### **Safety Measures**

To ensure the safety and security of its students, the college has implemented measures such as strategically placed security cameras, 24-hour security guards, and surrounding walls. These measures create a safe campus environment, allowing students to focus on their studies without concerns about personal safety.

#### **Gender Equity Initiatives and Activities**

Aquinas College has organized various activities to promote gender equity, including debates, workshops, webinars, and awareness sessions. In 2019, the National Girl Child Day featured a debate on "Female Liberty: A Reality?" The Women Cell has been instrumental in organizing programs like Josh Talks in collaboration with Vivel India, empowering both boys and girls.

From 2020 to 2021, the college hosted national webinars on topics such as "Sensitizing Gender Dysphoria" and "Breaking the Gender Stigma." In 2022, the college continued with webinars on "Gender Sensitization" and "The Role of Sports in Addressing Gender Issues." The "Cup of Life" project on menstrual hygiene, led by MP Hibi Eden, highlighted the college's commitment to sustainable menstrual practices.

### Conclusion

Aquinas College, Edakochi, has made significant strides in promoting gender equity and sensitization over the past five years. Through its curricular offerings, supportive facilities, safety measures, and diverse activities, the college has created an inclusive and empowering environment for all its students. These continuous efforts reflect the institution's dedication to building a more equitable and just society.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 7.1.2

**The Institution has facilities and initiatives for**

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

**Response:** A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>

### 7.1.3

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

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

**Response:** A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>

#### 7.1.4

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

**Response:**

Aquinas college Edakochi provides an inclusive environment with tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities. The institution practises inclusive educational experiences in various initiatives. Various activities organised by the college promote tolerance and harmony among its stakeholders.

Aquinas College always made efforts to maintain students and faculty diversity. The result of institutional efforts is visible from the table below

The student body consists of 35.62% boys and 64.30% girls, with 99.85% of students from within the state and 0.15% from outside the state, and 0.15% of students having a mother tongue other than Malayalam.

**Sensitisation programs to promote diversity**

- **REGIONAL CULTURAL INCLUSION**

O Various religious festivals of cultural and regional importance like Onam, Christmas, Keralapiravi are harmoniously observed with maximum student participation.

- o Competitions like Malayali Manka (Traditional Keralite Woman), Purashakesari (Traditional Keralite Man) and Maveli (Kerala King who is a Myth Character) bring to the campus the best of tradition and culture.
- o Arts Day, College Day and cultural events also allow students to interact with the group.
- o Single window system under university guidelines are followed for the UG and PG admission. There is reservation for SC, ST, OBC, Cultural and Sports quota students.
- o Special consideration is given to students outside Kerala, especially from Lakshadweep during the admission.
- o National Integration Camp, National Unity Day, National Youth Day, Yoga day, Constitution day, Martyr's day organised by the NSS unit and NCC unit Of Aquinas College aids in sustaining national integration among students.

#### • COMMUNAL AND LINGUISTIC INCLUSIVENESS

- o Vaccination Campaign during the pandemic Covid 19
- o Donating Books to Adopted Schools
- o Organizing Medical camp
- o Cleaning Public Places and Properties.
- o Training on environmental conservation.
- o Special arrangements like slops, wheelchair, lift facilities for specially abled students.
- o NSS as well as NCC unit of Aquinas college conducted visits to palliative care units
- o Classes and assessments are held in English to dispense with linguistic disparities.
- o Due importance given to Hindi as our national language.
- o Grants/Scholarships to all eligible students.

#### • NATIONAL INTEGRATION

- o Days of national importance like Independence Day and Republic Day are celebrated.
- o National Integration Camps are organised by NSS and NCC.
- o Campaigns made in the College to register the names of all adults in voters list.

- o Staff of the College assist the election process as Presiding Officers and Polling officers.
- o Aquinas College provides its space for election officer training whenever requested by Election Commission
- o NCC Students also assist the general elections to enforce law and order.
- o Students' Council elections are conducted every year through a democratic process

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### **PRACTICE -1**

#### **ACE (Aquinian Community Engagement)**

**1. NIVEDHYAM (FOOD FOR THE HUNGRY AND HOME FOR THE HOMELESS)**

**2. SUMMER IN AQUINAS**

**3. VIGNJANAM (OPEN DAY EXHIBITION)**

**4. KARUTHAL (SOCIAL EXTENSION ACTIVITY)**

#### **Objectives**

1. Address social inequalities by bridging the gap between the needy and wealthy, while educating students about food insecurity and homelessness (Nivedhyam: Food for the Hungry and Home for the Homeless).
2. Enhance personal skills by offering productive summer activities, improving English communication, and providing professional sports coaching (Summer in Aquinas).
3. Stimulate academic curiosity and showcase talent across disciplines through exhibitions and



collaborative opportunities (Viknjanam: Open Day Exhibition).

