



# SELF STUDY REPORT

FOR  
**1<sup>st</sup> CYCLE OF ACCREDITATION**

## **ST ALPHONSA COLLEGE OF ARTS AND SCIENCE**

ST. ALPHONSA COLLEGE OF ARTS AND SCIENCE, SOOSAIPURAM  
629157  
[www.stalphonsa.edu.in](http://www.stalphonsa.edu.in)

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# **1. EXECUTIVE SUMMARY**

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## **1.1 INTRODUCTION**

### ***Location***

St. Alphonsa College of Arts and Science is located in Soosaipuram, Karinkal in the district of Kanniakumari, Tamil Nadu. Kanniakumari is a district with long history and its landscape is marked by historic monuments. Even though the district is the smallest in terms of area (1672/Sq.Km) it comes second to Chennai in terms of the density of population which is 1119/Sq.Km. Kanniakumari is noted to have the highest literacy rate and also tops the Human Development Index in the state of Tamil Nadu.

### ***Context***

Although the village of Soosaipuram is located in such a district, the ground realities present a different scenario. There are many engineering colleges in and around Soosaipuram but very few colleges offer traditional undergraduate programmes and courses. This has created a disparity in the higher education literacy rates between males and females in the area as more male youths either take up engineering courses in Soosaipuram or travel outside the Karinkal town to study elsewhere while female youths are compelled to stay in the village as parents are reluctant to send them out of the village to study elsewhere.

### ***Meeting an Urgent Need***

The situation is more acute for those who are poor and belong to the other backward classes. The few traditional colleges existing in the area are unable to absorb the surplus of students applying for admission. A few female youths are even married off as soon as they attain the age of 18 for fulfilling certain social responsibility.

St. Alphonsa College of Arts and Science was established in response to the observed and expressed needs of the people in Soosaipuram. Surveys conducted by a committee specially constituted by the Diocese of Thuckalay revealed that most youths in the area, especially girls, were very desirous to continue their studies in the village if there were opportunities for them to do so. While the college is co-ed in nature, it was geared especially to provide the much-needed opportunities for female students to study and be equipped for life. To a large extent, the purpose is being fulfilled.

### **Vision**

#### **Our Vision**

**Educate, Empower and Excel**

To impart effective, quality higher education to equip the youth for personal achievement and national development.

#### **Our Core Values**

? Quality higher education to the youth belonging to poor and downtrodden families in the rural areas.

? Ensuring effectiveness in the teaching learning process in order to achieve learning outcomes and upward mobilization of the socially and economically weaker section of the rural households.

? Development of infrastructure and facilities that are at par with institutions in urban areas.

? The management and staff shall strive to motivate and assist the youth in their personal achievements in academics and for their personality and all round development.

? The College has character formation as one of its primary goals for effecting a transformation in the society that the youth live and later as employees in various organisations and institutions.

? The College strives to form a value system and conscientious minds in order that the students go on to contribute to the cause of the society and the nation.

? With reaching higher education to the rural backward, the development of the rural areas remains the primary aim.

## Mission

### Our Mission

To mould the young generation with cutting-edge skills allied to personal, spiritual and social values so that they become personally equipped and are transformed into socially committed citizens.

### Impact and Progress

Socio-economic development of the rural villages in and around Soosaipuram, Karinkal area has remained the motivation for the Diocese of Thuckalay to establish St. Alphonsa College of Arts and Science. The College has been extending its services in the rural villages in the western zone of the Kaniyakumari District. For this purpose, the College sends institutional transport services with a fleet of 8 buses to almost all rural areas in order to provide quality education to as many youth belonging to other backward communities. In the academic year 2020-2021, out of 379 newly admitted students 62.80% of the students belong to other backward communities. Very small, 1.06% belongs to Scheduled Caste community. Similarly in the very previous year (2019- 20), out of the total admission of 304 students to the College, 67.76% belong to other backward communities and 2.63% belong to the scheduled caste community. Year after year, the vast majority of the students that the College has been serving belong to socially and economically weaker section of the society.

The College has been able to impact the society by providing quality facilities and education to the weaker section of the society belonging to rural set up. The management of the College has undertaken a clear mission to educate the rural poor. The administration and all the teaching and non-teaching members of the College have imbibed well this mission of the College.

The strength of the student community has grown remarkably from 148 when it was founded in 2014 to 887 in 2022, of which 673 are female students. Most of the students, coming from the OBC, are first-generation learners in an institution of higher education which makes St.Alphonsa College of Arts and Science a most privileged institution to be serving such students. Female students who until 2014 were not able to study now had the wonderful hope of life as undergraduate students.

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

### Institutional Strength

- The vision and mission statements of the College are clearly stated and disseminated to the stakeholders of the College. The Founding Body and the Management are fully committed to the pursuit of excellence as well as the welfare of all stakeholders. A participative and decentralised system of governance is followed to ensure a healthy and positive work environment;
- The college has a properly laid out strategic plan for 5 years, 2016-2021;
- The Management supports faculty professional development programmes, encourages good academic culture, and practices;
- The College is situated in a strategic location and has well-developed and excellent infrastructure and facilities with an eco-friendly campus at par with urban counterparts. This contributes to a very positive learning environment. The location is also considered a safe and secure environment for women students;
- The Choice-Based Credit System has been implemented across all the programmes;
- The curriculum imparts transferrable life skills through subjects such as Human Values and Professional Ethics, and Skills Development courses;
- The College follows a robust system of collecting feedback from students, teachers, alumni, employers, and parents.
- Strong and pro-active support system for students of all levels where training, guidance and resources are provided to them to address various issues and challenges in academics and in applying for jobs;
- Qualified, experienced, and dedicated teaching faculty with a good retention ratio;
- Effective use of ICT in the teaching-learning process;
- Attracts students by restructuring courses to meet the competitive employment requirements since the syllabus and courses are set by the university;
- Fee concession is given by the management to economically poor students and sports students;
- Extension activities like NSS, Youth Red Cross, and AES;
- A robust system for the appraisal of the performance of the teaching staff is in place and implemented;
- Affirmative provisions for girls and young mothers who are enrolled as students at the college; and
- ‘Each One Teach one’ and ‘We Care We Share’ are the two best practices which are student-centred and caters to the needs of underprivileged schools students in the community.

### Institutional Weakness

- Lack of flexibility in curriculum design and delivery under an affiliating university;
- Lack of research centres in all the departments in the College;
- There is a need for more research supervisors and scholars;
- Insufficient number of smart classroom facilities – Out of 28 classrooms, only 6 have ICT facilities;
- Lack of structured entrepreneurship promotional activities on the campus;
- Alumni Association is yet to be registered under the societies act;
- Lack of Orientation or training programmes for the non-teaching staff;
- Lack of a day-care centre;
- Lack of facilities for alternate sources of energy (Biogas plant); and
- Lack of adequate number of MoUs with Government or other agencies.

## Institutional Opportunity

- The governance of the College is set up in such a way that a rural and remote College has all the facilities and programmes that are available in an urban-based College and this visionary leadership needs to help the College and its students take many forward strides;
- There are more online FDP and offline FDP organised by various institutions which could be attended by faculties in the future as part of their professional development practices;
- Possibility of introducing new programmes and innovative courses in emerging areas or interdisciplinary courses, including online programmes;
- Collaboration with the institutions of national repute to enhance internship program for students;
- The presence of the internet, well-equipped seminar halls, Smart Classrooms, and arrangements for online classes could be further explored for digital courses;
- Strengthening of the mentor-mentee system and concern for slow learners who are assisted through remedial classes;
- Vast research opportunities are present as the college and opportunities need to be explored; and
- Due to its central location, collaborative research and other related activities with nearby institutes can be carried out.

## Institutional Challenge

- The paucity of financial resources acts as deterrent to fulfil important progressive steps of the management of the College;
- Being a self-finance institution, there is lack of funds to invite external experts for skills training programmes and for organisation of various events and to motivate the students for much higher achievement;
- Challenges encountered in introducing add-on Courses, certificate courses and in organising academic events due to lack of financial resources;
- Conducting coaching classes and remedial classes beyond regular hours is difficult for girl students as they cannot stay at the college beyond certain timings and many of the male students are self-employed in the evenings and during weekends; and
- Introducing alternate sources of energy.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

The College runs and supervises its academic programmes assisted by the Academic Committee and the Heads of Departments. The Academic Committee meets at the end of every semester to review the activities of the current semester, performances, effectiveness of policies and plans, plan the activities for the next semester, to approve the CBCS, and to enhance interactive and experiential learning. The Heads of Departments hold meetings accordingly to plan the various activities and events. Session Plans are prepared for effective teaching and learning. All relevant information about the College, such as events and evaluation schedules, is made available to the students through the Student Handbook and Academic Calendar. The directions from the Higher Education Department of the Government of Tamil Nadu and those of the Affiliating University concerning the Annual / Semester-wise academic calendar are adhered to in Student Handbook and Academic Calendar every year. The College also conducts Value Education classes once a week for all classes by inviting

guests to shed light and provide a platform for students to discuss issues that are extremely important for their wholesome growth as youth. The faculty are involved in the University evaluation duties. The College appoints Gender Champions in the College from amongst its students as per the direction of the UGC and under their leadership and the guidance of the teaching and non-teaching staff, the College has organised consultations and awareness programmes to bring about gender neutrality on the campus, in the students' families and the society.

## **Teaching-learning and Evaluation**

Admissions to the College are very transparent wherein the reservation policy of the Government is adhered to. The College dedicates the first two weeks of the academic year to conduct bridge courses to help undergraduate students for familiarisation. Advanced and slow learners are identified through their performances in tests at the end of every unit. Special attention and opportunities are provided to these students to enhance their capabilities. The College conducts a special hour of classes at the end of the mandatory five hours of classes under the Student Enrichment Academy (SEA). Special coaching during the study leave prior to semester examination for students is held.

The teachers make use of cooperative method of teaching and learning and invite students to engage in interactions, critical thinking exercises, paper presentations and peer-teaching. Other creative ways of teaching involves the use of ICTs and the Multimedia with films and documentaries and video lectures. Hands-on learning experience is provided through practical sessions for Science in laboratories or class under careful monitoring. A robust mentoring system exists in the College. The students are taken every year to visit important institutions, industries and plants to understand their working. Students are evaluated through the continuous internal assessment. The College has clearly stated Programme and Course Outcomes for all programmes offered which are monitored by the Academic Committee. A system for analysing the academic performance of students and steps to improve is in place. Set mechanisms are available for grievances with regard to evaluation.

## **Research, Innovations and Extension**

The management is keen to bring about a research culture for innovation in academics by providing the best possible assistance and facilities to the teaching staff and the students. To provide teachers with the required environment for research and study, individual cabins for each teaching staff of the College have been created for them. The management procures equipment and tools that will support such academic activities on campus. The College Wi-Fi facility and e-library facilities are made freely available to the teachers and students of the College.

The College organises conferences, seminars and workshops in order to create an atmosphere for academic dialogue, exchange of innovative ideas among the academia, through presentation of research papers, interactions and publications. The College provides special leave for its teachers to attend conferences, seminars and workshops to expand their knowledge base and to share their own research with other teachers and scholars. The College has research centre in Department of Commerce. The College has 9 research supervisors and presently 19 research scholars registered under them.

Extension activities are carried out in the neighbourhood community, sensitizing students to social and environmental issues.

## **Infrastructure and Learning Resources**

The Management has taken steps to provide the best facilities on par with urban colleges for the rural and poor students. The entire campus is activated with 24x7 Wi-Fi connectivity with one dedicated fiber-optic connection and two redundancies. There are adequate numbers of classrooms / lecture halls for all the courses and batches. Departments are equipped with well-furnished SMART classrooms with interactive boards and Wi-Fi connections. The College has an air-conditioned library. The library uses Koha Version 19.05.03.000 fully automated in 2016. The library has separate rooms for reception cum accessibility, reading, reference and stack in the library. There are 35 computers available for the staff and students to access electronic resources through subscription to N-List. The College has a Research Centre with computers and internet facilities. The College has 5 laboratories. Personal cabins are provided to every faculty to encourage research activities.

The College has a multimedia hall with Wi-Fi internet facilities, a Conference-cum-Seminar Hall, a multipurpose hall and a spacious playground. There is a 200 M track playground and six courts for various sports events and a long jump pit. The multipurpose hall of the College is regularly used for training the students for indoor sporting events.

The College Office is furnished with 5 high-end systems with internet connectivity, 3 printers, and one Photocopier. The Computer Lab of the college has a server and 48 systems, a printer and LAN connectivity, an LCD projector. The college has its own ERP software that seamlessly integrates its every function.

## **Student Support and Progression**

The College engages its students in academic and co-curricular activities. Students are elected to the Student Council and work closely with all and play active roles in the life and activities of the College. Through its Student Enrichment Academy, gifted or excellent students are given the opportunities to develop expressive skills and are trained for facing competitive examinations. The Morning Prayer and Assembly is being completely looked after by students. The departments of the college take pride in inviting their students to be involved in the planning, preparing, and organization of Seminars, Conferences and Workshops, Science Exhibitions, Industrial Visits, and Educational Tours. Students who have emerged as good sportsmen in various sporting disciplines are invited to provide coaching to their peers in different games and sports. The students play active role in the editing and designing of newsletter and college magazine. The College has a healthy system of redressal of grievances. Government and Institutional Scholarships are available for the poor and needy students.

Student representatives are appointed to the Prevention of Sexual Harassment Committee, Anti Ragging, and IQAC of the College and other Committees. With the approval of the College authority, a group of students has set up the Student Welfare Fund during the academic year 2020-21 where students collect donations. The sole purpose of this fund is to assist extremely poor students who are not able to pay their fees and paying for other essential items.

