

# **SELF STUDY REPORT**

**FOR**

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

**MAR IVANIOS COLLEGE (AUTONOMOUS)**

MAR IVANIOS COLLEGE (AUTONOMOUS) MAR IVANIOS VIDYA NAGAR  
NALANCHIRA P.O.

695015

[www.mic.ac.in](http://www.mic.ac.in)

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**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**September 2018**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Towering over the Mar Ivanios Vidya Nagar on the verdant Bethany Hills in the Northern outskirts of Trivandrum, Mar Ivanios College, is the true embodiment of a visionary's sacred dream. Founded on 1 August 1949 by Archbishop Mar Ivanios, the college has maintained its reputation as a centre of excellence. Today it is the flagship of the Malankara Syrian Catholic Church and adorns pride of position across the nation. Affiliated to the University of Kerala the college runs under the patronage of Baselios Cardinal Cleemis Catholicos, Major Archbishop of Trivandrum, with Dr. Georgee K I as Principal.

Mar Ivanios College is the first private college in the University of Kerala being Accredited by the NAAC in 1999 and re-accredited with 'A' Grade in 2004 and 2011. The college received the UGC-CPE status in 2004 with the scheme being extended to next phases in 2009 and 2014.

DST recognised the college through FIST support three times - in 2008, 2010 and 2017. In 2009 the ISRO selected the college for conducting laboratory courses for *Indian Institute of Space Science and Technology (IIST)* for 4 years. In 2011 DBT conferred the college with the award of 'Star College'. The College has been accredited as a Cambridge University Business English Certificate Training cum Examination Centre and certified by the Cambridge University as a Preparation Centre for all Cambridge University ESOL Examinations.

Conferred with Autonomy status in 2014, the college also acquired the 36th position in the NIRF ranking 2018 among colleges.

### Vision

**The Motto** of the institution is "**VERITAS VOS LIBERABIT**" (Truth shall liberate you)

**Vision of the College is** " To be an internationally recognized institution of excellence in higher education, inculcating the values of truth and charity for the protection and promotion of human dignity and of a cultural heritage, through teaching, research, and extension services offered to society".

### Mission

**Mission of the college is**

(1) to produce intellectually trained, morally upright, socially committed, spiritually inspired and ecologically conscious young men and women, irrespective of caste, creed, gender or nationality, who would be dedicated to working for the good of society, the nation and the world;

(2) to create a vibrant academic community known for its innovation, intellectual rigour and social commitment through internationally validated teaching-learning, research, co-curricular and outreach processes in the faculties of Arts, Science and Commerce; and

(3) to ensure the academic, social, and spiritual development of students who belong to the Malankara Syrian Catholic Church into responsible citizens of India and the world, thus actualizing the dreams of the Venerable Founding Fathers.

## **Goals**

To establish itself as a constantly renewing centre of academic excellence; ensure the development of global competencies and skills; inculcate a sense of harmony, equality and fraternity among youth, transcending religious, linguistic, regional and sectional diversities; develop scientific temper, humanism and the spirit of inquiry and reform in the youth; endure as a role model for academic excellence with moral bedrock in a turbulent and fast-changing world.

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

### **Institutional Strength**

The college has a cross cultural academic environment, complemented with opportunities for co-curricular activities and provide ambience conducive for education with no loss of working days. It has very laudable pass percentage, research output, student-teacher ratio, extra-curricular performance, graduation outcome, student placement etc., with our students topping the sports, literary and cultural events of the State.

Association with major National institutions like ISRO,CSIR,ICAR,DST,IISER etc, reputation built over six decades, the profile of alumni, academic profile of the faculty, demand ratio and the potential of students are some of our strengths. ICT enabled lecture halls, library, computer labs, modern science laboratories, AC seminar halls and auditorium offer facilities for student community. Orientation for freshers, add-on/skill-oriented/certificate courses, Business English centre of Cambridge University, performance in FLAIR, ASAP, WWS and SSP programmes also are our achievements.

A strong research culture is evident in the number of research publications, projects, patents, collaboration/linkages, consultancy, invited talks, PhD awardees, independent research laboratories, major instrumentation/ infrastructure facilities, collaboration with institutes of national importance, international exposure of faculty, etc.. The college provides avenues for extension and outreach. The major segments of academic, administrative, admission and examination related exercises are e-governed. The automated office of the CoE has ensured the quality of the student evaluation and on time publication of results. Grievance redressal mechanisms and full time counseling services are also successful activities of the campus. Our NSS Units, three wings of NCC, Bhoomitrasena Club have all won the appreciation of the authorities. Comprehensive Green protocols have been implemented.

### **Institutional Weakness**

IQAC has pointed out some shortcomings of the college and submitted a report as a recommendation to the Principal for taking action. They are:- Shortage of inter-disciplinary courses, dual degrees and twinning programmes; only few value added, certificate and vocational courses are offered on campus; Limited number of MOOC, e-content facilities; Not offering coaching for TOEFL, IELTS, GRE, GMAT, etc. Limited research publication by PG students, low research fund generation and lack of international faculty and students; In each semester the available time is just enough only to cover the syllabus; Lack of students from other states and

countries

### **Institutional Opportunity**

Being a Christian minority institution, the college could take a lead role in integrating value based education and extension activities into the syllabus to mould students fulfilling the vision of the college. The business hub (b-hub) established in the Vidyanagar provide technical expertise for startup activities for students, teachers, and researchers thereby transforming technology into products. Students can utilize, for their projects and internship, the research facilities and libraries at the reputed institutions in the city like VSSC, IIST, IISER, NCESS, NIIST(CSIR), CDS, CDIT, RGCB, JNTBGRI, CTCRI etc, using the close association of Mar Ivanios College with these institutions. The institution can grow further to the level of a University because of the strength of the faculty, infrastructure, the quality of education and the moral values being practiced.

An autonomous institution is to be set up for Communication studies and Centre for Innovative learning. College has the potential to start courses like CA, ICWAI, CS, MBA, MCA, MPhil, Specialized PG courses etc. Dept of Tourism can become the best in south India due to its strategic location (International Airport, Vizhinjam International Port, Global tourist destinations like Kovalam, Varkala etc.). With the support of alumni and corporate network the college can enhance placements globally. College can strengthen research with more MoUs for collaborative research and teaching. The research proficiency of the college can be adapted for development of rural infrastructure and needs of the poor. Expansion of solar energy initiatives could be undertaken.