4. Empower students to become socially responsible and civic minded individuals by integrating community service experiences with academic learning, fostering, empathy, compassion and ethical values and encouraging active participation in community development projects (Karuthal: Social Extension Activity).

## The Context

- Nivedhyam: Fulfills the founder's vision of uplifting marginalized society through education.
- Summer in Aquinas: Utilizes college resources during non-academic days to benefit the local community, offering English courses and sports training.
- Aquinian Idea Incubator: Enriches students' educational experience, strengthens academia-community connections, and fosters creativity and lifelong learning through exhibitions and fests.
- Karuthal: Extends the college's impact beyond campus, emphasizing social responsibility, community engagement, and holistic education in line with the institution's vision and mission.

## The Practice

- Nivedhyam
  - Weekly food collection and distribution to the needy
  - Financial aid for house construction projects
  - Contributions from students, staff, PTA, Alumni, and well-wishers
- Summer in Aquinas
  - Month-long program in April
  - Basic English Course taught by student-teachers
  - Professional sports training in cycling, handball, football, and hockey
- Open Day Exhibition: Vignjanam
  - Annual event organized by a dedicated committee
  - Showcases student projects across disciplines
  - Promotes the event through various channels
- Karuthal: Social Extension Activities
  - Provided disaster relief and support
  - Raised awareness on social issues through events and campaigns focussing on gender equality, mental

health, and human rights

- Conducted skill training for marginalized communities
- Offers entrepreneurship and arts/crafts training

### **Evidence of Success**

- **Nivedhyam:** Positive feedback from students and the community demonstrates the program's impact.
- **Summer in Aquinas:** Increasing yearly registrations and impressive feedback reflect growing popularity. Dedicated contributions from teaching staff, students, and alumni support its success.
- **Aquinian Idea Incubator:** Visitor surveys, feedback, and faculty assessments yield positive responses, indicating the exhibition's effectiveness.
- **Karuthal:** Success is measured by increased participation rates of students, faculty, and staff in social extension activities, along with the total number of volunteer hours contributed. Positive feedback from community members and beneficiaries further validates the program's value and impact.

### **Problems Encountered and Resources Required**

**Nivedhyam:** The COVID-19 pandemic disrupted food supply chains and distribution efforts. Lockdowns hindered transportation, while safety concerns necessitated strict protocols. The house project faced challenges with land availability and construction costs, limiting the number of beneficiaries.

**Summer in Aquinas:** During the pandemic, online learning posed challenges due to unequal access to internet and devices. Engaging students virtually proved more difficult than in-person classes. Sports activities faced high transmission risks, requiring stringent safety measures. Lockdowns restricted access to college facilities, impacting training spaces.

**Aquinian Idea Incubator:** Technical issues such as internet connectivity and equipment malfunctions presented challenges. Financial support from sponsors was needed. The pandemic made in-person exhibitions impossible.

**Karuthal:** Ensuring participant health and safety, especially during health camps and the pandemic, was a major concern. Outdoor activities were often disrupted by adverse weather conditions.

## **PRACTICE – 2**

### **AQUINIAN e- VIGNJAN**

## 1. ILLUMINATO WEBINAR SERIES

### Objectives

- **Knowledge Dissemination:** To share research, academic advancements, and industry trends within each department to enhance understanding and awareness among students, faculty, and the public.
- **Networking:** To facilitate networking among students, faculty, alumni, and industry experts to build connections, share experiences, and explore potential collaborations.
- **Promotion of Interdisciplinary:** To encourage interdisciplinary discussions and collaborations across departments to address complex societal challenges and foster innovation.
- **Global Outreach:** To expand the college's reach and visibility by hosting webinars that attract participants from different geographic regions, thereby enhancing the institution's reputation and global presence.
- **Adaptation to Digital Learning:** To embrace digital transformation in education by leveraging webinars as a flexible and accessible mode of learning and knowledge sharing, particularly in an increasingly digital world.

### The Context

In response to the academic shifts since 2020, Aquinas College's IQAC launched "Illuminato," a webinar series aimed at maintaining intellectual connections. The title, meaning "Enlighten," reflects its purpose of fostering meaningful discourse and disseminating ideas across sciences, social sciences, and humanities. This initiative helps the academic community thrive amid the current crisis by leveraging digital tools to bridge the gap created by physical distancing measures. Illuminato provides a platform for continued learning and intellectual growth, addressing the need for ongoing education and discussion in a rapidly changing academic landscape. Through these online discussions, the college ensures that intellectual engagement remains vibrant despite the challenges posed by the global situation.