Alumni Association has been formed and are active in institutional activities.

## **Governance, Leadership and Management**

## Vision

*To impart effective, quality higher education to equip the youth for personal achievement and national development.*

## Mission

*To mould the young generation with cutting-edge skills allied to personal, spiritual, and social values so that they become personally equipped and are transformed into socially committed citizens.*

The College is run by the Diocese of Thuckalay. The management has clear vision and mission for achieving quality education to the rural poor. The management works according to its strategic plan. The Founder Body visits the College regularly and takes stock of the events and activities through e-governance as well. Decentralisation of responsibilities is adopted to mould and form future leadership.

All staff of the college avail the Employees Provident Fund (EPF) and the benefit of the Employees State Insurance (ESI) Scheme is also extended. The College provides fee concessions up to 50% to the children of employees.

Faculty Development Programme and Orientation Programmes are conducted for the staff regularly. Four categories of performance appraisals are conducted to assess the quality of its teachers.

The College mobilises funds from its founder body, the parishes and well wishers. The Alumni have made contributions.

The College carries out its internal financial audit every six months conducted by its Manager and Treasurer and an external audit once a year conducted by the Chartered Accountant. The Trust of the Diocese of Thuckalay is registered under section 12 AA of Income Tax Act 1961.

The IQAC was established in 2019.

## Institutional Values and Best Practices

The College has made efforts to create awareness of gender-related issues and holds classes as part of its Value-Based Education on the subject. The Mentoring system that has been functioning in the College looks after many aspects of gender equity. Female students are provided counselling and guidance to enrol in higher education and apply for employment. The College has a Girls' Sick Room with the necessary medicines and a supply of sanitary pads. The College takes utmost care of pregnant women who are enrolled as students at the College. CCTVs are installed to ensure the safety and security of all students as a precautionary step, especially to monitor that no one, especially female students, is harassed in any manner.

Management of degradable waste and other types of waste is carried out methodically by the College.

The cultural programmes organized in the College always emphasize the diversity that the country enjoys. The national anthem is played at the end of the class every day before the students disperse from the college.

The College has two best practices - Each One Teach One (EOTO) and We Share We Care - which are

student-centered initiatives. The College takes pride in being a differently-abled friendly campus with assistive features in certain sections of the buildings.

The College has created facilities for ICT-based teaching-learning systems to bring the rural students at par with urban colleges. The College provides an eco-friendly environment to its students by introducing solar lighting systems, LED bulbs, and other green initiatives.

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## 2. PROFILE

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### 2.1 BASIC INFORMATION

<b>Name and Address of the College</b>	
Name	ST ALPHONSA COLLEGE OF ARTS AND SCIENCE
Address	St. Alphonsa College of Arts and Science, Soosaipuram
City	Karinkal
State	Tamil Nadu
Pin	629157
Website	<a href="http://www.stalphonsa.edu.in">www.stalphonsa.edu.in</a>

<b>Contacts for Communication</b>					
<b>Designation</b>	<b>Name</b>	<b>Telephone with STD Code</b>	<b>Mobile</b>	<b>Fax</b>	<b>Email</b>
Principal	S.isias	04651-255520	9863065705	-	iqac@stalphonsa.e du.in
IQAC / CIQA coordinator	D.mary Prema	04651-290760	9443395428	-	dmaryprema@stalp honsa.edu.in

<b>Status of the Institution</b>	
Institution Status	Self Financing

<b>Type of Institution</b>	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minroity institution	No

<b>Establishment Details</b>	
Date of establishment of the college	30-06-2014

**University to which the college is affiliated/ or which governs the college (if it is a constituent college)**

State	University name	Document
Tamil Nadu	Manonmaniam Sundaranar University	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	<a href="#">View Document</a>
2f of UGC		
12B of UGC		

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

**Details of autonomy**

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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**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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	St. Alphonsa College of Arts and Science, Soosaipuram	Rural	5.66	7652.98

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,English	36	Higher Secondary Passed	English	70	66
UG	BCom,Commerce	36	Higher Secondary Passed	English	70	70
UG	BSc,Chemistry	36	Higher Secondary Passed	English	48	23
UG	BSc,Physics	36	Higher Secondary Passed	English	48	29
UG	BSc,Computer Science	36	Higher Secondary Passed	English	53	49
UG	BSc,Mathematics	36	Higher Secondary Passed	English	48	36
PG	MA,English	24	Passed in B.A English	English	33	33
PG	MCom,Commerce	24	Passed in B.Com	English	30	14
PG	MSc,Physics	24	Passed in B.Sc Physics	English	24	24
PG	MSc,Computer Science	24	Passed in B.Sc	English	24	7

			<b>Computer Science</b>			
<b>PG</b>	MSc,Mathematics	24	Passed in B.Sc Mathematics	English	28	28
<b>Doctoral (Ph.D)</b>	PhD or DPhi 1,Commerce	36	As per qualification accepted by the syndicate of Manonma- niam Sundaranar University	English	8	1

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

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Soci- ety or Other Authorized Bodies	0				0				50			
Recruited	0	0	0	0	0	0	0	0	18	32	0	50
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				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				21
Recruited	11	10	0	21
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				4
Recruited	3	1	0	4
Yet to Recruit				0

#### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	12	13	0	25
M.Phil.	0	0	0	0	0	0	3	5	0	8
PG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	4	0	5
M.Phil.	0	0	0	0	0	0	2	10	0	12
PG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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

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

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	79	0	0	0	79
	Female	193	1	0	0	194
	Others	0	0	0	0	0
PG	Male	18	2	0	0	20
	Female	85	1	0	0	86
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	1	0	0	1
	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**

<b>Programme</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	1	2	1	4
	Female	1	2	2	4
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	39	68	63	66
	Female	165	222	233	222
	Others	0	0	0	0
General	Male	0	2	2	2
	Female	4	2	1	6
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		210	298	302	304

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	The College is a Multidisciplinary one offering programmes in three streams, namely, Language, Commerce and Physical Sciences. We are prepared to implement the multidisciplinary approach to higher education as envisaged by NEP. The College possesses quality infrastructure and qualified by committed faculty to fulfill the need for an interdisciplinary approach to higher education, however, the College is affiliated to Manonmaniam Sundaranar University, Tirunelveli and therefore, we have to implement this approach gradually as per the revision of the curricula by the affiliating University.
2. Academic bank of credits (ABC):	The College is prepared to implement the Academic

	Bank of Credits (ABC) within the limit of the streams and courses offered presently and those to be introduced in the forthcoming years. Once the ABC is being implemented by the affiliating University, the College is committed to follow the same and be ready to implement the ABC provision in the NEP.
3. Skill development:	The College has been stressing on the need for skill development of the youth in the College and thus enhance their employability. The College has an additional hour of College, after the regular academic hours with the objective to development the skills of the students. The programs offered through the Student Enrichment Academy are Communicative English, MS Office and Internet Operation, Sports and Games, Coaching for Entry into Government Service, Fine Arts and Cultural and NET / SET / JRF Coaching. One student is able to chose one of the programmes during an academic year. The NEP provides ample opportunity for us to tie up with National Skill Development Corporation (NSDC) for introducing new courses and programmes and integrate them within the curriculum for enhancing the skills of the students of the College.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The College offers Indian languages such as Tamil, Malayalam and Hindi as part of the curricula of the affiliating University. All the faculty take special care to integrate in their classes the Indian knowledge system and culture and bring about awareness on the rich ancient Indian systems. The NEP provides for the furtherance of our efforts to enrich the student community with the richness of the varied Indian culture. As per requirement, the faculty of the College shall be trained further in different aspects of Indian education. The abundant online opportunity created by NEP shall be tapped to fulfill this objective.
5. Focus on Outcome based education (OBE):	The College has transparent system of declaring the Programme Outcomes (POs) and the Course Outcomes (COs) for all the programmes offered to the students. All the faculty and the students are made aware of them accordingly at appropriate times. The faculty are followed up on the fulfillment of the POs and COs from time to time and at the end of a semester / course through suitable mechanisms. The NEP provides the opportunity to strengthen the teaching – learning process through OBE.

6. Distance education/online education:

The College welcomes distance and online education of the youth for additional qualification and for the purpose for providing opportunity for higher education and thus enhance the Gross Enrolment Ratio of the country. The College is already a Learner Support Centre of the Manonmaniam Sundaranar University and the College provides opportunity for higher education to students who are not able to attend regular colleges. The College has a Google Suite account. The pandemic has resulted in the faculty to learn and familiarize themselves and in the effective management of Google Classroom, Google Meet and Zoom classes. The College shall therefore be able to convert very easily to blended education through distance, online and regular mode as envisaged by NEP.

## Extended Profile

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### 1 Program

#### 1.1

**Number of courses offered by the Institution across all programs during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
369	329	311	240	162
<b>File Description</b>			<b>Document</b>	
Institutional data prescribed format			<a href="#">View Document</a>	

#### 1.2

**Number of programs offered year-wise for last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
12	10	10	9	6

### 2 Students

#### 2.1

**Number of students year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
887	849	810	654	511
<b>File Description</b>			<b>Document</b>	
Institutional data in prescribed format			<a href="#">View Document</a>	

#### 2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
329	284	280	269	221

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

## 2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
288	279	205	124	130
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

## 3 Teachers

### 3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
50	47	47	37	27
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 3.2

#### Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
50	47	47	37	27
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

## 4 Institution

### 4.1

#### Total number of classrooms and seminar halls

**Response: 30**

**4.2**

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

2020-21	2019-20	2018-19	2017-18	2016-17
176.07	253.04	225.73	216.57	196.95

**4.3**

**Number of Computers**

**Response: 51**

## **4. Quality Indicator Framework(QIF)**

### **Criterion 1 - Curricular Aspects**

#### **1.1 Curricular Planning and Implementation**

##### **1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process**

**Response:**

**Academic Committee Meeting**

The Principal calls for an **Academic Committee meeting** at the end of the preceding semester to plan the **academic programmes and activities** for the upcoming semester. The directions such as commencement of the Academic Year, papers offered by the University under CBCS, continuous evaluation process, etc. from the Affiliating University are discussed threadbare. A broad outline on the allotment of papers is enumerated for the departments.

**Departments Meetings**

The **departments hold meetings**, discuss the papers offered under **CBCS**, particularly for UG Second and Third Year courses and for PG courses, undertake the process for the choice of the University offered elective papers and allotment of papers are made to the faculty, distributing equal hours of workload to all. The College encourages participative decision with regard to choice of papers for the faculty members.

Proposals for academic activities like conferences, workshops, guest lectures are pre-planned in the meetings of the departments. The Head of the Department discusses with the Principal and presents the academic activities in the Academic Committee and the suggested modifications are made in the allotment of academic responsibilities to the faculty.

The departments then go on to prepare **course-wise and faculty-wise time tables and a master time table** for the respective departments, according to six-day order (Day orders A - F). The departments then take the final approval of the Principal.

**Master Time Tables**

Two master time tables are prepared by the College Office

- Programme-wise
- Faculty-wise.

**Student Handbook and Academic Calendar**

The academic programmes, activities and continuous internal evaluation schedule for the entire academic year as planned are integrated in **the Student Handbook and Academic Calendar** of the College which is distributed to the students in the beginning of the Academic Year.

The College strictly adheres to the schedule of academic dissemination, while the College and the departments make some adjustments according to the needs in some of the planned additional activities.

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

### 1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

#### Response:

##### Student Handbook and Academic Calendar

The directions from the Higher Education Department of Government of Tamilnadu and those of the Affiliating University with regard to the Annual / Semester-wise academic calendar are adhered to in the preparation of the **Student Handbook and Academic Calendar** every year. The printed Student Handbook and Academic Calendar, with all necessary information required for the students is distributed to them in the beginning of the Academic Year.

##### Continuous Internal Assessment (CIE)

The CIE details are available in Student Handbook and Academic Calendar. There are three **CIE per semester being conducted as per the direction of the Affiliating University**. The best two marks are combined and the marks obtained in **Assignments** and **Seminars** are awarded as the CIE marks by the University. The UG courses have only Assignments and the PG courses have Assignments and Seminars.

The **CIE time table** is prepared by the College Office as per the pre-fixed schedule. The time table is then given to the Heads of Departments for verification. After making the corrections, if any, the same is taken for the approval of the Principal. The CIE time table is then given to the students and the same is displayed in the notice boards of the College and those of the departments.

##### Role of Academic Committee in CIE

The **Academic Committee**, under the chairmanship of the Principal, conducts at least two meetings in the middle of a semester to ascertain the progress and completion of the syllabus of the various courses, the performance of the students in the CIE, general strategies and guidelines for improved performance in the students in academic activities.

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

**1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years**

- 1. Academic council/BoS of Affiliating university**
- 2. Setting of question papers for UG/PG programs**
- 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**
- 4. Assessment /evaluation process of the affiliating University**

**Response:** D. Any 1 of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details of participation of teachers in various bodies/activities provided as a response to the metric	<a href="#">View Document</a>

## **1.2 Academic Flexibility**

**1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented**

**Response:** 66.67

**1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.**

Response: 8

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.2.2 Number of Add on /Certificate programs offered during the last five years**

**Response:** 0

**1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.**

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

File Description	Document
List of Add on /Certificate programs	<a href="#">View Document</a>
Brochure or any other document relating to Add on /Certificate programs	<a href="#">View Document</a>

### **1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years**

**Response:** 0

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

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

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	<a href="#">View Document</a>
Any additional information	<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 into the Curriculum**

**Response:**

#### **Courses Integrates Crosscutting Issues**

The College has diligently selected papers offered by the Affiliating University under Non-Major Elective that have assisted in integrating in the curriculum with the needs of the society and the youth with regard to quality and contributory life in the society. **Important social issues**, with particular reference to the issues pertaining to the society in Kanyakumari District and the state of Tamilnadu are dealt with in these papers.