### **Institutional Challenge**

The major challenges encountered by the college are: Attracting best teachers nationally and internationally; The disproportionate faculty pattern (Professors: Associate Professors: Assistant professors); Bridging the marked gap between slow learners and advanced learners.; UGC imposed restriction on the intake of research students for MPhil.; Difficulty in starting new programmes, either in aided or unaided streams. Teachers face stress due to the increased administrative work related to academic activities leading quality deterioration.; Community out-reach activity curtailed due to the limited time. Balancing the academic schedule between theoretical learning and practice; Organising and getting the participation for competent and mandatory teacher training suited to the current learning and technological environment of students; Lack of adequate funding for infrastructure development.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

From its modest beginnings with 145 students, Mar Ivanios College has grown in terms of programmes offered and the intake of students. Currently there are 2459 students on rolls; ten aided UG programmes in Arts, Science and Commerce; Economics, English, Commerce, Journalism & Mass Communication, Mathematics, Physics, Chemistry, Botany, Zoology and Botany & Biotechnology and two unaided programmes (English and Commerce) There are two Bachelor of Vocation (BVoc) programmes under DDU-KAUSHAL Kendra, in

Software Development and Tourism & Hospitality Management. The college also has eight PG programmes in Arts, Science, Commerce and Tourism and six approved Research Centres attached to the Departments of English, Mathematics, Physics, Chemistry, Zoology, and Commerce.

The College has 12 Boards of Studies and took up its first curriculum review activity in 2014 and framed its own curriculum in subsequent years incorporating the inputs and feedbacks received from experts in BoS meetings. Boards of Studies in all departments included very eminent external experts from the University, Industry and Research Institutes who guided the curriculum framing activity. The curriculum is usually revised in every three years. The statutory bodies of Academic Council and Governing Council have been constituted and the same bodies discuss and take appropriate decisions regarding curricular revision. Out of the total courses for all programmes offered by the college, 361 are having focus on employability/ entrepreneurship/ skill development. 201 new courses were introduced during the last five years. CBCSS has been implemented for 12 programmes and elective course system for 18 programmes.

### **Teaching-learning and Evaluation**

The College has a transparent admission processes which has been completely online since 2016. The average demand ratios are 18.48 (UG) and 8.25 (PG). Two-third of the students and staff are women. The newly inducted students are given orientation courses by experts.

Academic Calendar/Course Schedules/ Teaching Plans are laid down at the beginning of the year, whose compliance is carefully monitored.

Student-centered teaching activities which often go beyond the classroom, attempted to energize the cognitive, affective and psychomotor domains of the learner as well as to lead them to higher order thinking skills like analysis, synthesis and evaluation. are planned and executed each semester. These include the stipulated assignments, seminars, test papers and projects, and a variety of strategies like talks by external experts, field trips, industry visits, internships, group projects, debates, open forums, etc.

Teachers use ICT modes including Smart Boards, innovative strategies like MOOCs, online MCQs, open book tests, etc to teach and evaluate students. Student projects are mandatory and approximately 2900 dissertations have been produced at the UG and PG levels since 2013.

Evaluation is conducted through continuous assessment and end semester examinations. .

Teaching and learning are evaluated online by students, alumni, parents and employers. and the Principal follows up on feedbacks.

The faculty strength is currently 124 with 82 permanent faculty. Among the permanent staff 51 are PhD holders, one UGC and three foreign Post-Doctoral Fellows. Teachers attended a number of Refresher and Orientation courses as well as national and international academic programmes.

### **Research, Innovations and Extension**

Research Promotion and Ethics Committee (RPEC) coordinates all research activities. In the 6 research centers, there are 57 Guides during 2013-18 and 79 scholars currently. 35 national conferences, two

international programmes and more than 140 academic activities, invited lectures etc. have been organized . 65 researchers of the College were awarded PhD degrees and 30 Research Projects were carried out. In the last five years, the college has over 340 peer reviewed journal articles, 130 conference proceedings and 61 edited books, and three sealed patents (out of a total of twelve patents).

Four science departments have DST-FIST support, while three science departments come under the DBT Star College scheme. Linkages, collaborations or MoU's with national and international research organizations exist. As part of a Semester India Programme, three students from US have completed a semester education in our campus in 2015. The Instrumentation centre has been providing facilities students and faculty . More than 15 researchers have received awards/ recognition as accomplished researchers.

College IPR cell, start-up activities incubated with the technical support of 'b-hub', consultancy activities. various academic programmes, etc. contribute immensely to the research promotion.

The College has a strong culture of extension services, with NSS at its forefront, receiving more than 50 awards/recognitions . Extension activity is mandatory for all UG students during S3/S4. Over 2500 of our students and 2000 nearby school students and large number of public have directly involved and benefited from the extension and outreach activities organized by the NSS.

### **Infrastructure and Learning Resources**

The College has the following infrastructural facilities: 8 blocks (total built-up area 2.36 lakh sq.ft); 74 class rooms (25 with ceiling mounted projectors, 8 with Smart Boards) all with wi-fi facilities;16 staff rooms;16 laboratories; library with built up area of 10423.84 Sq.ft (with additional three extensions), with 69253 books and seating capacity of 230 and with e-access to various repositories; Exclusive wash room and toilet facilities for both boys and girls including toilets for physically challenged students; 6 computer labs with 243 computers, Wi-Fi facility with 15 mbps speed; boys' hostel with a capacity of 175, two girls' hostels with total capacity 450, an auditorium which can seat 1000 students and 4 Academic Halls for programmes.

Construction work on the new block for the Research Centre is in progress; 20 classrooms of the self-financing and B.Voc courses are housed in this building. Additional buildings which came up in the last five years include the fully furnished and secure Controller of Examinations Office and an extension of the administrative block which has a new Principal's room, a Conference Hall and two new class rooms. A total amount of Rs.1.65 crores have been utilized for infrastructure during the past five years.

The College has a cricket field which is also used for track and field events, two basketball courts, a volleyball court, nets facility for cricket coaching, and a gym for recreational facilities. One of the basketball courts was renovated recently at an expense of Rs 15 lakhs.

### **Student Support and Progression**

Diverse programmes namely coaching for NET, Civil Services, Entry into services, Communication Skills etc., mentoring and counseling services, and career guidance are organized. Many students qualify in the NET/competitive examinations and many are progressing towards higher education. Business English Certificate of Cambridge University, Additional Skill Acquisition Programme (ASAP), Walk With a Scholar (WWS) and Student Support Programmes (SSP) are offered. Scholarships/ Grants instituted from the

Government/ institution are facilitated to benefit about 1000 students annually. About 150 students are benefited for VET annually through B Voc courses. College has an active Placement Cell.

An elected Students' Union organizes cultural and other programmes and brings the grievances/issues of students before the authorities. All statutory Grievance Redressal Cells function in the college. An average of Rs 8 lakhs is spent annually to train students for the University Youth Festival, where we have been overall champions 8 times in the last 10 years. A lot of students participate and win accolades at the International, National and State/ University level in both arts and culture items and in sports and games. The College also organizes various sports and cultural events at the State/National level and has 20 Student Affairs Committees and various dept. associations which organize a variety of activities.