### The Practice

Since 2020, Aquinas College's IQAC has run "Illuminato," an annual webinar series involving all departments. This initiative promotes knowledge sharing, professional growth, student engagement, community building, and global outreach, boosting academic excellence. In 2022-23, alumni served as resource persons, reinforcing institutional networks. Illuminato showcases the college's ability to adapt to changing educational environments, contributing significantly to its growth and reputation.

### Evidence of Success

- Increased Participation of students, faculty, and external participants
- Positive feedback from attendees through post-webinar surveys or evaluations
- Improved student engagement in discussions, interactive sessions, and Q&A sessions

- Webinars by college alumni can be a highly effective way to connect current students with successful graduates, providing valuable insights, mentorship, and networking opportunities.

### Problems Encountered and Resources Required

Unstable internet connections disrupted webinars and challenged participant engagement. A backup plan for connectivity and technical issues is essential. Strategies to maintain audience interest throughout sessions are needed to ensure effective knowledge dissemination and interaction.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

### 7.3.1

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

**Response:**

#### **Educational Inclusion: A Commitment to Marginalized Communities**

Aquinas College, inspired by St. Thomas Aquinas, is committed to educational inclusion for marginalized communities. Serving students primarily from the suburbs and rural regions of Greater Cochin, the institution recognizes the global importance of inclusivity in higher education. The college aims to create pathways for marginalized communities to access quality education, understanding that this approach enriches the academic environment and fosters social equity, economic mobility, and cultural understanding.

Established to uplift the marginalized and lower strata of society, Aquinas College has implemented numerous initiatives to support the progress of underprivileged sections. The institution's comprehensive approach to improving access to higher education for marginalized communities reflects its deep commitment to this cause.

By enthusiastically catering to these students, the college helps them become productive members of both society and their communities, actualizing the human potential through knowledge as envisioned by its patron saint.

#### **Scholarship Programs and Financial Aid**

Aquinas College addresses financial barriers for marginalized students through comprehensive

scholarship programs and financial aid packages. These cover not only tuition but also ancillary costs like books, housing, and transportation. By alleviating financial burdens, the college empowers students to focus on their studies and fully engage in academic life.

The institution ensures timely distribution of various scholarships, minimizing economic disparity among students. A dedicated wing actively manages the appropriate distribution of sanctioned scholarships. This approach demonstrates the college's commitment to removing financial obstacles, enabling marginalized students to pursue higher education without the impediment of financial hardship, and promoting equal opportunities for academic success.

### **Holistic Development**

Aquinas College prioritizes holistic development through value-based education, fostering integrated personalities in students. The institution focuses on inclusiveness, addressing access, equity, quality, and excellence in higher education, with special attention to women and minority development.

Programs in yoga, sports, and games enhance students' physical fitness and mental focus. Cultural activities, including celebrations of national and international days, promote a global outlook, communal harmony, and national integration. This comprehensive approach aims to develop well-rounded individuals prepared for diverse challenges in life and society.

### **Outreach and Recruitment**

Aquinas College's outreach and recruitment strategies focus on attracting students from marginalized backgrounds. Partnerships with local schools, community organizations, and leaders create a support network. College fairs, workshops, and targeted recruitment drives in underserved areas raise awareness about educational opportunities. Personalized guidance during the application process makes college more accessible.

Students actively participate in outreach activities, such as flood relief and COVID-19 support, demonstrating leadership and social values. The institution facilitates equitable participation in economic activities and employment for marginalized students.

Training and skill development programs (e.g., paper bag-making, baking etc.) promote entrepreneurship and self-employment opportunities. These initiatives equip students with necessary skills and resources, fostering economic independence alongside academic growth.

This comprehensive approach not only attracts marginalized students but also prepares them for future success and community engagement.

### **Support Services**

Aquinas College offers comprehensive support services to ensure student success post-admission. These include tutoring, mentoring, and counseling to address academic and emotional challenges. Cultural

centers and support groups foster a sense of belonging and community. These resources are essential in helping students navigate college life complexities and maintain their well-being, demonstrating the institution's ongoing commitment to student success.

### **Bridge Programs**

Aquinas College offers bridge programs to prepare students from diverse educational backgrounds for college-level work. These include summer enrichment initiatives and college readiness workshops, equipping students with essential skills and confidence. By smoothing the transition from higher secondary school to college, these programs ensure students begin their higher education journey well-prepared, setting a strong foundation for academic success.