The selected papers are Human Rights (UG II Year), Environmental Studies (UG I Year), Value Based Paper (UG II Year), Personality Development (UG III Year), Tamil (UG I Year), Women's Writing (UG III Year), Writing for Media (UG III Year), Eco English (UG II Year), Diasporic Women's Writing (PG II Year) and Literature and Ecology (PG II Year).

The University has introduced four streams of **Professional English** to be taught to the UG First Year students as an additional hour starting from the Academic Year 2020-21. This has assisted in enhancing the preparedness of the students to face the professional world in their employment.

### **Value Education Cell**

The College has also been conducting **Value Education classes** once a week for all classes, which are handled partly by our own faculty and partly by invited teachers who are working for the welfare of the society. We also organise regular programmes by invited guests for enlightening the students on issues that are extremely important for a wholesome growth of the youth.

### **Programmes on Crosscutting Issues**

**International Women's Day** is celebrated with invited guests helping to give detailed awareness on gender neutrality, with special reference to the protection of the rights of women.

The College has appointed **Gender Champions** in the College as per the direction of the UGC and under their leadership and the guidance of the teaching and non-teaching staff, the College has organised consultations and **awareness programmes** in order to bring about gender neutrality in the campus, in their respective families and in the society.

**International Yoga Day** is celebrated with the organisation of yoga demonstrations by yoga exponents, who also help to make the students understand the importance of physical and mental health for all round growth of self and the society.

**Legal Literacy Programme** was conducted for the Under Graduate students to create legal awareness among the students.

The University has introduced four streams of **Professional English** to be taught to the UG First Year students as an additional hour starting from the Academic Year 2020-21. This has assisted in enhancing the preparedness of the students to face the professional world in their employment.

<b>File Description</b>	<b>Document</b>
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### **1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years**

**Response:** 10.17

#### **1.3.2.1 Number of courses that include experiential learning through project work/field**

**work/internship year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
40	42	39	22	9

<b>File Description</b>	<b>Document</b>
Programme / Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)****Response:** 48.14**1.3.3.1 Number of students undertaking project work/field work / internships**

Response: 427

<b>File Description</b>	<b>Document</b>
List of programmes and number of students undertaking project work/field work/ /internships	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.4 Feedback System****1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni****Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Any additional information (Upload)	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

**1.4.2 Feedback process of the Institution may be classified as follows: Options:**

- 1. Feedback collected, analysed and action taken and feedback available on website**
- 2. Feedback collected, analysed and action has been taken**
- 3. Feedback collected and analysed**
- 4. Feedback collected**
- 5. Feedback not collected**

**Response:** A. Feedback collected, analysed and action taken and feedback available on website

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
URL for feedback report	<a href="#">View Document</a>

## **Criterion 2 - Teaching-learning and Evaluation**

### **2.1 Student Enrollment and Profile**

#### **2.1.1 Average Enrolment percentage (Average of last five years)**

**Response:** 74.04

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

2020-21	2019-20	2018-19	2017-18	2016-17
379	304	302	298	210

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

2020-21	2019-20	2018-19	2017-18	2016-17
476	411	405	390	320

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 73.95

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

2020-21	2019-20	2018-19	2017-18	2016-17
242	214	206	199	162

<b>File Description</b>	<b>Document</b>
Average percentage of seats filled against seats reserved	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

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

**Response:**

- **Bridge Courses**

The College dedicates the first two weeks after inauguration of the academic year for UG first year on to ensure that the students familiarise themselves with the subject and that their aptitude and level of understanding are assessed during this period. When situation permits, the bridge course is begun before the date fixed for the commencement of the academic year.

- **Continuous Internal Assessments**

Once the classes to cover the syllabus begin, the students are individually observed for their attention in the classes and the responses received and are guided accordingly. The College conducts unit test after completion of every topic and gradually the students who are slow learners and those with high academic potential are identified.

- **Performance in CIA Examinations**

After the completion of the First Continuous Internal Assessment for the semester, the teachers are able to identify the students and their abilities and special coaching for the advanced learners and slow learners are organized as part of the classes. Further, the College has an additional hour of classes, other than the five mandatory hours in a day, that is, while the classes as per the direction of the affiliating university, get over at 3:00 PM, the College has established Student Enrichment Academy (SEA) with an hour of activity from 3:00 to 4:00 PM, where besides other programmes for additional enrichment of the students, special attention is paid to the students who are advanced learners and slow learners.

- **Participation in Co-Curricular activities**

The advanced learners are given opportunities for higher learning using problem solving methods and other activities for critical and higher order thinking.

- **Programs for both Advanced and Slow Learners**

The College encourages group discussions to make the students to express themselves and their own ideas, wherein the advanced learners are able to lead the discussions and share their opinions on academic topics dealt with and often leading to peer teaching. This also brings about better learning in the slow learners, as has been the experience. Cooperative teaching - learning methods are used in the classroom to encourage all students.

The College also organizes special coaching during study leave prior to semester examination for students with high caliber and students who are slow learners. Some of the slow learners are also called during the semester examination, on the days when there is no paper for these particular students and they are

specially coached for specific topics in the syllabus for forthcoming examination in order to make them obtain at least the minimum pass marks.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Past link for additional Information	<a href="#">View Document</a>

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

**Response:** 18:1

File Description	Document
Any additional information	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

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

**Response:**

- The College pays utmost attention in order to bring about joyful and participative learning in the students.
- The teachers are encouraged to take up motivational questions in order to bring out the opinion of students.
- The College encourages open and group discussions to elucidate their personal academic points of view by critical thinking.
- To create better interest and learning, the teachers use the Multi-media A/C Hall, which has excellent audio-video facilities. The literature students and science students are often taken to the multi-media hall.
- The College also uses portable LCDs, which are taken by the teachers to the classrooms and show their presentations or use other audio-visual materials for making the teaching - learning more interesting and for achieving better learning outcomes.
- Students are encouraged for higher order thinking using methods of problem solving, cooperative learning, critical analysis and they are also persuaded to find latest materials on the topics being taught by means of using the library, e-library and other internet facilities available within and outside the College.
- The students are then asked to make presentations among the peers. The students are also encouraged for peer teaching and group discussions as part of participatory learning.
- The laboratories are used for Science courses for hands on learning with individual attention being provided. Some of the portable instruments from the laboratories are also taken to the classrooms to demonstrate for the entire class.
- The students are being taken every year to visit important institutions, industries and plants to

understand their working according to their subjects. Regular industrial visits are carried out to ISRO, Thiruvananthapuram, Thermal Power plant, Tuticorin, VOC Shipyard, Tuticorin, Atomic Power Station, Kudankulam, Nanjil Milk Plant, Mulagumoodu, Kanya Spinning Mill, Aralvaimozhi, Sun Paper Mill, Trinelveli, The Hindu Newspaper, Thiruvananthapuram, Scillet Library, American College, Madurai.

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

### 2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

#### Response:

- The teachers prepare their own slides through PPT presentations, show downloaded audios and videos for effective teaching - learning process.
- The library has a collection of audio-visual resources on subject specific and general topics, which are taken by the faculty and used to enhance the concentration and to create greater interest in the students.
- State-of-the-Art Multi Media Hall with interactive board and internet wifi connectivity is available in the College. The participants can share their own screens through the wifi network on the common screen.
- A diary has been maintained wherein the teachers reserve the multimedia facilities for different classes and optimum use of the facility is being made by the teachers in order make the teaching learning more interesting and effective.
- The College has two portable LCD projectors which are also taken by the teachers and the projection is made on the classroom walls and the teaching resources are used for the betterment and benefit of the students' learning.
- The online mode of education during the pandemic has further assisted and empowered all the teachers of the College in the effective use of ICT enabled tools for better achievement of the objectives of the teaching - learning process.
- The College has recently installed one each Smart Classes facilities for ICT enabled teaching-learning process in the six departments. We do hope that this facility will further the use of ICT for better effectiveness of the teaching-learning process.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	<a href="#">View Document</a>

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

**Response:** 19:1

**2.3.3.1 Number of mentors**

Response: 47

<b>File Description</b>	<b>Document</b>
Upload year wise, number of students enrolled and full time teachers on roll.	<a href="#">View Document</a>
mentor/mentee ratio	<a href="#">View Document</a>
Circulars pertaining to assigning mentors to mentees	<a href="#">View Document</a>

**2.4 Teacher Profile and Quality**

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

**Response:** 100

<b>File Description</b>	<b>Document</b>
Year wise full time teachers and sanctioned posts for 5years(Data Template)	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 36.72

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

2020-21	2019-20	2018-19	2017-18	2016-17
30	22	12	8	8

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 0.07

#### **2.4.3.1 Total experience of full-time teachers**

Response: 3.34

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## **2.5 Evaluation Process and Reforms**

### **2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode**

**Response:**

- The affiliating University has very clear guidelines for the conduct of internal and external semester assessments. The University's guidelines enumerate three Continuous Internal Assessments (CIA) in a semester to be conducted by the College and the semester-end examination to be conducted by the University.
- The CIA includes test and assignment for UG students and test, assignment and seminar for PG students.
- The dates for uploading of the CIA marks in the University portal are provided to the Institution. A certain flexibility is allowed for the Institutions in the conduct of the CIA.
- As part of the CIA, the College conducts unit tests after completion of some topics or units of the syllabi. The assessment is shared with the students with suggestions for improvements.
- The College conducts first CIA after completing about 25 working days, second CIA in about another 20 working days and the third CIA in about 20 working days, giving another 25 days of support and revision of difficult lessons. Model examination is conducted for the UG I year students in the very first semester in order to acquaint them with the examination system in higher education and to know the question pattern for different papers.
- The University guideline shows that the average of the best two out of three test scores will be taken and the marks obtained in assignment for UG students and also seminar for PG students as

the final CIA marks for semester assessment.

- The Student Handbook and Academic Calendar for the year shows clearly the timing of the CIA and the time table is given out to the students at least 5 days ahead of time. The CIA tests are conducted in the very first academic hour on the notified days of the test; regular class hours are extended to an additional hour in order to avoid loss of academic hour.
- In the seating arrangements, students are mixed among the departments and courses in order to avoid any kind of malpractice.
- Individual assignments are given to the students with topics either taken from the syllabus of the papers being taught or topics related to the papers. The topics and time schedule for submission is given to the students well ahead of time. In addition to individual assignments, there are also group assignments on challenging topics related to the syllabi are given to the students.
- The PG students are assigned topics from the syllabi or related topics for seminar presentations. They are guided by the teacher handling the respective papers. The students make their presentations in the class in the presence of the teacher(s) and their class students.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

### Response:

- The teachers inform the students about their performance in unit tests on a continuous basis. The written scripts of the CIA are shown to the students and their mistakes are individually pointed out with suggestions for improvement of their answers and their doubts are clarified.
- In case of grievances in the CIA scores, the students are asked to approach the head of the department, who would dialogue with the teacher and the student and solve the problem. If a student is still aggrieved by the joint decision of the head of the department and the faculty handling a particular paper, he /she is asked to approach the principal of the College. The principal dialogues with the head of the department and the faculty concerned. If necessary, the principal appoints three member committee of teachers of the department in order to find the right solution for the benefit of the aggrieved student. As the final option, a student is given the freedom to reappear the CIA for improving his / her performance, subject to the fact that the CIA scores are not yet uploaded in the online portal of the University.
- The affiliating University has transparent, specific and time bound guidelines for addressing the grievances for the external semester examination and the scores. The process is being carried out on an online mode. Within about 7-10 days of notification of the semester results, the University informs the students through the College that the application for receiving the photocopy of the answer script in Form-A is open for a period of 5-7 days. The teachers of the College discuss the performance of the students individually and based on their level of confidence advise them to apply for photocopy of the answer script. Once a student applies, he / she can download the answer script or receive by mail. The respective teachers then go through the answer scripts of the students

- and after carefully examining the paper(s), advise them to proceed for revaluation of the script(s).
- After Form-A online submission, the University gives about 5-7 days for Form B application for revaluation. The revaluation results are declared by the University in about 15-20 days of the application.
  - The results are declared well ahead of time in order to enable the students who do not pass after revaluation to apply for arrear examination in the forthcoming semester.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

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

#### Response:

- The College has clearly stated Programme and Course Outcomes for all the programmes offered. The Course Outcomes are presented by the Heads of Departments in the College Academic Committee headed by the Principal.
- The Academic Committee evaluates the course outcomes for every course offered in the different departments and suggests modifications wherever necessary. The Heads of Departments then counsel and direct the faculty members with regard to the same.
- In cases of appointment of new teachers, the Heads of Departments communicate in detail the programme outcomes and the course outcomes of the courses being allotted to the teachers.
- The College takes extensive steps to communicate to the students the programme and course outcomes. At the initiation programme for the first years, the students are being informed on the objective of the programme that they have admitted themselves and they are provided with a detailed orientation by the Heads of Departments and the faculty incharge of their respective classes. A regular motivation is being provided in the class regarding the same throughout the programme.
- Each faculty handing different courses provide a clear idea on the course and the objectives and stated outcomes to the students in the beginning of the semester and from time to time as they move on from one Unit or the course to another.
- The website of the College in the extension <https://stalphonsa.edu.in/academic/programmes/>

provides the link for the programme and course outcomes for the teachers and students to familiarize themselves.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Past link for Additional information	<a href="#">View Document</a>