The alumni association (AMICOS) contributes regularly to the free noon meal programme on campus. The AMICOS has raised a sum of Rs. 1 crore for the construction of a Research Centre in 2017 and gives proficiency prizes for curricular and extra-curricular achievements.

### **Governance, Leadership and Management**

The College has a well-organized management structure honed out of years of administrative experience. The Management is guided in its practice by the principles of democracy, participation and transparency. There is a continuous attempt to ensure the implementation of the vision and mission statements in all academic and administrative matters. The College has a Principal, two Vice Principals and a Dean of Academics. The Statutory Bodies such as Governing Council, Academic Council, Boards of Studies, College Council and Finance Committee have clearly defined tasks and hold meetings regularly to decide on policy matters. There are regular Staff Meetings at the college and dept. level and Student Union meetings to ensure that policy decisions reach all stakeholders.

The management has taken the initiative to implement many schemes like CPE status, DST-FIST support, the DBT Star College scheme, the UGC DDU Kaushal Kendra and Autonomy status. E-governance has been successfully implemented in various areas of operation. Management facilitates financial support to teachers to attend conferences / workshops and towards membership fee of professional bodies

The IQAC of the College meets regularly and has formulated guidelines for the functioning of various systems and committees. Steps to create online communication networks for easy dissemination of information, feedback forms to evaluate teaching, the curriculum, the functioning of departments and extension clubs are taken and reports of feedbacks are submitted to the Principal. IQAC organizes initiatives for promoting quality culture in the campus and it also conduct training sessions for teaching and non-teaching staff.

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

The College is committed to promoting gender equity, human values and professional ethics through regular sessions. It has taken specific initiatives to address locational advantages and disadvantages, to facilitate the needs of Divyangjan, to increase awareness about national identities and symbols and promotion of Universal values. The College takes its commitment to the environment seriously and has taken a series of steps to protect, conserve and sustain natural resources. This includes using low energy power devices like LED lamps, rewiring and using modern devices which prevent transmission loss and are safe, building a 40 lakh litre capacity tank for storing rain water and creating environmental consciousness in students through a compulsory

course in Environmental Studies, by teaching them the principles of vermicomposting, and through a variety of programmes of the Bhoomitrasena Club. It has also undertaken tree planting to effect carbon neutrality and has devised methods for efficient waste management. It has strongly supported the move to a paperless office by making admissions and attendance procedures online. Innovations of the College include setting up a Butterfly Garden, medicinal garden and a pulse garden. The major best practices of the College include the extremely well run student journals of the departments of Journalism and English, the Science Facilitation Centre of the Science departments to create interest in the sciences in school students, the Cambridge University Business English Certificate, free noon-meal for needy students, etc. The institution is functioning strictly as per professional code prescribed by statutory bodies.

NAAC

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAR IVANIOS COLLEGE (AUTONOMOUS)
Address	Mar Ivanios College (Autonomous) Mar Ivanios Vidya Nagar Nalanchira P.O.
City	THIRUVANANTHAPURAM
State	Kerala
Pin	695015
Website	<a href="http://www.mic.ac.in">www.mic.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Associate Professor	K. OOMMA CHAN	0471-2531053	9447240992	-	oommachan.k@mic.ac.in
Principal	GEORGEE K.I.	0471-2530023	9447205190	-	info@mic.ac.in

Status of the Institution	
Institution Status	Grant-in-aid and Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">Minority certificate.pdf</a>
If Yes, Specify minority status	
Religious	Malankara Syrian Catholic
Linguistic	
Any Other	

<b>Establishment Details</b>	
Date of Establishment, Prior to the Grant of 'Autonomy'	01-08-1949
Date of grant of 'Autonomy' to the College by UGC	13-06-2014

<b>University to which the college is affiliated</b>		
<b>State</b>	<b>University name</b>	<b>Document</b>
Kerala	University of Kerala	<a href="#">View Document</a>

<b>Details of UGC recognition</b>		
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>
2f of UGC	01-07-1956	<a href="#">View Document</a>
12B of UGC	01-07-1956	<a href="#">View Document</a>

<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
No contents				

<b>Recognitions</b>	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	01-04-2014
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	NIRF ranking by MHRD
Date of recognition	03-04-2018

<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	Mar Ivanios College (Autonomous) Mar Ivanios Vidya Nagar Nalanchira P.O.	Urban	25.1	21925

## 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	Pass in Plus Two	English	52	52
UG	BA,English Unaided	36	Pass in Plus Two	English	70	70
UG	BA,Economics	36	Pass in Plus Two	English	81	81
UG	BA (Journalism),Journalism	36	Pass in Plus Two and clearing entrance exam conducted by the college	English	40	40

UG	BCom,Com merce	36	Pass in Plus Two	English	75	75
UG	BSc,Mathem atics	36	Pass in Plus Two with mathematics as one subject	English	60	58
UG	BSc,Physics	36	Pass in Plus Two with Physics as one subject	English	55	55
UG	BSc,Chemist ry	36	Pass in Plus two with chemistry as one subject	English	55	55
UG	BSc,Botany	36	Pass in Plus Two as biology as one subject	English	53	53
UG	BSc,Biotech nology	36	Pass in Plus Two as biology as one subject	English	29	29
UG	BSc,Zoology	36	Pass in Plus Two as biology as one subject	English	53	53
UG	BVoc,Touris m	36	Pass in Plus two and clearing entrance exam conducted by college	English	53	53
UG	BVoc,Comp uter Science	36	Pass in Plus Two and clearing entrance exam conducted by college	English	50	46
UG	BCom,Com	36	Pass in Plus	English	70	70

	merce Unaided		Two			
PG	MA,English	24	BA English or any graduation with English courses	English	26	26
PG	MCom,Com merce	24	BCom or BBA or BBS or BBM	English	22	22
PG	MSc,Mathe matics	24	BSc Mathematics or Statistics or graduation in any vocational programmes approved by the University of Kerala	English	20	20
PG	MSc,Physics	24	BSc Physics or graduation in any vocational courses approved by the University of Kerala	English	13	13
PG	MSc,Chemis try	24	BSc Chemistry or graduation in any vocation programmes approved by University of Kerala	English	16	16
PG	MSc,Zoolog y	24	BSc Zoology or graduation in any vocational programmes approved by	English	13	13

			the University of Kerala			
PG	MTTM, Tourism	24	Graduation in any discipline including Engineering and clearing the entrance examination by the college	English	13	9
PG	MA, Malayalam	24	BA Malayalam or Malayalam and Mass Communication or JMC or any degree with Malayalam as additional language	Malayalam	15	15
Doctoral (Ph.D)	PhD or DPhil, English	60	PG in English	English	24	13
Doctoral (Ph.D)	PhD or DPhil, Commerce	60	PG in Commerce	English	12	8
Doctoral (Ph.D)	PhD or DPhil, Mathematics	60	PG in Mathematics	English	24	10
Doctoral (Ph.D)	PhD or DPhil, Physics	60	PG in Physics	English	40	33
Doctoral (Ph.D)	PhD or DPhil, Chemistry	60	PG in Chemistry	English	16	5
Doctoral (Ph.D)	PhD or DPhil, Zoology	60	PG in Zoology	English	10	10