### **Inclusive Curriculum and Pedagogy**

Aquinas College promotes inclusivity through diverse curricula and teaching practices. Courses incorporate varied perspectives and histories, ensuring all students feel represented. The admission process reserves management seats for financially and socially weaker sections.

Each department conducts entry-level assessments to categorize students as slow or fast learners, implementing tailored remedial actions to support all students' learning experiences. This approach ensures no student is left behind and fosters academic excellence among traditionally unsupported groups.

The institution invests in ongoing faculty and staff training to promote inclusive teaching methods and cultural competency. This classroom inclusivity enhances the learning experience for all students.

These efforts have resulted in high academic performance among students from marginalized communities, demonstrating the effectiveness of the college's comprehensive inclusive approach to education.

### **Environmental Preservation**

Aquinas College is committed to preserving its surrounding wetlands and unique geography, maintaining a pollution-free campus. The Nature Club organizes environmental conservation programs, fostering ecological balance and instilling environmental responsibility in students. Through active participation, students learn sustainable practices and contribute to preserving natural heritage. Located in a suburban area with wetlands and a population facing literacy and economic challenges, the college is dedicated to environmental stewardship while uplifting the local community.

### **Aquinas Sports Academy**

Aquinas Sports Academy raises awareness about sports among marginalized students, fostering successful athletes. Participants have excelled, bringing honors to the college and achieving recognition at university, state, and national levels in various sporting events.

### **Community Engagement and Women Empowerment**

Aquinas College extends its impact beyond campus through family workshops and community

involvement, creating a supportive network for student success. We nurture leadership and civic engagement, encouraging students to advocate for themselves and their communities. The college promotes women's empowerment through sports participation and gender equality initiatives. Workshops, seminars, and classes on legal awareness, human rights, and information rights educate both male and female students, fostering a harmonious campus atmosphere and empowering the broader community.

### **Jyothirgamaya Webinar Series – A Ruby Jubilee Project**

Aquinas College celebrated its Ruby Jubilee with the "Jyothirgamaya Webinar Series," featuring 40 webinars on topics like gender sensitization, environmental consciousness, IPR, and research methodology. Experts from various fields, including international universities, led these sessions, sharing insights and knowledge with students and academics, reflecting the institution's 40-year commitment to developing marginalized students.

Aquinas College's multifaceted approach to educational inclusion empowers marginalized students, fostering academic excellence, personal growth, and community development, creating a more equitable and diverse educational landscape.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

Aquinas College is set for a transformative journey with the implementation of the Four-Year Undergraduate Programme (MGUGP) in 2024-25. This innovative curriculum offers enhanced academic flexibility and a comprehensive educational experience. Recognizing the need for substantial infrastructural changes, the college has developed an ambitious campus development plan, leveraging funding sources like the Rashtriya Uchchatar Shiksha Abhiyan (RUSA) scheme.

The plan focuses on creating an environment that supports the diverse learning needs of MGUGP students. Key initiatives include expanding smart classrooms to facilitate interactive and engaging teaching methods, aligning with the MGUGP's holistic education approach. New state-of-the-art laboratories will be established to support the increased emphasis on practical and experiential learning.

The college library, crucial for academic resources, will undergo significant expansion to provide access to a wide range of materials for multidisciplinary studies. Beyond academic infrastructure, Aquinas College plans to implement modern amenities like an automated information kiosk for the public to easily access college information and services.

The college office will be fully automated to streamline administrative processes and improve efficiency. The library will also be fully automated, offering seamless access to its vast resources, supporting research and self-study components integral to the MGUGP curriculum.

Aquinas College's vision extends beyond campus boundaries, with a commitment to expanding innovative activities for community upliftment and environmental protection. These initiatives will provide students with opportunities for social engagement and practical application of their learning, aligning with the MGUGP's focus on holistic development.

Through these comprehensive improvements, Aquinas College aims to create a dynamic and supportive educational environment. This forward-thinking approach will not only facilitate the successful implementation of the MGUGP but also position the college as a leader in modern, student-centric higher education.

### Concluding Remarks :

Aquinas College, founded in 1981 in Edakochi, has established itself as a leading institution committed to academic excellence, inclusive education, and social responsibility. The college's comprehensive approach to education is evident across various aspects of its operations, from curriculum design to community engagement.

The institution's focus on Outcome-Based Education, student-centric teaching methods and continuous evaluation ensures a high-quality learning experience. With a strong emphasis on research and innovation, including the publication of research papers and the establishment of an Innovation Council, Aquinas College fosters a culture of intellectual curiosity and entrepreneurship among its students and faculty.