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

### Response:

- The different departments of the College organises regular evaluation of the course outcomes in their department meetings.
- The heads of the departments interact with individual faculty from time to time with regard to the status of the completion of the course in a particular semester and achievement of course outcomes through the performance of the students in the Continuous Internal Assessments through tests, assignments and seminars. The Principal meets the heads of departments regularly for obtaining the course completion by the faculty members and evaluating the course outcome.
- The Principal also meets the individual faculty occasionally to discuss about the academic performance of the faculty on the courses being handled by them.
- At the end of each semester, a result analysis is made by the department using the given format. The department discusses in detail about the performance of the students.
- The head of the department interacts individually with teachers handling different courses and tries to evaluate the performance of the students in their courses.
- The faculty incharge(s) of class interacts with the students who have either failed or underperformed and having ascertained the performance and confidence of the students concerned, makes suggestions to apply for Form – A (obtaining the digital copy of the answer script) to the affiliating University.
- The faculty handling the particular course evaluates the answer script and if convinced that the student deserved more marks, the student is asked to apply for Form – B (application for revaluation) to the affiliating University. Once the revaluation results are declared, the result analysis is revised and then it is handed over to the Principal.
- The Principal takes up the same for detailed analysis first in the College Academic Committee and ways and means for improvement are discussed and steps are taken.
- Then the IQAC of the College further analyses the result for the semester and then decides upon future course of action for strengthening the academic services of the College.
- The result is then submitted to the Principal. The Principal gets the result counter-checked for possible errors by the College Office with the help of the Gally Sheet of the result obtained from the affiliating University.
- The Principal presents the result in the College Academic Committee for possible suggestions for improvement of the results. The result is then analysed by the IQAC of the College.
- The result is further presented to the Governing Body (GB) of the College. The GB of the College evaluates the percentage of the result in different programmes offered by the College and suggests steps for improving the performance of students. The GB also takes steps to augment the facilities being offered by the College to enhance the teaching – learning effectiveness. The suggestions of the GB are implemented by the Principal and the Secretary and Correspondent and monitored

through the College Academic Committee and IQAC.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional information	<a href="#">View Document</a>

### 2.6.3 Average pass percentage of Students during last five years

**Response:** 91.7

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

2020-21	2019-20	2018-19	2017-18	2016-17
288	279	205	124	130

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

2020-21	2019-20	2018-19	2017-18	2016-17
292	282	248	139	146

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste link for the annual report	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:**

File Description	Document
Upload database of all currently enrolled students (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

NAAAC

## **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, Chairs 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, Chairs in the institution during the last five years (INR in Lakhs)**

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

<b>File Description</b>	<b>Document</b>
List of endowments / projects with details of grants	<a href="#">View Document</a>
e-copies of the grant award letters for sponsored research projects / endowments	<a href="#">View Document</a>

**3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)**

**Response:** 18

**3.1.2.1 Number of teachers recognized as research guides**

Response: 9

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years**

**Response:** 0

**3.1.3.1 Number of departments having Research projects funded by government and non-government agencies during the last five years**

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

### 3.1.3.2 Number of departments offering academic programs

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

File Description	Document
List of research projects and funding details	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 3.2 Innovation Ecosystem

### 3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

#### Response:

- The management has exhibited our vision for bringing about a research culture for innovation in academics by providing individual cabins for each teaching staff of the College.
- The management also envisages academic consultation among the teaching staff by making available the laboratory facilities for research.
- The management has been procuring equipment for the purpose.
- The College also has E-library facilities.
- The College organizes conferences, seminars and workshops in order to create an atmosphere for academic dialogue, granting opportunities for exchange of innovative ideas among the academia, through presentation of research papers. Such events are used to help the students of the College as well to undertake researches either individually or jointly among students or jointly with teachers and publish their work in journals and the publication with the proceedings of the conferences, seminars and workshops.
- The College provides leave for the staff to attend conferences, seminars and workshops to enhance their horizon of knowledge and also contribute and share their own research with their fellow researchers.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 17

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	4	3	3	2

File Description	Document
Report of the event	<a href="#">View Document</a>
List of workshops/seminars during last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## **3.3 Research Publications and Awards**

### **3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years**

**Response:** 1.89

#### **3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years**

Response: 17

#### **3.3.1.2 Number of teachers recognized as guides during the last five years**

Response: 9

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
URL to the research page on HEI website	<a href="#">View Document</a>

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

**Response:** 3.87

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

2020-21	2019-20	2018-19	2017-18	2016-17
55	36	20	30	20

File Description	Document
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.3.3 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:** 1.61

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	11	26	19	6

File Description	Document
List books and chapters edited volumes/ books published	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4 Extension Activities

#### 3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

##### Response:

- The College organizes extension activities for sensitizing the young students on social issues and how they are called upon to involve and be proactive for the development of the society around them and the country.
- The College organizes extension activities, particularly in its neighbourhood, with the view to create awareness among the general population regarding important issues affecting the people. The members of the community came forward to support and collaborate with the College for the success of the event.
- The College organizes regular cleaning drives at the Government Hospital at Karungal and the hospital administration comes forward to provide total support. The bystanders of patients come and join the effort of the students. The doctors sponsor the refreshment for the students. The patients who visit the hospital commend the motive for social service among the young.
- There are some mega events organized in collaboration with local communities and authorities which has helped in achieving important objectives for the neighbourhood community and for the students.
- An awareness rally on plastic free society was conducted from Karungal Post Office to the College in the year 2016.
- In the year 2018, a Green Run (*Pasumai Ottam*, in Tamil), a mega event covering about 16 kms was organized by the College. The programme covered a good number of villages and communities in the neighbourhood. The students ran with awareness placards; they distributed door to door notices on the protection of the environment and keeping households and neighbourhood clean; the students distributed plants to different homes; we planted trees in the community hall of Alanchi village. Display of Mimes was carried out in a moving vehicle. The programme was attended by elected representatives from the District. One of the elected representatives ran the entire 16 kms stretch with the students of the College. There was also participation from the alumni of the College. The programme created such an impact that other youth and members of the community came forward to supply water bottles and snacks in different villages on our route.
- The College collaborated with NGOs and other Institutions in conducting a Cancer Awareness Rally from Karumavilai to Karungal in the year 2020. The messages through placards and talks by experts not only brought awareness among the public but also among the student community of the College.
- The Departments in the College organize visits to homes for the downtrodden and needy established and run by various Non-Governmental Organizations with the motto to sensitize the student community on the need for social involvement and activism.
- The students organize a collection of funds among themselves and provide for a meal in the homes,

- organize games and programmes for the joy of the inmates.
- We have noticed the immense impact of such visits among the student community. Majority of the students understand the scenario and some of them express their determination for undertaking effective roles at a later stage of their lives for the poor, needy and the neglected.

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

### **3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years**

**Response:** 0

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

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

File Description	Document
Number of awards for extension activities in last 5 year	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 53

#### **3.4.3.1 Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
13	17	9	7	7

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	<a href="#">View Document</a>

**3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years**

**Response:** 97.64

**3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDS awareness, Gender issue etc. year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
887	849	808	650	455

File Description	Document
Report of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Govt or NGO etc	<a href="#">View Document</a>

**3.5 Collaboration**

**3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/internship per year**

**Response:** 3

**3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/internship year-wise during the last five years**

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

File Description	Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years**

**Response:** 7

**3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
4	3	0	0	0

File Description	Document
e-Copies of the MoUs with institution/industry/corporate houses	<a href="#">View Document</a>
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	<a href="#">View Document</a>

## **Criterion 4 - Infrastructure and Learning Resources**

### **4.1 Physical Facilities**

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

#### **Response:**

The College strongly believes in creating a support system to augment the teaching - learning process in the College. It gives utmost importance to the development of infrastructure and physical facilities needed for achieving efficiency in the teaching - learning process. The College does possess adequate and more infrastructure and physical facilities for the courses being offered by the College. The College has adequate number of classrooms for all the courses and batches.

#### **Laboratories**

The teaching - learning process is excellently supported by infrastructure facilities such as laboratories - Physics (for both UG and PG), Computer Science (for both UG and PG) and Chemistry (UG only). The Computer Science laboratories are fitted with air condition in order to provide better comfort for the teachers and students.

#### **Library**

Understanding the importance of the library for enhancing the interest in the students for learning and for higher cognitive achievement, the College has an air-conditioned library with attractive reception with display of new arrivals with couple of online access points, reading room and reference room. An e-library has been established with 30 computer systems with LAN connectivity in order to access online journals for the teachers and students for their regular course and for undertaking their project studies. The teachers also use it for their research purposes. The Research Scholars are using the e-library effectively.

#### **Research Centre**

The Research Centre is being provided with computers with internet facilities for their research activities. The teachers are also encouraged to use the Research Centre. Further, the teachers are being provided with personal cabins for their research activities and for their preparation for academic activities. WiFi internet facilities are provided for the teachers to access internet through their personal laptop and smart phone.

#### **Multimedia Hall**

The College has a state of the art multimedia hall with WiFi internet facilities where the teachers regularly take the students and use digital materials for teaching the students. They also use the interactive board for explaining difficult concepts and lessons. When the Departments organise Conferences, Seminars and Workshops, the multimedia hall is being used for inauguration and valedictory functions, key note addresses and theme-based talks by experts and paper presentations by teachers and scholars.

## Conference-cum-Seminar Hall

The College has a Conference-cum-Seminar Hall, which is being used for arranging student seminars, presentation of projects, etc. The same is also used for paper presentations by teachers and scholars during Conferences, Seminars and Workshops organised in the College.

## Multipurpose Hall

The College has a multipurpose hall which is also used for inauguration and valedictory functions, key note addresses and theme-based talks by experts and paper presentations by teachers and scholars.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

#### Response:

- The College has a multipurpose hall, where all the cultural activities and cultural competitions, events of international, national and state importance are regularly organised. The multipurpose hall is also used for events and competitions organised by individual departments. The annual inter-departmental Fine Arts Competitions are held every year in the multipurpose hall of the College.
- The College has a spacious playground for sporting facilities. There is 200 M track playground and in the field area in the middle of the track and in its adjoining space, the College has a handball court for men and women, a khokho court for men and women and a volley ball court for men. We also convert the playground for cricket matches for men. The College also has two separate Kabaddi courts for men and women. The College playground also has a long jump pit with runway.
- The College has a badminton court in the quadrangle in the middle of the main building of the College.
- The multipurpose hall of the College is regularly used for training the students for sporting events during the day when the students are preparing to participate in tournaments and every day at the close of the classes from 3 PM, we use the facility for training and coaching of students for boxing, fencing, karate and judo and for indoor game facilities such as chess and carrom. The multipurpose hall is also used for regular training and practice of students in yoga.
- Once a year, the College organises Graduation Ceremony and Annual Day Function, which is held in a temporary pandal made in the middle of the playground with beautiful decorations in order to accommodate all the students of the College along with the parents.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 26.67

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 8

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 16.04

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

2020-21	2019-20	2018-19	2017-18	2016-17
9.82	97.39	17.48	2.78	53.37

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	<a href="#">View Document</a>
Upload audited utilization statements	<a href="#">View Document</a>

**4.2 Library as a Learning Resource**

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

**Response:**

Aquinas Library of the College, with centralised AC, is located in the ground floor of the College main building. The library has a reception, display and online access points, stack room, reading room, reference room and an e-library. While the teachers are provided access to the stack room, students are not provided access to it. The teachers and students can access the books in the library through the computer access points that are placed close to the reception of the library. The books are accessed by Title, Author, Subject, ISBN or Call Number. The Dewey Decimal Classification (DDC) scheme is used in our library. The facilities available in the ILMS are Circulation, Cataloguing, Serials, Patrons, Acquisition, Reporter, Advanced Search, Tools, Koha Administration and Lists.

The following are the functions of the library through OPAC:

1. The teachers and students as Library members / users are provided with an ID & password to use OPAC.
2. Members can search books in their own OPAC page.
3. User can claim the book, reserve the book and renew the books through library network.
4. Select the books to be borrowed.
5. After one hour, the book is lend to the borrower.
6. The entire contents of books are available in the OPAC search.
7. Three Borrower cards for each student is issued. As a rule, only one book will be issued on a single card. The reader must surrender his / her card when a book is issued and take back the card when the book is returned.
8. The loan period is 14 days. If a student wants the book for more days, the same can be renewed for additional 7 days. Late return of books shall attract a fine of Rs 10 for the first week and Rs 20 for the second week.

Data Requirement for last five years:

Upload a description of library with,

- Name of ILMS software System : Koha: An Open Source Integrated Library System
- Nature of automation (fully or partially) : The Library is fully automated.
- Version : Koha 19.05.03.000
- Year of Automation : 2016

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional Information	<a href="#">View Document</a>

**4.2.2 The institution has subscription for the following e-resources**

- 1.e-journals**
- 2.e-ShodhSindhu**
- 3.Shodhganga Membership**
- 4.e-books**
- 5.Databases**
- 6.Remote access to e-resources**

**Response:** A. Any 4 or more of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	<a href="#">View Document</a>

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

**Response:** 4.19

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

2020-21	2019-20	2018-19	2017-18	2016-17
2.15	11.37	2.54	2.09	2.81

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

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

**Response:** 5.44

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

Response: 51

File Description	Document
Details of library usage by teachers and students	<a href="#">View Document</a>

## 4.3 IT Infrastructure

### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

#### Response:

The College is totally technology enabled. There is round the clock internet and Wi-Fi connection available for the staff and students. There are two LCD projectors, one laptop, audio-visual equipment like CDs and DVDs, DVD player, microphones including wireless one, speakers, amplifier, mixer, camera and video camera. All these resources are well utilised to make teaching-learning meaningful.

**Wi-Fi Enabled Campus:** In order to maximize the online resource usage, the entire campus is activated with 24x7 Wi-Fi connectivity with one dedicated fibre optic connection and two redundancies.