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				33				55			
Recruited	0	0	0	0	18	15	0	33	18	31	0	49
Yet to Recruit	0				0				6			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				38			
Recruited	0	0	0	0	0	0	0	0	10	28	0	38
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				15
Recruited	11	4	0	15
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				33
Recruited	8	25	0	33
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				18
Recruited	16	1	0	17
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
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>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	14	13	0	12	12	0	51
M.Phil.	0	0	0	2	2	0	2	4	0	10
PG	0	0	0	3	0	0	5	13	0	21

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	6	0	7
M.Phil.	0	0	0	0	0	0	2	2	0	4
PG	0	0	0	0	0	0	8	19	0	27

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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>Total</b>
	2		2		4

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Doctoral (Ph.D)	Male	21	0	0	0	21
	Female	56	0	0	2	58
	Others	0	0	0	0	0
Certificate	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
UG	Male	872	11	10	0	893
	Female	1277	18	9	0	1304
	Others	0	0	0	0	0
PG	Male	45	1	0	0	46
	Female	214	2	0	0	216
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Programme</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	61	65	52	72
	Female	74	57	65	89
	Others	0	0	0	0
ST	Male	9	5	5	12
	Female	10	3	7	8
	Others	0	0	0	0
OBC	Male	46	46	51	57
	Female	78	75	57	61
	Others	0	0	0	0
General	Male	177	164	172	174
	Female	333	378	382	444
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		788	793	791	917

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

<b>Department Name</b>	<b>Upload Report</b>
Biotechnology	<a href="#">View Document</a>
Botany	<a href="#">View Document</a>
Chemistry	<a href="#">View Document</a>
Commerce	<a href="#">View Document</a>
Commerce Unaided	<a href="#">View Document</a>
Computer Science	<a href="#">View Document</a>
Economics	<a href="#">View Document</a>
English	<a href="#">View Document</a>
English Unaided	<a href="#">View Document</a>
Journalism	<a href="#">View Document</a>
Malayalam	<a href="#">View Document</a>
Mathematics	<a href="#">View Document</a>
Physics	<a href="#">View Document</a>
Tourism	<a href="#">View Document</a>
Zoology	<a href="#">View Document</a>

### 3. Extended Profile

#### 3.1 Program

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
22	22	22	20	18
File Description			Document	
Institutional Data in Prescribed Format			<a href="#">View Document</a>	

#### 3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2459	2380	2160	1922	1904
File Description			Document	
Institutional Data in Prescribed Format			<a href="#">View Document</a>	

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

2017-18	2016-17	2015-16	2014-15	2013-14
876	780	684	677	623
File Description			Document	
Institutional Data in Prescribed Format			<a href="#">View Document</a>	

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

2017-18	2016-17	2015-16	2014-15	2013-14
2459	2370	2207	2002	1838
File Description			Document	
Institutional Data in Prescribed Format			<a href="#">View Document</a>	

**Number of revaluation applications year-wise during the last 5 years**

2017-18	2016-17	2015-16	2014-15	2013-14
703	566	447	106	115

**3.3 Teachers****Number of courses in all programs year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
645	624	572	513	484

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

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

2017-18	2016-17	2015-16	2014-15	2013-14
124	122	115	102	104

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

**Number of sanctioned posts year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
88	88	88	88	88

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

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

2017-18	2016-17	2015-16	2014-15	2013-14
15006	14960	13642	55322	47729

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

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

2017-18	2016-17	2015-16	2014-15	2013-14
182	182	182	156	136

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

**Total number of classrooms and seminar halls**

**Response : 78**

**Total number of computers in the campus for academic purpose**

**Response : 248**

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

2017-18	2016-17	2015-16	2014-15	2013-14
229.82	282.9	314.46	164.93	111.17

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

**1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the Institution**

**Response:**

- Autonomy was granted to our Mar Ivanios College only in 2014, and hence we started the process of curriculum design and development on a limited scale. Steps were taken for need based syllabus revision process. Three strategies were adopted to ensure that the revised curriculum would have relevance to local/ regional/ national/ global needs :
- To get inputs from subject experts on the constituted Boards of Studies(BoS);
- To take into account the National Skill Development Council's [Skill Gap Analysis Report of 2012 for Kerala](#);
- To incorporate the guidelines within the Vision and Mission statement which took into account regional/ national/ global development needs.
- BoS were constituted for all programmes and suggestions for revision were invited from all members of the faculty. The needs of students were taken into account as well as inputs from alumni and parents. The BoS meetings by subject experts, representatives from the University, the Government and industry deliberate for revision.
- As a result of the above process, **POs, PSOs and COs** were developed for all UG and PG programmes in such a way that they catered to local/national/regional and global needs.
- The [NSDC Skill Gap Analysis Report - Kerala](#) a pointer to the educational needs of the state, identifies BFSI, IT and ITES, Education, Tourism and Hospitality, Media and Entertainment as some of high and medium skill areas with high demand potential. The following courses cater to fill this gap: B.Com and B.A English courses which have always had the highest **demand ratio**; the B.Voc courses in Software Development and Tourism and Hospitality Management; B.Com (with an additional batch in 2018 with Audit and Accounts to prepare students for a career as a Chartered Accountant), BSc in Botany& Biotechnology and Journalism and Mass Communication (which have **vocational courses**) and the Master's Programme in Travel and Tourism Management.
- The College fulfills the ideals in the Vision and Mission and engages the intelligence and curiosity of its students by integrating knowledge with experience through its graduate, post graduate and research programmes, through the core and electives on offer, through its emphasis on quality research, its extension activities, and through its carefully designed add-on courses and programmes for skill development.
- 26 value-added add-on Certificate/ Diploma courses were designed by the faculty to develop global competencies under three heads, viz., Life Skills Courses, Professional Skills Courses and Language Skills Courses.
- A key aspect of developing global competencies is helping students improve their English language skills and their computer skills. This has been done through the curriculum created for General English courses and core courses, but also in establishing the Cambridge University accredited **Business English Certificate programme**, running since 2007, which has benefited more than 250 of the brightest students on campus and our total commitment to the New Initiatives in Higher

Education of the Government of Kerala, viz, its **ASAP**, the **Walk With a Scholar Programme** and the **Scholar Support Programme**.