The college's infrastructure, combining traditional and modern facilities, creates an optimal learning



environment that supports a wide range of academic and extracurricular activities. The institution's commitment to inclusivity is reflected in its diverse student body, with over 68% of seats filled by reserved categories and its various initiatives to support marginalized communities.

Aquinas College's governance model, characterized by decentralized decision-making and stakeholder engagement, ensures effective management and continuous improvement. The institution's focus on environmental sustainability, gender equity and community service through programs like ACE (Aquinian Community Engagement) demonstrates its commitment to producing socially responsible graduates.

As the college prepares for the implementation of the Four-Year Undergraduate Programme (MGUGP) in 2024-25, it is poised for significant transformation. Plans for infrastructure development, including the expansion of smart classrooms, new laboratories and a fully automated library, reflect the institution's forward-thinking approach to education.

In conclusion, Aquinas College stands as a model institution that successfully integrates academic rigor with social consciousness. By focusing on inclusive education, research, innovation, and community service, the college prepares its students to be competent professionals and responsible citizens, ready to face the challenges of a rapidly evolving global landscape. The institution's commitment to continuous improvement and adaptation to changing educational needs positions it as a leader in modern, student-centric higher education, true to its mission of serving marginalized communities while fostering academic excellence.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :22</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																				
1.2.2	<p><b><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>454</td><td>68</td><td>108</td><td>90</td><td>269</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>380</td><td>51</td><td>101</td><td>90</td><td>240</td></tr></table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	454	68	108	90	269	2022-23	2021-22	2020-21	2019-20	2018-19	380	51	101	90	240
2022-23	2021-22	2020-21	2019-20	2018-19																	
454	68	108	90	269																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
380	51	101	90	240																	
1.4.1	<p><b><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: C. Feedback collected and analysed</p> <p>Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.</p>																				
2.1.2	<p><b><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i></b></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during</p>																				

**last five years (Exclusive of supernumerary seats)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
117	134	169	104	56

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
115	130	162	104	49

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
209	210	201	112	112

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
209	210	201	112	112

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

2.4.1

**Percentage of full-time teachers against sanctioned posts during the last five years****2.4.1.1. Number of sanctioned posts year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
54	52	51	52	51

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
53	52	50	51	50

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

2.4.2

**Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)****2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
40	37	35	37	39

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
39	36	34	36	38

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	2	0	0	0

Answer After DVV Verification :

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

Remark : As students awards not to be considered so based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	9	0	3	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	4	1	2	1

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
24	12	3	3	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	10	3	3	2

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	3	3	3	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	0	1	0

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

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2022-23	2021-22	2020-21	2019-20	2018-19
70	54	32	52	53

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	14	12	12	15

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification :

Answer After DVV Verification :12

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11.64945	8.32097	9.24832	20.63185	49.84545

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7.07	4.74	3.23	12.85	41.35

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
474	522	461	738	1057

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
486	586	524	643	618

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
894	393	280	805	602

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
804	393	245	805	602

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
166	33	23	14	27

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
166	35	23	14	15

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
481	357	326	320	294

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
367	251	275	257	243

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	6	1	2	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	6	1	3	3

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

**5.3.1 Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as**



one) during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
27	27	17	27	25

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.3.2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
34	29	10	15	19

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	9	9	18	19

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

6.3.2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
02	11	14	08	01

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	03	00	00

Remark : As per the revised data and clarification received from HEI, based on that financial support of less than Rs. 5000/- could not be considered so DVV input is recommended accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	16	14	10	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	6	3	1	1

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

**6.5.2 Quality assurance initiatives of the institution include:**

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2. Academic and Administrative Audit (AAA) and follow-up action taken**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Participation in NIRF and other recognized rankings**

**5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

## 2.Extended Profile Deviations

ID	Extended Questions																								
1.1	<b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b> Answer before DVV Verification : 84 Answer after DVV Verification : 63																								
1.2	<b>Number of teaching staff / full time teachers year wise during the last five years</b>  Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>54</td><td>52</td><td>51</td><td>52</td><td>51</td></tr></table>  Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>53</td><td>52</td><td>50</td><td>51</td><td>50</td></tr></table>					2022-23	2021-22	2020-21	2019-20	2018-19	54	52	51	52	51	2022-23	2021-22	2020-21	2019-20	2018-19	53	52	50	51	50
2022-23	2021-22	2020-21	2019-20	2018-19																					
54	52	51	52	51																					
2022-23	2021-22	2020-21	2019-20	2018-19																					
53	52	50	51	50																					