**College Office** is furnished with 5 high configured systems with 3 printers and one Photo copier. The office is well connected with internet and Wi-Fi.

**Digital Library:** There are 35 computers available for the staff and students to access to electronic resources with high speed internet and subscription of N-List (National Library and Information Services Infrastructure for Scholarly Content).

**Technology Enabled Classrooms:** Each department is equipped with a well-furnished SMART class room with interactive board and with internet and Wi-Fi connections.

**Multimedia Hall:** Dedicated Hall with interactive board, high configured projector, microphones (wireless), speakers, amplifier, mixer, camera and video camera installed to provide a theatre effect for students while listening to the audio-visual sessions.

**Computer Lab:** Well-furnished with a server and 48 systems, one printer with high configuration and LAN connectivity, LCD projector and Internet facility.

**Accessibility:** The staff and student use the available computers in the institution for curricular and co-curricular activities like powerpoint preparation, seminar and assignments etc. The staff and student-teachers also use the ET (Educational Technology) equipment for seminars and for preparing teaching learning materials. The staff avail the ICT facilities to enhance their teaching competencies and for their research.

**Software:** The institution predominantly uses Windows 7, 8 and 10, MS office 2010 and Tally 9, Photoshop, C, C++, MATLAB, etc.

**ERP:** The institutions, with plans to build the future of the Nation, needs to manage a lot many things throughout the year. Campus enabled ERP software that seamlessly integrates every function of our

institution is installed. The students and staff enrol themselves with a username and password to access the software.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 4.3.2 Student - Computer ratio (Data for the latest completed academic year)

**Response:** 17:1

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Student – computer ratio	<a href="#">View Document</a>

#### 4.3.3 Bandwidth of internet connection in the Institution

**Response:** A. ?50 MBPS

File Description	Document
Upload any additional Information	<a href="#">View Document</a>
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

### 4.4 Maintenance of Campus Infrastructure

#### 4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

**Response:** 16.04

#### 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)

2020-21	2019-20	2018-19	2017-18	2016-17
12.48	46.79	33.79	27.91	52.76

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

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

**Response:**

- The College, with the view to use the physical facilities created by the management as assets for generations of learners, maintains well established systems and procedures for maintaining utilization of the physical facilities made available in the College. The management has taken step to provide best of facilities for the rural and poor students in order to imprint in these students that they do not miss out on the quality being provided as it is at par with urban institutions.
- The College believes in providing quality physical facilities conducive for quality teaching – learning in the College. The Institution works towards achieving maximum benefits out of the resources made available for maintenance of the physical facilities and equipments. The College enforces optimum use of the facilities such as building, laboratory, playground, multimedia hall, multipurpose hall, smart classrooms, library and equipments for the benefit of the student community for achieving better learning outcome. The College takes every step to keep the physical facilities in good condition in order to avoid any kind of accident / injury and to avoid last minute problems in carrying out academic and co-academic activities.
- The College makes every effort to ensure that financial provisions are made available for the maintenance of all the physical facilities and the equipments in the College. The College appoints appropriate staff for working and overseeing the maintenance of the physical facilities.
- The College prepares clear schedule for maintenance activities and the same is being followed up on a daily basis and wherever required actions are taken accordingly. The regular cleaning and maintenance of the classrooms, laboratories, halls, washrooms and other facilities shall be carried out through proper schedule and followed up by the supervisors. Materials required for the activities are procured on time and provided to the staff involved in various activities.
- The library is maintained through the supervision of the librarian / library staff. The library receives maximum support with reading resources.
- The maintenance of the laboratories are the responsibilities of the laboratory assistants and they follow the procedure and notify the concerned supervising staff or authorities for repair of equipments and the needs for any action to be taken in the laboratories.
- The College computers, both in the laboratories and those in office, departments, etc. are regularly checked into with the help of external person / agency to ensure that regular and urgent activities / administration do not suffer.
- The College website is being maintained by an external agency through an agreement and updated by the faculty in the department of computer science of the College.
- The College makes arrangements for the maintenance of the lawns, playgrounds, parking spaces, etc. on a regular basis in order to make the College beautiful, creating a welcoming atmosphere in

the College Campus.

- The College conducts checking of the assets of the College at least once a year, which provides the opportunity to ensure that the assets are intact and also identify the ones that require repair or replacement.
- Wherever necessary and possible, the College is ready to enter into Annual Maintenance Contract (AMC) with suppliers / dealers for speedy maintenance of the physical facilities of the College.
- A register is being maintained with the Campus Care Manager / Public Relation Officer for the head or faculty of the departments or office staff or support staff or the students to place their needs that require the attention of the Secretary and Correspondent / Principal of the College with regard to maintenance of any facility in the College.
- The Campus Care Manager / Public Relation Officer presents the same to the Secretary and Correspondent / Principal as per the priority of the needs and follow up on the fulfillment of the requirement.
- Over and above, the students are also free to use the Grievance Redressal mechanism to air their needs and appropriate and timely attention is being given based on priority and availability of financial resources.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## **Criterion 5 - Student Support and Progression**

### **5.1 Student Support**

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

**Response:** 38.42

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

2020-21	2019-20	2018-19	2017-18	2016-17
342	294	316	250	213

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	<a href="#">View Document</a>
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	<a href="#">View Document</a>

#### **5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years**

**Response:** 38.42

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

2020-21	2019-20	2018-19	2017-18	2016-17
342	294	316	250	213

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)	<a href="#">View Document</a>

**5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following**

- 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
Details of capability building and skills enhancement initiatives (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

**5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years**

**Response:** 9.85

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	219	190	0	0

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**

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

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

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

**5.2 Student Progression**

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

**Response:** 4.51

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	14	5	7	10

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Self attested list of students placed	<a href="#">View Document</a>
Details of student placement during the last five years (Data Template)	<a href="#">View Document</a>

**5.2.2 Average percentage of students progressing to higher education during the last five years**

**Response:** 171.88

**5.2.2.1 Number of outgoing student progression to higher education during last five years**

Response: 495

<b>File Description</b>	<b>Document</b>
Upload supporting data for student/alumni	<a href="#">View Document</a>
Details of student progression to higher education (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

Response: 33.66

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	6	1	1	0

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

2020-21	2019-20	2018-19	2017-18	2016-17
7	29	3	1	0

<b>File Description</b>	<b>Document</b>
Upload supporting data for the same	<a href="#">View Document</a>
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

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

**Response:** 94

**5.3.1.1 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) year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	32	24	20	18

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>

**5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)**

**Response:**

- The College has a good mechanism to involve the students in majority of the activities of the College. The College elects a Student Council whose members are in constant touch with the College authorities and play active role in the life and activities of the College.
- The students approach the members of the Student Council and in turn they take up matters concerning the welfare of the students with the Vice Principal / Principal / Secretary and Correspondent.
- The members of the Student Council are part of the planning and organisation of all cultural events, inter-college and inter-departmental competitions.
- During the additional hour (3:00 – 4:00 PM) of activities for the skill development of the students through the Student Enrichment Academy, students who are well-versed conduct programs such as communicative English, arts and crafts and dance.
- The students provide training and practice to their peers for all the cultural events in the College. The Teachers' Day celebrations are completely handled by the students with the guidance from the Principal.
- The Morning Prayer and Assembly is being completely prepared and organized by the students of

various departments. They use their creativity in presenting various programs during this morning assembly. The student leaders make an effort to ensure that all the students get an opportunity to come forward with their ideas and performances.

- The students are involved in using their creativity in writing lyrics, dramas, training students in acting, creating music, karaoke and producing of short films. Good photographers among the students are provided the opportunity to take official photographs in functions and activities in the College.
- There have been Student News Letters in the College – from writing to photography to designing are in the hands of the students. The students also undertake radio services during the lunch break for exhibiting their talents and to give out important awareness on various issues affecting the youth.
- The students are involved in the planning, preparing and organization of departmental academic and co-curricular activities such as organization of Seminars, Conferences and Workshops, organisation of Science Exhibitions, organisation of Industrial Visits and Educational Tours.
- The students who have very good proficiency in some of the sporting disciplines are involved in coaching their peers in different games and sports.
- There is student representation in the Sexual Harassment Committee, Anti Ragging and IQAC of the College and in Committees for specific purposes. The students raise matters concerning their welfare and act accordingly for spreading positive attitude among their peers.
- A group of students planned and with the approval of the College authority has set up the Student Welfare Fund in the Academic Year 2020-21. The students themselves have a mechanism to collect little donations from the student community for this Fund. The Fund is used for assisting extremely poor students in the payment of examination fees, College fees, uniform fees and during other emergency situations.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 26.4

#### **5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
10	34	29	46	13

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Report of the event	<a href="#">View Document</a>
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template))	<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:

- St. Alphonsa College of Arts and Science was established in the year 2014. The first batch of Undergraduate students passed out in the year 2017 with the conduct of the First Graduation Ceremony on 16th March, 2018.
- On the very day of the First Convocation Ceremony, the Alumni Association was formed with the first batch of students with some temporary leadership to get things organized.
- The Alumni Association was gradually formed and office bearers elected for a fixed term and meetings are held.
- The Association is named as ALANCIANS with a tagline ‘In Touch to Transform’.
- The alumni of the College are in continuous touch with the teachers and the department. Majority of them keep themselves updated on the programmes and activities of the College. They happily cooperate with the College in providing the details of their higher studies and employment.
- It is very encouraging to notice that the leaders and other alumni visit the College on a regular basis and discuss matters for the development of the College.
- The Alumni are invited on important occasions such as the Annual Day and Sports Day of the College.
- The Alumni have begun to contribute to developmental works of the College. Being a young College, the contributions that we have received are encouraging.
- We are enthused to know from them the different batches of students are in touch with each other and that they help each other either collectively or individually in cases of need. The Alancians are proud of their alma mater.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**5.4.2 Alumni contribution during the last five years (INR in lakhs)**

**Response:** B. 4 Lakhs - 5 Lakhs

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

NAAAC

## **Criterion 6 - Governance, Leadership and Management**

### **6.1 Institutional Vision and Leadership**

#### **6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution**

##### **Response:**

The vision and mission statements of the College are clearly stated and are disseminated to the stakeholders of the College. The governance of the College is aimed at fulfilling the vision and mission of the Founder Body.

##### **Vision**

To impart effective, quality higher education to equip the youth for personal achievement and national development.

The vision of the College may be summed up in 3 E's – Educate, Empower and Excel. The College is confident that the education it has to offer needs to empower the youth and through them the society and that the youth march forward to excel in various fields of their interest for achieving personal and national development.

##### **Mission**

To mould the young generation with cutting-edge skills allied to personal, spiritual and social values so that they become personally equipped and are transformed into socially committed citizens.

The College management is very clear about the goals of the College to prepare future citizens for the nation who are committed in their responsibilities towards the growth and development of the society. A conscientious youth will ensure that the community and society where they live in will progress through their contributions, however small they may be. The College aims to empower youth to be such conscientious citizens.

The higher management in the form of the Founder Body of the College and the Governing Body are very prompt to take decisions and implement the same for the welfare and growth of the students.

The management monitors and evaluates all the academic and co-curricular activities in the College and provides regular suggestions and directions for the improvement of the programmes and activities.

The College believes in a system of governance that empowers faculties and staff in ways that enable them to contribute meaningfully and significantly to the life and activities of the institution. In this regard, the college has a well-defined system and organizational structure comprising the following bodies.

##### **Governing Body:**

An apex statutory decision-making body that formulates the overall policies of the college.

**Internal Quality Assurance Committee:**

It was instituted to ensure quality in all aspects, spheres, and levels of the college.

**Staff Council :**

The council is constituted of all heads of departments of the college. It meets regularly to review the transaction of the curriculum, plans the next academic sessions, new programmes, and activities.

**Academic Committee :**

Academic committee ensure the quality in delivering the curriculum to the students by monitoring the preparation of session plan, and timely completion of syllabus

**Library Committee:**

The committee focuses on modernising and upgrading library facilities.

Another key element is the college's Strategic Plan, which serves as its guide and yardstick in meeting specified targets.

The governance of the College is set up in such a way that a rural and remote College has all the facilities and programmes that are available in an urban based College and this visionary leadership is helping the College and its students take many forward strides.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### **6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management**

**Response:**

The College believes that collective decisions will bear forth greater results for the welfare of the students and the rural community that the College serves. Participative activities will lead to all stakeholders of the College taking responsibilities for certain. Decentralisation of responsibilities and conducting academic and co-curricular activities will develop skills in the teachers and students and help to mould and form future leadership for the College and the society.

Majority of the suggestions and proposals come from the students, the staff and parents with active involvement of the Principal and Correspondent for implementing new programmes and activities. The higher management of the College gives the go ahead taking a balanced view based on the required infrastructure and financial resources. The management also develops and strengthens strategies for

introduction and implementation.

All the events are organized through initiatives taken by the council of heads of departments, individual departments and coordinators of various cells and committees. Evaluations are carried out and decisions are taken to improve.

### **Case Study:**

The College has set up a Student Welfare Fund for charitable purposes for the poor students of the College.