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

### 1.1.2 Percentage of programs where syllabus revision was carried out during the last five years

**Response: 100**

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 22

1.1.2.2 Number of all programs offered by the institution during the last five years

Response: 22

File Description	Document
Minutes of relevant Academic Council/BOS meeting	<a href="#">View Document</a>
Details of program syllabus revision in last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years

**Response: 41.26**

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
297	283	261	223	125

File Description	Document
Program/ Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
MoU's with relevant organizations for these courses, if any	<a href="#">View Document</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<a href="#">View Document</a>
Average percentage of courses having focus on employability/ entrepreneurship	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

<p><b>1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</b></p> <p><b>Response:</b> 12.54</p>	
<p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 356</p>	
<p>1.2.1.2 Number of courses offered by the institution across all programs during the last five years</p> <p>Response: 2838</p>	
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>
<p><b>1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</b></p> <p><b>Response:</b> 100</p>	
<p>1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.</p> <p>Response: 22</p>	

<b>File Description</b>	<b>Document</b>
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>

## 1.3 Curriculum Enrichment

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

#### Response:

#### Syllabus addressing Gender, Environment sustainability, Human values and Professional ethics

The curriculum emphasises gender, environment sustainability, human values and professional ethics in various programmes and courses. The aim of such a curriculum is to inculcate the sense of protection of nature, preservation of water resources for future, the importance of sustainable development, the impact of climatic changes on earth, the awareness of gender issues in society, and the need to develop professional ethics in students.

All the language courses address environmental issues and explain the concepts of feminist ideology. Human values and the need to have sustainable development are prioritised in literature through which the students develop a sense of responsibility to themselves and to the society. Apart from imparting knowledge, the courses enable the students to widen their perspectives on human kind and society.

Both UG and PG syllabus stress the need for environment protection, pollution control, technology use, gender equality etc. The courses on Environmental Studies, Toxicology and Disaster Management deal with the importance of conservation of nature, prediction of natural calamities and its management. Waste disposal, water pollution and conservation, disposal of solid wastes and strategies to control the accumulation of wastes are also dealt in detail. A course, common for B.A/BSc [AUEN 211.1/ AUEN 211.2] titled ENVIRONMENTAL STUDIES, is compulsorily taught in UG semester 2. It helps in understanding, evaluating and find remedies for environmental issues in the locality, gain awareness of global environmental issues and hazards, recognize the need to use environmental resources equitably, recognize the need to conserve biodiversity, understand the need for ecological security and environmental management, recognize the need to create a pro environmental attitude in society and trigger pro environmental action and helps in understanding the environment through observation and self-learning. In addition, all the core courses of UG programmes in Botany, Botany & Biotechnology and Zoology promote values of preserving biodiversity and environment protection.

Courses such as Media Laws and Ethics, Media and society point to gender equality, professional ethics and human values. The need to lead a life of coexistence is imparted to students through the courses. The courses on Plagiarism and Research Methodology at the post-graduation level help the students to develop a sense of ethics. The language programmes at the Post graduation level offers courses on Western Criticism and theories which sensitise students on such aspects like feminism and eco criticism through

which they are equipped to make a feminist and eco critical reading of literature. As a reflection of society, literature helps the students to identify the issues of gender and environment prevalent around them and to develop a sense of conscientiousness in these issues. Orientation programmes are also conducted regularly every year, which addresses courses on professional ethics.

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

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

**Response:** 41

1.3.2.1 How many new value-added courses are added within the last 5 years

Response: 41

<b>File Description</b>	<b>Document</b>
List of value added courses	<a href="#">View Document</a>
Brochure or any other document relating to value added courses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above

**Response:** 95.8

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2380	2380	1930	1922	1768

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

### 1.3.4 Percentage of students undertaking field projects / internships

**Response:** 100

1.3.4.1 Number of students undertaking field projects or internships	
Response: 2459	
File Description	Document
List of programs and number of students undertaking field projects / internships	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.4 Feedback System

<b>1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise</b> <b>A. Any 4 of above</b>  <b>B. Any 3 of above</b>  <b>C. Any 2 of above</b>  <b>D. Any 1 of above</b>  <b>Response: A. Any 4 of above</b>	
File Description	Document
Any additional information	<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	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

<b>1.4.2 Feedback processes of the institution may be classified as follows:</b> <b>A. Feedback collected, analysed and action taken and feedback available on website</b>  <b>B. Feedback collected, analysed and action has been taken</b>  <b>C. Feedback collected and analysed</b>  <b>D. Feedback collected</b>  <b>Response: A. Feedback collected, analysed and action taken and feedback available on website</b>
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File Description	Document
Any additional information	<a href="#">View Document</a>
URL for feedback report	<a href="#">View Document</a>

NAAC

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average percentage of students from other States and Countries during the last five years

**Response:** 0.95

##### 2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
37	26	19	13	11

#### File Description

#### Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

#### 2.1.2 Demand Ratio(Average of last five years)

**Response:** 36.45

##### 2.1.2.1 Number of seats available year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
924	936	941	818	703

#### File Description

#### Document

Demand Ratio (Average of Last five years)

[View Document](#)

Any additional information

[View Document](#)

#### 2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

**Response:** 95.14

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

2017-18	2016-17	2015-16	2014-15	2013-14
176	163	177	153	128

File Description	Document
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, after admission and organises special programs for advanced learners and slow learners

#### Response:

The faculty are very keen to assess the learning levels of students after admission and give appropriate training.

- The CMS of the College generates a student profile based on index marks and quota for admission and the Faculty Advisors identify both advanced students and weaker students for providing necessary support with the help of their Course Coordinators (see [HERE](#) -sample student profile).
- The progress of students is closely monitored through the Internal Assessment (Tests, Assignments and Seminars). The question papers of internal tests are available on the College website). All teachers can track the progress of each of their students across all semesters through the CMS.
- Formal bridge courses/Orientation sessions are conducted for all programmes immediately after admission. The general policy is to have one orientation session for parents and students, another for all students together, and the third, a department level orientation programme. Expert resource persons are invited to handle these sessions. The second and third sessions are given to all first semester students in their department where learning expectations are set for students. The third level of orientation was held in all departments, where students were introduced to their subject, with career prospects highlighted. The details of the second and third sessions done in previous years can be found [HERE](#).
- A formal mechanism which responds to learning needs of advanced learners is the Walk with a Scholar Programme of the Higher Education Department. It is a programme where a teacher mentors a group of advanced and motivated learners, taking them beyond the curriculum and guiding them in their career choices. A teacher, who mentors them in the skill of learning independently throughout the year, is assigned 6 students of different UG batches. The faculty member has the freedom to introduce experiential modes of learning through field trips and visits to academic institutes nearby. The advanced learners are invariably given responsible duties and tasks to perform as they would usually be made team leaders of constituted small learning groups within the class and would invariably take sessions on topics outside the syllabus assigned by the teacher.
- **Remedial courses** are conducted for weaker students both formally and informally. One formal session is the UGC supported remedial classes for SC/ST/ OBC (non-creamy layer) and minority

students. Coaching sessions were held for both UG and PG students in the period 2014-15 to 2016-17. 149 UG students took the remedial coaching. 71 of these took the end semester supplementary examinations and 67 of them cleared the examination. 6 teachers engaged classes for 49 hours for these students, and 10 tests were conducted for them. Similarly 52 PG students enjoyed the benefit of the coaching; 10 of them took the end semester supplementary examination and 9 of them cleared the examination. 6 teachers took classes for 47 hours and 15 tests were conducted. A second level of formal remedial sessions is the students who benefit from the Scholar Support Programme of the New Initiatives of the Higher Education Department of Kerala.

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

### 2.2.2 Student - Full time teacher ratio

**Response:** 19.83

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

### 2.2.3 Percentage of differently abled students (Divyangjan) on rolls

**Response:** 1.06

#### 2.2.3.1 Number of differently abled students on rolls

**Response:** 26

File Description	Document
List of students(differently abled)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any other document submitted by the Institution to a Government agency giving this information	<a href="#">View Document</a>
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 faculty adopt student centric methods such as experiential learning, participative learning and problem solving methodologies for enhancing learning experience on the basis of Bloom's taxonomy. Student-centric learning at Mar Ivanios College rests on two principles: 'learning through doing' and 'learning how to learn'. These help in the holistic development of the student resulting in improved student learning, nurturing life-long skills like team and interpersonal skills, time and stress management skills, language and computer skills, etc.

The following are some of the platforms to develop these skills:

- Formal modes within the curriculum (with marks/ grades): Assignments, seminars, individual and group projects, study tours, industry visits, internship, experiential learning in laboratories, doing MOOCs (the P.G students of the Dept of Tourism have to do a MOOC as their assignment);
- Producing a group dissertation at the UG level and an individual dissertation at the PG level.
- Informal modes within the curriculum: peer teaching, paper presentation in seminars, film and documentary making, publication of college newspaper (Netra: Dept of Journalism), literary journal (Imprint; Dept of English); student-published subject journals and books (Economic Review, Commerce Review, Z for Apple); exhibitions, poster displays, etc
- Informal modes outside the curriculum: Organizing conferences, events (both curricular and extracurricular), participation in extension activities and environmental programmes, etc
- Attending lectures by invited subject experts, participating in conferences and seminars, doing online and distance education courses (in Academic Writing, Creative Writing, Basic Functional English, etc), add-on courses, etc.
- Students of ASAP teach English and soft skills to first year degree students in other colleges;
- **30 years of DBT** was celebrated with a Colloquium by Dr. Achuth Shankar S. Nair (HoD, Dept. of Computational Biology and Bioinformatics, University of Kerala), Prof. Ramachandran Nair, Former Chairman, KSCSTE, Dr. Radhakrishnan R (Scientist E1, RGCB, Trivandrum) in 2016.
  - Individual and group assignments are given at both the UG and PG levels. MA English students encouraged to make PPT presentations of their seminars, especially in the ELT Course. They share their assignments and seminar presentations on Google Drive. Both the BA English final year and MA English students engage classes on topics that need extra amount of material collection from multiple sources; this type of work is monitored by the respective paper coordinator.
  - Field work for UG semester 2 is carried out under the supervision of English teachers for the Course on Environmental Studies. Students undertake a field trip as part of EVS course to environmentally important areas and then submit their assignments on this course based on their field trip.
  - UG S6/PG S4 students have to mandatorily make a presentation of their projects.
  - All UG/PG science students have to do practical in their laboratories and this enhances their knowledge of the subject.

- Short well-designed quizzes to supplement the MA English syllabus conducted in the class room. This enables students to do well in competitive exams, including their mandatory Comprehensive Paper for Semester 4 End Semester Examination.
- All mathematics related subjects are taught through problem solving methods.

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

### 2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

**Response:** 75

#### 2.3.2.1 Number of teachers using ICT

Response: 93

File Description	Document
List of teachers (using ICT for teaching)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Provide link for webpage describing the " LMS/ Academic management system"	<a href="#">View Document</a>

### 2.3.3 Ratio of students to mentor for academic and stress related issues

**Response:** 25.35

#### 2.3.3.1 Number of mentors

Response: 97

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

### 2.3.4 Preparation and adherence to Academic Calendar and Teaching plans by the institution

**Response:**

The college prepares an academic calendar for odd and even semesters with the approval of the Governing Council at the beginning of the year and strictly adheres to it.

- *The Academic Calendar* includes the important dates relating to organizing teaching-learning and evaluation, like the start and end dates of the semester, the dates of the orientation/ induction sessions, the dates for allotting topics for seminar and assignments, the dates for submitting the assignments/ seminars, the dates of the internal tests, the dates for uploading of CA marks, the dates of the Open House, the dates of the End Semester Examinations, etc.
- *The Teaching Plan/ Course Schedule.* At both the UG and PG levels it is common for more than one teacher to take a course (paper). Because of this practice, the College does not have teaching plans for individual teachers, but has course schedules for every course. This teaching plan/ course schedule shows the topic areas to be covered by every teacher teaching the course, the topics intended to be covered by each teacher during each month, the topics intended for the internal test(s), etc. This is shared with the students at the beginning of the seminar ([see HERE](#) for a sample Teaching Plan)
- The Academic Calendar is accessible on the College Website and in the College Handbook also shared by email to all faculty members. A hard copy is also given to the Class Representatives of every class as well as kept in the Course File of all Course Coordinators. A soft copy of the Academic Calendar is also mailed to the official class email IDs of all classes and a copy is also accessible to students on signing into the Student Login of the College IMS.
- The College Level Monitoring Committee (CLMC) and the Department Level Monitoring Committee (DLMC) monitor the events mentioned in the Calendar.
- Faculty Advisors are entrusted with the responsibility of conducting the Open House sessions (PTA sessions) according to the schedule in the Calendar.
- The CA marks are entered into the College CMS. The marks for seminars and assignments (which have to be completed before the internal test) are to be uploaded within a week from the last day of the internal test. The marks for the internal tests are to be uploaded one week before the ESE.
- The Teaching Plan/ Course Schedule is shared with the students at the beginning of the semester.
- It is the responsibility of the Course Coordinator and the Course Committee to ensure that the plan is followed.
- To help with this, the system of having Course Files has been started. The Course File is a File kept by every Course Coordinator. The following documents have to be filed in the Course File: assignment topics, curriculum enrichment strategies, syllabus with learning outcomes, course schedules, academic calendar, and details of remedial classes.
- Course Committee meetings are held twice in every semester to create the documents for the Course File and to ensure that the Course Schedule is followed.