- The genesis is that one female student from Department of Commerce met the Principal with the proposal for setting up such a fund with small and regular contributions from the students.
- The student was directed to discuss the same with few fellow students and named a particular teacher to discuss the matter with.
- The student met the teacher and with encouragement gathered a few students and discussed and then took up the matter to the Head of the Department.
- The matter was then brought to the notice of the Principal as a fresh proposal.
- The Principal encouraged and asked the students to present the same in the students' council.
- Detailed discussions were held with the class representatives and the student council members. The students were very happy with the idea and were very happy to support.
- The suggestions were presented to the Secretary and Correspondent, who had verbal discussion with and approval of the Manager and the Chairman, the Fund has been established.
- A few students came forward to donate the money for purchase of the boxes that are placed once a day in each and every classroom, the class representative collects the money and hands over to the overall in-charges and the money is handed over to accounts.
- When some students identify needy students who are extremely poor, the same is brought to the notice of the student leaders who are handling the fund.
- They discuss among themselves, then discuss with the teacher in-charge and the Principal and a decision is taken to support or not to.
- So far support has been given for the medical help of student's family member, payment for uniform, College fees and UG graduation fees for student studying in PG.
- The Student Welfare Fund may be very small at present. There is confidence that it will grow gradually and more support could be rendered to the poor students.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## **6.2 Strategy Development and Deployment**

### **6.2.1 The institutional Strategic / Perspective plan is effectively deployed**

**Response:**

The management of the College has a clear vision and mission to take the College forward in its effort to provide quality education to the rural poor. One of the key objectives of the Diocese of Thuckalay is to offer the best of academics and administration in the backward region where the College is set up. Quality sees transformation at every moment, and the College is determined to keep abreast and make higher education available in the backward region and thus contribute to the gross enrolment ratio of the nation.

The management of the College under the leadership of its Chairman has a strategic plan for 2016-2021 and has achieved majority of its objectives within a short period. The components of the strategic plan have been:

- Creating conscientious and responsible citizens for the society and the nation.
- Offering new programmes in under graduation and post graduation for the welfare of the society and accordingly develop required and quality infrastructure and facilities.
- Taking the College forward with research programmes in as many departments as new PG courses are introduced.
  - Striving on the quality of education that the College is called to offer with the appointment of qualified and quality staff.
  - Guiding and encouraging the students to enroll in PG education and take up research activities in order to enhance their academic and employability skills.
  - Strengthening of the teaching – learning process with the use of ICT enabled tools for achieving greater learning outcome in the students.
  - Conducting various programmes for the academic enhancement of the staff and students such as Conferences, Workshops and Seminars and inviting experts to provide the exposure to the faculty and students in the trends in academics and academic research.
  - Organizing programmes and activities for the empowerment of the faculty and staff and to prepare them to accept the changing scenario in the society and thus prepare to evolve new mechanisms to achieve the goals and objectives of quality education that the College stands for.
  - Providing quality facilities for the students of the College to make them believe that they receive facilities at par with urban students and hence they need to concentrate on personal achievements.
  - Focusing on the student achievements in academics and other co-curricular activities like sports, fine arts and so on.
  - Commencing the formation of alumni once the first batch of students pass out of the College.

One of the major objectives of the strategic plan that has been achieved is the introduction of new programmes in UG, PG and offering Research programmes and offer the opportunity for higher education for the rural poor. The College has introduced new programmes and has developed quality infrastructure and facilities for the purpose:

- B.Sc. Chemistry and B.Sc. Computer Science – academic year 2016-17
- M.Sc. Mathematics, M.Com and M.A. in English – academic year 2017-18
- Ph.D. in Commerce – academic year 2018-19

- M.Sc. Physics and M.Sc. Computer Science – academic year 2020-21

File Description	Document
Upload any additional information	<a href="#">View Document</a>
strategic Plan and deployment documents on the website	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:**

- St. Alphonsa College of Arts and Science is established and run by the Syro-Malabar Catholic Diocese of Thuckalay. The highest decision making body for the College is the Governing Body of the College which is set up by the Diocese of Thuckalay. It is the responsibility of the Governing Body to see that the general running of the College reflects the policies of the College and promotes its academic atmosphere.
- The Bishop of the Diocese of Thuckalay is the head of the Governing Body and therefore the Chairman of the College;
- The manager of the College is the Vicar General of the Diocese of Thuckalay, the Treasurer of the College is the Finance Officer of the Diocese.
- The Secretary and Correspondent is appointed by the Bishop of the Diocese from among the members of the Diocese.
- The Chairman is free to appoint other priests in different posts in the College, according to his discretion.
- The Principal is selected and appointed from among academic community by the Governing Body. Following the Principal is the Vice Principal who assists the Principal in all activities.
- The two wings of academics and administration are looked after by the Secretary and Correspondent, the Principal and the Vice Principal or any other official so appointed by the Governing Body.
- Under academics come the Heads of Departments and the faculty members appointed and the laboratory assistant where it is applicable.
- Under the administration, there is the Office Superintendent and the office staff. With the Public Relation Officer are the support staff and the drivers of College vehicle and the College buses.

- The College has a number of bodies, cells and committees for quality transaction of the academic and administrative activities in the College. Such bodies are constituted as per the regulatory requirements and needs of the College. Some of the important bodies are the Internal Quality Assurance Cell, Academic Committee, Admission Committee, Fine Arts Committee, Sports Committee and so on.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link to Organogram of the Institution webpage	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 6.2.3 Implementation of e-governance in areas of operation

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

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

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
ERP (Enterprise Resource Planning) Document	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation, Administration etc	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

**Response:**

The College has been desirous for retaining best of talents among the faculty and non-teaching staff of the College and hence has provided a number of welfare facilities for the staff of the College.

- The College already had extended Employees Provident Fund (EPF) to the eligible staff of the College as per government regulations. However, the teaching staff and some of the non-teaching

staff were not eligible for the EPF Scheme as their salary was above the limit set by the Scheme. The management extended the EPF benefit to all staff of the College with the upper limit as set by EPFO. There are a handful of staff who, on their own will, opted out for the EPF Scheme. We do believe that it is a good benefit for the staff to shove up some resources for their future with the support of the management. They avail loans and other facilities as applicable to the members of EPFO.

- The management has also extended the Employees State Insurance (ESI) Scheme to the eligible employees of the College for the benefit of the staff and their family members. Many staff are benefiting out of the scheme.
- The College also offers gratuity as per the rules and guidelines that govern the scheme.
- The College provides fee concession upto to 50% to the wards of the employees who are enrolled in different programmes in the College.
- The College management encourages the faculty members to attend academic conferences, seminars, workshops, etc. and provide financial support wherever necessary.
- The College also provides some of the staff, on request, to use the college bus facilities for commuting from their homes to the College and back free of cost.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 2.53

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

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

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	<a href="#">View Document</a>

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

**Response:** 1

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

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

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Reports of Academic Staff College or similar centers	<a href="#">View Document</a>
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	<a href="#">View Document</a>

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

**Response:** 16.2

**6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
32	6	2	0	0

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of teachers attending professional development programmes during the last five years	<a href="#">View Document</a>

### 6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

#### Response:

Describe the functioning status of the Performance Appraisal System for teaching and non-teaching staff within a maximum of 500 words

The College has introduced a comprehensive method for the performance appraisal of the teaching staff of the College. There is a four-way method in the appraisal of the teaching staff:

#### 1. Students Appraisal consists of

- areas of the teaching – learning process
- The ways the students receive support and encouragement from the teachers.

This is administered to the students after gathering them in a separate hall and explaining to them the purpose and the need for unbiased view, the appraisal is administered. All the items and the criteria for the appraisal are explained to the students.

#### 1. Self Appraisal is administered to the teachers.

#### 2. Principal's Appraisal is undertaken by the head of the institution.

#### 3. Teacher-wise University result analysis

In which the teachers are asked to analyse the semester-end examination results of the courses that they had been teaching in a particular

While the particulars in the Self Appraisal and Principal's Appraisal are exactly the same, the Students

Appraisal has about 65% of the items as in the other appraisals.

The Management of the College, namely the Chairman, the Manager and the Secretary and Correspondent of the College, forming a team of two, with the analysed results of the students appraisal, the Principal's appraisal and the teacher-wise and course-wise university result analysis meet every teacher personally.

First, they ask them to fill the self appraisal right in their presence, after having to explain the purpose of the appraisal being the enhancement of their service to the student community and the College and for their personal satisfaction.

Once the self appraisal is completed, the team compares the self appraisal with those of the students and the Principal and the performance of the students in the semester-end university examinations

Then they meet individual faculty and appreciate the teachers for their good performance in the areas they are doing well and point out the areas where improvement is necessary and give suggestions to the teachers and in some cases, give directions for better performance.

There is a future plan to give equal weightage to all the above methods and arrive at a result for providing the necessary feedback to the teachers for improvement with the purpose of ensuring quality delivery of academics and services to the rural student community.

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

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

- The College has a mechanism to carry out internal audit every six months by member of the management. Presently, the regular internal audit is being carried out by the Manager of the College.
- The internal audit is carried out for the period from April to September and for the period from October to March.
- In the internal audit for the second half, a comparative study is made with the College approved budget.
- The internal auditor, that is, the Manager of the College, questions every aspect of the income and expenses to the accountant and the Secretary and Correspondent and also points out to the corrections that are to be made in the accounting system, in the maintenance of bills and vouchers and the nature of income and expenses.

- The College accounts are consolidated with the Trust of the Diocese of Thuckalay for all Income Tax purposes. The Trust of the Diocese of Thuckalay is granted income tax exemption as a charitable association under section 12 AA of Income Tax Act 1961.
- The external audit is being carried out at the end of every financial year by a firm of Chartered Accountants who are appointed by the Trust.
- The books of accounts are presented to the Chartered Accountants and all their queries cleared before we receive the final audited statement and the filing of income tax returns is undertaken accordingly.

- There is a separate audited statement for the College and a consolidated one for filing to the Income Tax for the Trust of the Diocese of Thuckalay.

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

#### **6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)**

**Response:** 1186.94

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

2020-21	2019-20	2018-19	2017-18	2016-17
38.10	281.06	335.76	249.82	282.20

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>

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

**Response:**

The College is a self-finance institution and depends primarily on the fees being collected from the students.

The College has been making tremendous efforts to mobilize funds from the sources that the management has.

For important infrastructure development, the College has applied for funds from foreign organizations supporting charitable activities and has received funds.

The Diocese of Thuckalay, which has established and runs the College, is a major provider for the College, especially for the purpose of providing infrastructure and important facilities for effective transaction of the teaching – learning process.

The Diocese of Thuckalay also arranges for donations from the parishes of the Diocese. Generous people who appreciate the yeoman service rendered by the Diocese through the Institution render support for the development of the College.

The Founder Body also takes credit from financial institutions, sister institutions and private persons for the purpose of additional infrastructure and facilities for the College as and when emergency situations arise.

The College has begun to make efforts to collect some funds from the Alumni of the College. However, the amount of donations is very minimal as of now.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for 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

#### Response:

- The College believes that ensuring quality teaching – learning process is an important aspect of higher education, especially on the background of the latest technology that is available for use of an effective curriculum transaction.
- The IQAC of the College has been constantly engaged in and has contributed to the quality assurance strategies and processes.

#### Smart Classrooms

- On the recommendation of the IQAC, Smart Classrooms with facilities for interactive board, digital presentation of lessons and audio-visual have been installed in one classroom in every department. A roster system for the classes and the teachers is followed.
- The classrooms are shifted according to the use of the digital classroom facility and the teachers also adjust their classes when they are prepared to use the facility. This has enhanced the use of ICT in the teaching – learning process in the College resulting in greater achievement in the learning outcome in students.

#### Absentees Call Register

- Majority of the departments in the College had been reporting lack of interest in studies in some students as they would be absent quite often from the College.
- The IQAC evaluated the phenomena in the various departments and identified that quite a majority

of the parents / guardians of the students did not even know regarding their wards being absent from College.

- The IQAC took a step to keep the parents / guardians informed about the absence of their wards from the College on a daily basis by introducing the following strategy across all departments and for all students:

Ø The parents / guardians have been asked to inform to the faculty in-charge of classes in case their wards are absent from the College on a given day through a phone call or a message on the previous evening or in the morning and inform the reason.

Ø When the parents / guardians fail to inform the faculty in-charge of classes, the teacher would make a call to them to enquire about their absence and the reason for the absence.

Ø An absentees register is being maintained by the faculty in-charge of classes giving all details of the process.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

#### **Response:**

- The College engages the IQAC for bringing about quality enhancement in the various services of the College and uses it to set up norms and strategies for the improvement of teaching – process, co-curricular activities and for quality administrative services.

- The College had a mechanism to evaluate and monitor the programme outcomes. However, the IQAC has introduced staff-wise monitoring and evaluation of course outcomes. The objective of the same is to evaluate the performance of the teachers and provide suggestions for their improvement basing it on the course outcome arrived at from the university result that the students have obtained in a particular course taught by the teacher.
  - This also provides an opportunity for the departments to keep track of the specialization and the performance of the teachers and engage teachers in different courses for future academic years.
- 
- The College can identify the difficulties that the students face in a particular course and ascertain the reasons for the same and take steps in the future.
  - The College can also explore the kind of academic enrichment that is required for different teachers and accordingly direct them to such academic activities in conferences, seminars and workshops and direct them to use the academic resources available in the library and digital sources.
- 
- The IQAC of the College has also introduced a comprehensive appraisal system for the teachers in the College. The IQAC has evolved a four-way method in the appraisal of the teaching staff:
  - Students Appraisal consists of areas of the teaching – learning process and the ways the students receive support and encouragement from the teachers. This is administered to the students after gathering them in a separate hall and explaining to them the purpose and the need for unbiased view, the appraisal is administered. All the items and the criteria for the appraisal are explained to the students.
  - Self Appraisal is administered to the teachers in the presence of at least two members of the management. Once the teachers complete the self appraisal, the members of the management would present the result of the students' appraisal and the Principal's appraisal. They compare the self-appraisal with the other two appraisals and provide them encouragement and suggestions for improvement.