## 2.4 Teacher Profile and Quality

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

**Response:** 128.86

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<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. during the last five years

**Response:** 52.56

##### 2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
66	65	58	55	54

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 2.4.3 Teaching experience per full time teacher in number of years

**Response:** 11.4

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

Response: 1413

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

#### 2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

**Response:** 67.9

##### 2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
12	13	13	23	16

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of award letters (scanned or soft copy)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

**Response:** 13.18

##### 2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
12	12	13	11	10

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

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

**Response:** 56.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
63	57	66	35	60

File Description	Document
List of programs and date of last semester and date of declaration of result	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 0.03

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	0	0

### 2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years

**Response:** 78.21

#### 2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
513	438	321	73	115

### 2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

**Response:**

Having been conferred with autonomy in 2014, the college has been fully successful in establishing a strong examination system for the last 4 years which won the appreciation of University officials and academics. All infrastructural facilities were put in place for the conduct of examinations on campus. These included necessary computer systems, heavy duty printers, scanners, cameras, biometric fingerprint scanner at the entrance etc. The prime effort was to create systems which would guarantee the integrity and confidentiality of the evaluation process which was found to be the key to societal acceptance for autonomy of colleges in Kerala. Apart from Controller and Deputy Controller, who are senior faculty members, enough number of administrative staff including those with ample experience with examination conducting at University level, have been appointed to make sure that a solid foundation is laid. Necessary

reforms are being effected on the examination procedures and processes from time to time for the qualitative improvement in academic output. The examination procedures were completely automated starting from registration, issue of hall ticket, online entry of marks, generating marklists online, daily attendance entry for CE, etc. Special computerized software facilities for exam are provided for visually impaired students. The evaluation of the End Semester Examination results has been integrated into the CMS; this enables easy automated tabulation of results and generation of marks cards. Students can access and download copies of their marks cards through their Login page and teachers can view the marks of all students through their Login page. Internal marks are entered into the CMS by teachers (with cut-off dates mentioned in the Academic Calendar). Since attendance entry is online, those students with less than 75% aggregate attendance in a semester are blocked from exam registration. The Faculty Advisor downloads the consolidated marks card, gets it signed by students and forwards it to the CoE's office. All the above make a thorough positive impact on the students' performance. A blue print for question setting has been introduced which clearly earmarks uniform distribution of questions from various modules and of different types. This ensures that all modules are covered in the questions and all types of questions ranging from easy to most difficult for various types of learners are included. Centralised valuation of answer scripts by internal and external faculty has been introduced in order to facilitate that results are published without delay. In order to avoid any possible delay in valuation, 50% of the UG answer scripts and the first valuation of PG scripts are done by internal faculty members who are deputed by the respective BoS. Serious evaluation of the examination system and the results of each programme coursewise are being conducted in the meetings of statutory bodies like BoS, Academic Council and Governing Council and this helps to take prompt improvement or corrective measures if necessary. Final marklists with more than 10 security features including hologram have been introduced to be issued to students and this protects against any kind of fraud or duplication.

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

### **2.5.5 Status of automation of Examination division along with approved Examination Manual A. 100% automation of entire division & implementation of Examination Management System (EMS)**

**B. Only student registration, Hall ticket issue & Result Processing**

**C. Only student registration and result processing**

**D. Only result processing**

**Response:** A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	<a href="#">View Document</a>
Current Manual of examination automation system	<a href="#">View Document</a>
Annual reports of examination including the present status of automation	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

#### Response:

Boards of Studies of all departments have formulated programme specific and course specific outcomes on the basis of the guidelines issued by NAAC for the same. They have been incorporated within the syllabi and are available on the College website. The students who wish to join for a specific programme initiate the online admission process by locating the details of the Programme of option in the college website. A detailed description of the Programme is given in the Prospectus for Admissions in the web site. Subsequently the candidate proceed to the profile of the respective department and then to the Specific chosen Programme, its syllabus and their POs, PSOs and COs .The COs are expressed as sentences which clearly describe the basic and advanced knowledge of the subject, the abilities and skill in practicing the knowledge, and overall competencies that students are expected to attain on completing the programme of study. The print version of the syllabi with the Course Outcomes is available in the respective departments, in the IQAC, Dean's office and in the Principal's office for ready reference to the teachers and students. Some of the departments display the Course Outcomes on the notice board of the department .The BoS meetings discusses and remodel the CO's during a change occur in the syllabus and the minutes circulate among teachers with the intension of communicating with the students. The Faculty advisors during the orientation programme explain the CO's of each course in detail in the class room. The teachers handling a particular course also disseminate the relevance and opportunities of the subject of study by describing the CO's in the class room.

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

### 2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

#### Response:

The college evaluates the attainment of learning outcomes through various methods:

- One method is that the institution has a mechanism of conducting various types of feedback on curriculum by the students. 5 types of feedback formats are available in the IQAC website <http://www.miciqac.com/> in order to determine the attainment of programme, programme specific and course outcomes: The IQAC conducts critical analysis on the feedback submitted online by students and evaluate the attainment of programme, programme specific and course outcomes of all courses. Online feedback facility is also available for employers who give their evaluation of former students of the college whom they have employed.
- A second method is the Course-level Assessment which include: Continuous Assessment, End semester Examination, lab examination, seminars, tutorials, peer teaching, project evaluation and viva voce examination depending upon course type
- Another method is evaluating the progression in the performance of a student through parent's open house at the end of each ESE. Shortcomings noted will be properly conveyed at the open house and the student will be motivated for performing better in order to attain the objectives of the courses and programme learning.
- The Course Coordinators have been given the specific responsibility of ensuring that these learning outcomes are achieved through the ESE and internal assessment modules. Also for the analysis of the achievement of learning outcomes, questions set for internals and ESE have implicit LOs, which are monitored through the tests conducted. Students are given explanations of the marks given and have a clear idea of the expectations of teachers.
- In order to measure the attainment of the POs, PSOs and COs, there is a very specific blueprint created by the Controller of Examinations to ensure that course content is covered through the different question types for the examinations. This would indirectly ensure the fulfilment of the learning outcomes specified. The blue print can be seen [HERE](#).
- The Pass Board meeting conducted prior to the declaration of the result of a programme, discuss on the results of each programme as well as the pass percentage. The Board makes an analysis of the pass and fail percentage status of students in each programmes.
- The Board of Studies, the Academic Council and Governing Body evaluate the results of the students and put their comments and suggestions.
- The Academic Audit Committee also evaluates the learning outcomes every year. The report categorically explains the strengths and weakness. In the report, the AAC use to point out the action plan to address the gaps which helps as an input during the review of any programme and the strategic planning of the institution.
- The progression of students to higher studies and placement are collected and analysed to evaluate the attainment of learning outcomes.
- The pass percentage/progression to higher education/placement/skill and vocational performance etc. map the levels of attainment of the outcomes.
- The profile of the alumni of the college over the years is a measure of the high levels of attainment of learning outcomes.