- Principal's Appraisal is undertaken by the head of the institution and it is provided to the management, who use the same while interacting with the teachers at the time of administering self appraisal.
- In the Teacher-wise University result analysis, the teachers are asked to analyse the semester-end examination results of the courses that they had been teaching in a particular semester / year.

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

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

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

**Response:** C. 2 of the above

File Description	Document
Upload details of Quality assurance initiatives of the institution	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste web link of Annual reports of Institution	<a href="#">View Document</a>

## **Criterion 7 - Institutional Values and Best Practices**

### **7.1 Institutional Values and Social Responsibilities**

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

**Response:**

- The College takes every step to ensure that gender equity is being instilled in the students. The Value Based Education, one of the papers in the curriculum of the Affiliating University for UG first year students emphasizes on human rights and gender equality and equity and violence against women. Further, the College organizes Value Education classes once a week for all students, where the weekly topic taught in all classes remains the same. Topics regarding gender equity are given primary importance and issues affecting the society are dealt with at length for bringing about transformation towards creating mutual respect for both the genders.
- Gender Champions – a male and female member each is selected in the College every year for peer-influencing the students with regard to gender equality and equity. The gender champions are guided by senior female faculty member.
- A qualified Counselor has been appointed by the College to guide the students in all matters. The Mentoring system that has been introduced in the College looks after many aspects of gender equity, in the guidance of the students to achieve to their optimum capacity. Academic counseling to stress that the women students enroll in higher education in various courses in higher education institutions and look for employment opportunities are emphasized through the mentoring system.
- The College has very less enrolment of male students and in order to not to disturb the female students during the non-academic hours like lunch break, before commencement of classes in the morning, the male students are asked to wait in an open waiting hall so prepared for the purpose. While the female students have their lunch in the classrooms among themselves.
- The College has a Girls' Sick Room, which is used to look after the students who become ill during the College hours. Common medicines and requirements of sanitary pads are made available in the College. They are taken to the nearest Government Hospital or the hospital as suggested by their parents / guardians for any health related issues. In cases when the parents / guardians are not able to come to the College to pick them up, transport arrangements are made to drop them to their homes.
- The College takes utmost care for the pregnant women who are enrolled as students in the College. The College provides the staff washrooms, which are closest to their classrooms for use.
- In case of difficulties, the College transports them to the hospital of their choice or as per their parents / guardians instruction and the attendants are asked to come to the hospital directly. In such cases, experienced mothers who are members of the staff accompany them and guide them.
- Provision of allowing young mothers to go home during lunch break every day for breast feeding their babies and get back to College.
- CCTVs are installed to ensure safety and security of all students as a precautionary step, especially to monitor that no one, especially female students, is harassed in any manner.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	<a href="#">View Document</a>
Link for annual gender sensitization action plan	<a href="#">View Document</a>

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

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

**Response:** C. 2 of the above

File Description	Document
Geotagged Photographs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

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

**Response:**

- The College has deep concern for the protection of the environment, health and well-being of all and gives importance to conservation of natural resources and implementation of effective waste management practices like segregation, recycling and reuse. The College is committed to grow consciousness among students and staff on generating less waste and to reuse wherever possible.
- Management of degradable waste is carried out methodically in the College. Food waste from canteen, dry leaves, twigs and plant clippings are systematically collected by the support staff and

disposed of in the degradable pit of the College and after decomposition they are used as manure for plants in the College. Local people are encouraged to come and cut long grasses, wherever they are, for cattle feeding. Dustbins are installed in the College for disposal of wastes.

- The College adopts paperless practices as far as possible. The drafts of all things are shared through whatsapp and email and corrected electronically. Further, one side printed papers are not discarded but used for printing drafts, notes, etc. as environmentally-preferred alternatives to waste management.
- The paper waste in the College is sold to recycling plants or agents of such plants.
- Students are encouraged to use waste paper and newspaper in creative practices during various co-curricular activities.
- The College discourages the use of plastics in the campus. The plastic bottles, covers and chocolate papers are segregated and placed in the non-degradable pits in the College and the same is disposed off weekly in the dumping grounds of Palapallam Town Panchayat.
- Liquid wastes are placed in different pits. Some of the pits are made in such a way that it feeds one of the bore wells, the water from which is used for watering the gardens, plants and trees.
- There is a sanitary napkin disposal machine in the girls' washroom which uses a heating system for disposal.
- There is very little e-waste being generated in the College. The person or firm that supplies the spares takes the discarded material for safe disposal. Further, some of the computer parts are used for practical demonstration purposes for student workshops on hardware. Any e-waste created is disposed of with the Karungal Town Panchayat waste clearance system.
- The College campus is free from any kind of radioactive waste.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Link for Geotagged photographs of the facilities	<a href="#">View Document</a>

#### 7.1.4 Water conservation facilities available in the Institution:

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

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

File Description	Document
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 7.1.5 Green campus initiatives include:

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

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

File Description	Document
Various policy documents / decisions circulated for implementation	<a href="#">View Document</a>
Geotagged photos / videos of the facilities	<a href="#">View Document</a>
Any other relevant documents	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

- 1.Green audit**
- 2.Energy audit**

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

**Response:** A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### **7.1.7 The Institution has disabled-friendly, barrier free environment**

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

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

File Description	Document
Policy documents and information brochures on the support to be provided	<a href="#">View Document</a>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

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

**Response:**

- The vision statement is very evident in equipping youth for not only personal achievement but also for national development. The mission statement also states about a transformation as socially committed citizens. True to its vision and mission, the College aims to achieve nationally and socially conscientious citizens.

- The students who are enrolled belong to various castes and cultures from Tamilnadu, especially Kaniyakumari District, which has a sizable population from Kerala as well. The College offers two languages of Tamil and Malayalam as part of the curriculum for the students and further also offers private tutorship for Hindi or any other language that the students may prefer.
- The College inculcates in the students the need for acceptance of all persons devoid of any kind of differences in caste, culture, place of origin, language, faith, social or economic status. In the very first year of undergraduate courses, the curriculum for value based education stresses on the need for national integration.
- The cultural programmes organized in the College always lay emphasis on the diversity that the country enjoys with the students performing cultural events and showcasing cultural diversity in costumes to highlight national diversity. The visible diversity can be witnessed especially during the College Annual Day celebrations and the Fine Arts Festival, inter-departmental fine arts competitions.
- The College not only organizes events like the national festivals of Independence Day and Republic Day with hoisting of the tricolor and whenever possible organizing cultural events. Pongal, the Tamil Harvest Festival, Onam, the Kerala Festival, Christmas celebrations are held in a grand manner when the staff and students wear cultural dresses, not only appropriate to the celebrations but also conveying messages of cultural unity and diversity of the nation.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

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

##### **Response:**

- The College takes good interest in making the students and staff aware of the constitutional obligations as citizens of this great nation. One of the ways the students and staff are kept alive with the national spirit is the playing of the national anthem at the end of the class every day before the students can disperse out of the College.

- Under the Choice Based Credit System (CBCS) of the affiliating University, the College has chosen a particular course for the first UG students termed Value Based Education through which the College academically inculcates in the young minds on social justice, human rights and marginalized people, social issues and communal harmony, value and others as major areas in the syllabus provided for the course. The teachers handling this course are given special instructions and directions to link the lessons to the lifestyle of the present day youth and how they consider their duties and responsibilities as citizens of the nation, while demanding their important rights to be upheld. Emphasis is also paid in instilling in the young minds the importance to stand for their personal and social rights without having to infringe upon those rights of other individuals and society.
- The College also organizes legal awareness programmes for bringing about important awareness on specific issues on the rights and duties of citizens and the national values to be upheld and the national goals to strive for with the help of resource persons who are legal persons like judicial magistrates, judges and authors.
- With a view to increase the social concern and a value system for service for other human beings, all living beings and nature, the College organizes several programmes and activities. Some of these are awareness on different illnesses, concern for elders and neglected children through visits to home of the destitute and abandoned or differently abled children, tree plantation initiatives, green awareness, cleaning drives and natural agriculture and so on.

File Description	Document
Link for details of activities that inculcate values necessary to render students into responsible citizens	<a href="#">View Document</a>

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

**1. The Code of Conduct is displayed on the website**

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

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

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	<a href="#">View Document</a>
Code of ethics policy document	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:**

- The College celebrates and organizes events to commemorate national and international days of importance, national and international festivals for effecting awareness on the importance and the objectives of observation of such days and events. The College organizes such days with either cultural events or through organization of some competitions to create awareness and interest in achieving the goals that these commemorative days are celebrated for.
- Some of the days that are celebrated are International Human Rights Day, International Justice Day, International Peace Day, International Yoga Day, Library Day, International Women's Day, National Voters Day, Our Nation's Independence Day, New Year Day, World Malala Day, World Environment Day, International Day of Mathematics, Science Day, Christmas Day and Teachers Day.
- Some of the events are organized with academicians as resource persons; some events are graced by writers and other famous personalities who render effective messages for the growth of the staff and students; some days are observed by expert demonstration like yoga practices by a famous yoga proponent and teacher who also gives the health effects of different asanas; in some events, pledges are taken to uphold the right and reject the wrong and so on.

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for Annual report of the celebrations and commemorative events for the last five years	<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:**

### Title of the Practice

**EACH ONE TEACH ONE (EOTO)**

#### Objectives of the practice

The following are the objectives of the Practice being implemented among the Final Year UG and PG students:

- To connect students to the society and to involve themselves in service oriented activities;
- To encourage them to contribute to the less privileged sections of the society;
- To provide learning experience through socially oriented services;
- To mould, enlighten and empower the young generations and help them take responsibilities in life;
- To train themselves and take responsibility for the future generations; and
- To draw inner strength from the socially oriented activity.

#### 1. The Context

The Mission Statement of St. Alphonsa College of Arts and Science has been “To mould the young generation with cutting-edge skills allied to personal, spiritual and social values so that they become personally equipped and are transformed into socially committed citizens.” Hence, the practice of Each One Teach One has been envisioned with the belief that it mould enlighten and empower the young generations in the long run. In line with this mission, this practice by the students of the College has been put in place to provide services to the rural community. It has become a platform for the young student community to extend their services to school students under the guidance of the staff coordinators in the six departments. The main aim of this practice is to make the students to contribute to the less privileged sections of society. It also helps to cultivate an awakening intelligence in the young students of the College.

#### 1. The Practice

**Each One Teach One(EOTO)** was initiated in the Academic Year 2019-2020 to connect students to society and encourage them to provide services beyond conventional limits to rural community. To impart the practice, the Six Departments (Chemistry, Commerce, Computer science, English, Mathematics, Physics) of UG final year students and three Departments (Commerce, English and Mathematics) of PG final year students take up a task, one student to teach at least one poor pupil without any monetary benefit in his / her neighbourhood. Most of the students are from rural background so they are well aware of the difficulties faced by the downtrodden people. Each student teaches a poor pupil for at least one hour a day for at least four days a week. Moreover, few students of the College take tuitions for school children after their College hours. In such cases, these college students select a poor pupil and take free tuition. Simple way of teaching method is adopted by the students to cater the needs of the pupil. Once in a month the coordinators meet the students to receive the feedback and they provide necessary suggestions. All faculty members work as a core team to motivate and encourage the students in this service for the needy. This practice has been a platform for providing hands on experience to students in uplifting rural poor and help with achieving social change to some extent.

### 1. Evidence of Success

We desire the young students to grow in community consciousness in introducing the program Each One Teach One. We do believe that we have succeeded in doing so to some extent. The following table will provide the percentage of UG and PG students who have participated in the program as compared to the enrolment of students in the final year of their UG and PG courses. However, as can be noticed in the table below, as against the enrolment of students, there is only a success rate of 40.60%, 71.19% and 58.22% among the UG final year students for the academic years 2019-20, 2020-21 and 2021-22 respectively. There is a comfortable success rate of 67.21%, 80.00% and 79.59% among the PG final year students for the above academic years respectively.

<b>Academic Year</b>	<b>Department</b>	<b>Total Students</b>		<b>No. of Students Involved in EOTO</b>		<b>Percentage</b>	
		<b>UG</b>	<b>PG</b>	<b>UG</b>	<b>PG</b>	<b>UG</b>	<b>PG</b>
2019-2020	Chemistry	11	-	4	-	36.36	-
	Commerce	62	9	14	9	22.58	100.00
	Computer Science	15	0	9	0	60.00	-
	English	61	28	31	12	50.82	42.86
	Mathematics	47	24	27	20	57.45	83.33
	Physics	38	0	10	0	26.32	-
	<b>Total</b>	<b>234</b>	<b>61</b>	<b>95</b>	<b>41</b>	<b>40.60</b>	<b>67.21</b>

2020-2021	Chemistry	12	-	12	-	100.00	-
	Commerce	55	16	40	12	72.73	75.00
	Computer Science	20	0	10	0	50.00	-
	English	60	33	46	22	76.67	66.67
	Mathematics	47	26	41	26	87.23	100.00
	Physics	42	0	19	0	45.24	-
	<b>Total</b>	<b>236</b>	<b>75</b>	<b>168</b>	<b>60</b>	<b>71.19</b>	<b>80.00</b>
2021-2022	Chemistry	14	-	8	-	57.14	-
	Commerce	52	12	41	11	78.85	91.67
	Computer Science	36	5	9	5	25.00	100.00
	English	55	30	28	21	50.91	70.00
	Mathematics	39	28	30	25	76.92	89.29
	Physics	17	23	8	16	47.06	69.57
	<b>Total</b>	<b>213</b>	<b>98</b>	<b>124</b>	<b>78</b>	<b>58.22</b>	<b>79.59</b>

### 1. Problems Encountered and Resources Required

There has been no necessity for resources to be employed for the implementation of the program Each One Teach One, except for some space either in the home of our student or that of the school student. In some of the cases, the students are teaching in the open area in front of their homes. The College has faced a number of issues such as disinterest and discontinuation from the part of the College student or the school student, difficulty in the management of time on either side or overdependence on the internet resources on the mobile phones on the part of the school students. The following table will provide a comparison between the College students who participated in the program and the number that had carried out the program till the end of the Academic Years 2019-20 and 2020-21.

Academic Year	Department	No. of Students Involved in EOTO		No. of Students continuing till the end of the A.Y.		Percentage	
		UG	PG	UG	PG	UG	PG
2019-2020	Chemistry	4	-	3		75.00	-
	Commerce	14	9	11	9	78.57	100.00

	Computer Science	9	-	7	-	77.78	-
	English	31	12	22	11	70.97	91.67
	Mathematics	27	20	24	18	88.89	90.00
	Physics	10	-	10	-	100.00	-
	<b>Total</b>	<b>95</b>	<b>41</b>	<b>77</b>	<b>38</b>	<b>81.05</b>	<b>92.68</b>
2020-2021	Chemistry	12	-	12	-	100.00	-
	Commerce	40	12	29	10	72.50	83.33
	Computer Science	10	-	9	-	90.00	-
	English	46	22	39	19	84.78	86.36
	Mathematics	41	26	32	23	78.05	88.46
	Physics	19	-	18	-	94.74	-
	<b>Total</b>	<b>168</b>	<b>60</b>	<b>139</b>	<b>52</b>	<b>82.74</b>	<b>86.67</b>

### **1. Notes**

Steps may be taken as well for the Teacher Coordinators from the College to visit some homes of the students occasionally in order to strengthen the practice.

### **Title of the Practice**

### **WE SHARE WE CARE**

#### **Objectives of the practice**

The following are the objectives of the Practice being implemented among all the UG and PG students:

- To connect students to the society and to involve themselves in service oriented activities;
- To inculcate the values of generosity;
- To promote a sense of social responsibility among the students;
- To help students recognize equitable growth;
- To mould, enlighten and empower the young generations and help them take responsibilities for the society;and
- To contribute to the transformation of society.

### **1. The Context**

**We Share We Care** is a ‘book donor program’ an initiative to ensure that existing academic resources are shared for the growth of peers who are in need. Carried out through senior student volunteers, this program provides books for students who cannot otherwise afford to purchase them. Books are donated at the end of

each semester, to be used by other students for the next semester. The program works alongside the six departments and faculty to ensure the availability of books to economically weaker section. This practice is open to all students who wish to donate and the students who are from financially weak families and therefore are in need of receiving support for academic resources.

### **1. The Practice**

‘We Share We Care’ program commenced in the Academic Year 2017-2018 with an aim to provide academic resources to the poor students studying in the College. All the departments have a separate Coordinator for this program. Towards the end of a semester, the coordinators, along with the faculty in-charge of classes create awareness on the program, encourage the students to be generous and participate in the same. As the Semester-end examinations get over, the faculty in-charge of classes meet the students and request them to donate their used books of the semester under We Care We Share program. When the students come forward to donate, the appropriate entries are made in the Donor Register being maintained in the Departments. The Coordinator discusses with individual faculty in-charge of different classes, informing them about the availability of the books and seeking to identify the deserving beneficiaries coming from economically weak families. Once the beneficiaries are identified, the books are issued to them, after entry in the Issue Register being maintained in the Department. If there are still books not issued, they are kept in safe custody in the departments.

### **1. Evidence of Success**

Provide evidence of success such as performance against targets and benchmarks, review / results. What do these results indicate? Describe in about 200 words.

The programme has fulfilled its objectives in making an impact among the students on the social responsibility of having concern for the poor and helps them, particularly in providing educational resources to the poor and the needy. Many students have participated in We Share We care and that there has been a gradual increase in the donors and the beneficiaries through the years. The following department-wise data shows the results:

### **Department of Chemistry**

S.No	Year	Semester	No. of Donor Students	No. of Books	No. of Beneficiary Students	No. of Books	No. of Books
1	2017-18	Odd	2	3	2	3	
2	2017-18	Even	1	2	1	2	
3	2018-19	Odd	1	3	1	3	
4	2018-19	Even	1	1	1	1	
5	2019-20	Odd	3	6	5	10	
6	2019-20	Even	7	21	6	16	
7	2020-21	Odd	10	17	6	24	
8	2020-21	Even	8	20	5	17	

### **Department of Commerce**

S.No	Year	Semester	No. of Donor Students	No. of Books	No. of Beneficiary Students	No. of Books
1	2017-18	Odd	26	32	20	24
2	2017-18	Even	24	34	38	38
3	2018-19	Odd	25	36	32	34
4	2018-19	Even	20	30	30	32
5	2019-20	Odd	12	18	20	21
6	2019-20	Even	17	23	18	18
7	2020-21	Odd	19	27	12	14
8	2020-21	Even	15	23	8	12

### **Department of Computer Science**

S.No	Year	Semester	No. of Donor Students	No. of Books	No. of Beneficiary Students	No. of Books	No.
1	2017-18	Odd	13	18	5	6	
2	2017-18	Even	9	12	6	6	
3	2018-19	Odd	24	32	11	27	
4	2018-19	Even	22	27	10	17	
5	2019-20	Odd	17	27	27	28	
6	2019-20	Even	17	29	24	24	
7	2020-21	Odd	23	30	24	26	
8	2020-21	Even	18	25	23	23	

### **Department of English**

S.No	Year	Semester	No. of Donor Students	No. of Books	No. of Beneficiary Students	No. of Books	No.
1	2017-18	Odd	17	31	9	18	
2	2017-18	Even	19	31	10	20	
3	2018-19	Odd	20	47	18	38	
4	2018-19	Even	13	33	31	42	

**Self Study Report of ST ALPHONSA COLLEGE OF ARTS AND SCIENCE**

5	2019-20	Odd	14	48	25	50
6	2019-20	Even	15	47	24	49
7	2020-21	Odd	15	51	24	56
8	2020-21	Even	13	48	27	63

### **Department of Physics**

S.No	Year	Semester	No. of Donor Students	No. of Books	No. of Beneficiary Students	No. of Books
1	2017-18	Odd	16	30	13	17
2	2017-18	Even	17	31	11	16
3	2018-19	Odd	13	28	16	21
4	2018-19	Even	12	32	13	20
5	2019-20	Odd	12	25	12	34
6	2019-20	Even	11	20	13	27
7	2020-21	Odd	10	19	16	29
8	2020-21	Even	12	23	13	27

### **Department of Mathematics**

S.No	Year	Semester	No. of Donor Students	No. of Books	No. of Beneficiary Students	No. of Books
1	2017-18	Odd	7	7	7	7
2	2017-18	Even	8	8	8	8
3	2018-19	Odd	13	13	13	13
4	2018-19	Even	15	15	15	15
5	2019-20	Odd	25	25	16	16
6	2019-20	Even	31	31	16	16
7	2020-21	Odd	15	15	-	-
8	2020-21	Even	15	15	-	-

### **1. Problems Encountered and Resources Required**

The problems encountered by the College in implementing this program are the desire of the students to preserve their own books with them; the tendency in some students not to care for books as the books have missing pages and in very poor condition for reuse; there are students who have their kith and kin enrolled in other Colleges and they prefer to donate the books to them; and, the reselling culture among some students who sell the used books for a half the original cost of the book.

There is no need for additional resources either on the part of the Institutions or the students of the College. However, the core of this program is a heart filled with kindness to recognize the needs of the poor peers in the College.

### 1.Notes

**We Share We Care** program will be highly successful when we are able to create charitable nature among the students. It depends on the awareness we create to ensure that maximum students come forward to donate for the benefit of their peers.

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for Best practices in the Institutional web site	<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:

- The management of the College has taken all steps to fulfil one of its objectives in the establishment of the Institution, that is, providing quality infrastructure and facilities for the rural and backward students in and around the area where the College is established. Many of these students who are enrolled in the College may lose the opportunity for higher education, if the College was not available in their neighbourhood. Many families do not wish to provide higher education to young girls as they feel that they would marry them off and that their daughters will have to leave their homes and be responsible family makers in the homes they are married to.
- We strongly believe that the rural and poor students who enrol in the College should not feel that they have lost out on quality infrastructure, facilities and education that their peers are provided with in towns and cities.
- Keeping this in mind, the distinctive feature of the Institution is its infrastructure and facilities. The College boasts of excellent infrastructure facilities such as classrooms, multimedia hall, library, playground, etc. The very view of the campus is an attractive element for all who enter the College.
- The College constantly upgrades the infrastructure facilities in order to provide a good teaching – learning environment. Even though the College is situated in the rural area it aims to provide a better teaching - learning atmosphere to the students of the College.

- The College has a clean, eco-friendly, tranquil, and green campus with a good air quality providing an ideal environment for learning and research activities.
- The College has an adequate number of very lighted and ventilated classrooms for all batches and courses. The classrooms are equipped with high quality individual wooden study desks and chairs for the students.
- The College Library, named as Aquinas Library has centralised AC system installed for the comfort of the faculty and students while engaging themselves in academic enrichment activities. The library has two computer systems with touch screens for online search and access, ordering of books, etc. The library has a reading room, reference room, stack room and e-Library with N-List subscription. The library is fully automated with KOHA. ILMS software koha provides a very user-friendly interface for searching documents in the library.
- A State of the art Multimedia Hall with centralised AC has seating capacity of over 100 persons. It is also provided with Wifi internet facilities where the teachers can take the students to share meaningful and engaging learning experiences. The Multimedia Hall is used for the organisation of academic events such as conferences and seminars, guest lectures and talks.
- The College has a Multipurpose Hall which is used for various functions and cultural events. The College has a Conference-cum-Seminar Hall which is being used for paper presentations and seminars for the advanced learners and for the purpose of holding some meetings and programs.
- The personal cabins for individual faculty members of all the six departments of the College help the teachers to prepare peacefully for the academic activities as well as the research activities. Every block of teachers' cabins are attached with washrooms and washing places for the comfort of the teachers. Moreover, each department is provided with one each computer system that helps the teachers to search digitally the resource materials for their academic purposes and also helps in preparing activities for the departments and the College. Wi-Fi internet facilities are available in all the cabins and the College office.
- The College takes pride in being a differently-abled friendly campus with a ramp and separate and special washrooms added to the building. The College is endowed with spacious playground for various sporting events. Indoor games facilities are also available in the College.
- The Science departments have well-equipped laboratories to conduct practical and experiments as per the curriculum and syllabi. Separate lab facility is provided for UG and PG students to enhance their experimental knowledge through experiential learning.
- The digital knowledge of the rural students is lower than that of urban students due to their lack of digital awareness. Therefore, St. Alphonsa College of Arts and Science situated in a rural area has adopted various measures to raise the level of digital competency among the rural students. With this objective, the College has created facilities for ICT based teaching – learning systems. Thus provision for modern teaching tools and techniques are available in six classrooms, one each in every department, which would enhance the skills and knowledge of the rural students. The classrooms within a particular department are swapped according to the allotment of the smart classrooms for a particular class.
- Providing importance to development of a value system among the students, the College has a prayer room for the students to reflect and discern their lives with positivity and righteousness.
- Spacious parking facilities are available amidst a green lawn and environment for the students and as well for the staff for the College buses.
- High security is available right from the entrance of the College with CCTV installed wherever necessary.
- The College provides an eco-friendly environment to its students with the latest initiatives of **solar light, LED, and other green initiatives.**
- Overall, we do believe that the staff and students are blessed with such excellent infrastructure and

facilities which creates an environment for joyous teaching – learning process.

File Description	Document
Link for appropriate web in the Institutional website	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## **5. CONCLUSION**

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### **Additional Information :**

St. Alphonsa College of Arts and Science has a large campus of 5.66 acres on which it has built its impressive infrastructure. The College boasts of very good and vibrant sporting facilities such as a 200-meter track. The College keeps the infrastructure and facilities very clean and green turning the Institution into a campus that is inviting and joyous one.

The ethos of the Institution is well-known to the local community and we take steps to keep neighbourhood community informed of the developments in the College and benefit out of the programmes and activities offered by the College.

The College takes steps to appoint qualified and quality staff who imbibe and take the vision and mission of the Institution forward in achieving the best of education to the rural poor and needy who otherwise should have missed out on quality education in their neighbourhood.

The College organises several activities and programmes for the wholesome development of the students through the various departments and bodies in the College.

The College has a healthy system to monitor the entire performance of the staff and students for greater achievement of the objectives and thrust areas of the College.

There has always been scope for improvement and we as a family keep quality our benchmark and keep improving day in and day out.

Today, as five batches of undergraduate students and three batches of post graduate students have obtained their degrees, the management of the College is able to observe certain fulfillment of the very objective of the establishment of St. Alphonsa College of Arts and Science. These proud degree holders have not become drop outs out of the sea of higher education, rather have become good achievers in higher education.

### **Concluding Remarks :**

St. Alphonsa College of Arts and Science is fully committed to serving as a disseminator of quality education at the tertiary level to the rural poor and downtrodden. The College has the strongest will and desire to explore avenues and harness resources for its growth and expansion in the interest of its stakeholders. In this regard, the College strives hard to obtain the required recognition, affiliation, and permission from the relevant government and academic authorities in the state of Tamil Nadu. The College has been taking constant steps to further improve and enhance itself to become a key player in the field of education for the rural poor. To this end, the college is willing to make the relevant investment in resources and personnel, understanding that it has been established not just to educate the youths of the society but to transform the lives of young women and men in rural villages in particular and achieve transformation and upward mobility in the people in Soosaipuram – Karinkal areas.