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

### 2.6.3 Average pass percentage of Students

**Response:** 85.52

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

**Response:** 738

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

**Response:** 863

File Description	Document
List of programs and number of students passed and appeared in the final year examination	<a href="#">View Document</a>
Link for annual report	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

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

**Response:**

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

**3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website**

**Response:** Yes

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

**3.1.2 The institution provides seed money to its teachers for research (average per year)**

**Response:** 0.76

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

2017-18	2016-17	2015-16	2014-15	2013-14
2.5	0	0	.25	1.05

File Description	Document
List of teachers receiving grant and details of grant received	<a href="#">View Document</a>

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

**Response:** 5

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	0	2	1

File Description	Document
List of teachers and their international fellowship details	<a href="#">View Document</a>
e-copies of the award letters of the teachers.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.1.4 Institution has the following facilities

1. Central Instrumentation Centre
2. Animal House/Green House / Museum
3. Central Fabrication facility
4. Media laboratory/Business Lab/Studios
5. Research / Statistical Databases

A. Any four facilities exist

B. Three of the facilities exist

C. Two of the facilities exist

D. One of the facilities exist

**Response:** A. Any four facilities exist

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

## 3.2 Resource Mobilization for Research

**3.2.1 Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution during the last five years (INR in Lakhs)**

**Response:** 232.78

3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
33.22	27.39	98.43	43.42	30.32

File Description	Document
List of project and grant details	<a href="#">View Document</a>
e-copies of the grant award letters for research projects sponsored by non-government	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.2.2 Number of research centres recognised by University and National/ International Bodies

Response: 6

#### 3.2.2.1 Number of research centres recognised by University and National/ International Bodies

Response: 6

File Description	Document
Names of research centres	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.2.3 Percentage of teachers recognised as research guides

Response: 32.95

#### 3.2.3.1 Number of teachers recognised as research guides

Response: 29

#### 3.2.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 88

File Description	Document
Details of teachers recognized as research guide	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.2.4 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

**Response: 1.7**

3.2.4.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 30

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
link to funding agency website	<a href="#">View Document</a>

### 3.3 Innovation Ecosystem

#### 3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

**Response:**

The College has taken radical attempt to bring about a culture of Entrepreneurship/incubation and innovation amongst the students and staff. For the last 9 years the college is actively involved in such programmes through the Innovation and Entrepreneurship Development Cell (IEDC). Many seminars/workshops/training programmes are organized and the students are motivated to take entrepreneurship as a career. The IEDC is properly functioning in the college with the following objectives: to act as an institutional mechanism for providing various services including information on all aspects of enterprise building to budding entrepreneurs; to create Entrepreneurial culture in the college and other institutions in the region; to inculcate a culture of innovation driven entrepreneurship through student projects; to catalyse and promote development of S&T knowledge-based enterprises and promote employment opportunities in the innovative areas and to respond effectively to the emerging challenges and opportunities both at national and international level relating to SMEs and micro enterprises. Apart from the above, B-hub is established in the campus with the objectives of creating a platform to work, learn & network for startups, product companies, communities, industries, investors, mentors, talents, professionals, students, aspirants and all other stakeholders of the ecosystem (<https://bhubglobal.com/>). The Research Promotions and Ethics Committee (RPEC) also facilitates incubation/creation and transfer of knowledge. The main functions relating to this are: Creating physical and cyber infrastructure, support systems for knowledge creation and transfer, and facilitating networking with professional resources including through various national/international seminars/workshops. Also the IPR cell established under KSCSTE aims to coordinate the high end research activities leading to Patenting and Technology transfer. The institution has set up a Molecular Biology Laboratory with the support of DBT Star College Scheme. The laboratory provides experimental research facility for Molecular Biology, Animal Cell culture lab, Microbiology lab. The Animal House established in accordance with the CPCSEA regulation is also one among the unique facilities of the college. The Department of Zoology has also established an Earthworm Research Centre where all para-type earthworms of Kerala and Andaman Nicobar islands are protected. The Centre has the credit of identifying 8 new species of Earthworm in the recent past and one new species was named after the college. Nanoceramics materials for electronic and functional devices are of crucial importance and we are providing technical support and extending laboratory facilities every year for more than 10 institutes in

Kerala in the processing of nanoceramics and sintering. There are 16 research laboratories and the quantum of research output is evident from the publications, patents etc. RPEC provide all necessary information related to research to individual research guides and scholars. It has a database of teachers. Newly recruited teachers are given technical support for identifying and drafting research projects, information on various funding agencies, identifying research problems in thrust areas etc. All researchers have access the many free e-resources viz., J-STOR DELNET, ProQuest, Management journals etc. and other free resources. A centralized Instrumentation centre is functioning since 2006 for researchers in Physics, Chemistry and Zoology.

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

### 3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years

**Response:** 190

3.3.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
60	47	32	36	15

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

### 3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

**Response:** 142

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
18	23	34	44	23

File Description	Document
List of innovation and award details	<a href="#">View Document</a>
e- copies of award letters	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.3.4 Number of start-ups incubated on campus during the last five years

**Response:** 3

#### 3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	0	0	0

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	<a href="#">View Document</a>

## 3.4 Research Publications and Awards

### 3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

**Response:** Yes

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

### 3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

**Response:** Yes

File Description	Document
e- copies of the letters of awards	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4.3 Number of Patents published/awarded during the last five years

**Response: 3**

3.4.3.1 Total number of Patents published/awarded year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	2	1

File Description	Document
List of patents and year it was awarded	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4.4 Number of Ph.D.s awarded per teacher during the last five years

**Response: 2.24**

3.4.4.1 How many Ph.Ds are awarded within last 5 years

Response: 65

3.4.4.2 Total number of teachers recognised as guides during the last 5 years

Response: 29

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>
URL to the research page on HEI web site	<a href="#">View Document</a>

### 3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years

**Response: 2.56**

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

2017-18	2016-17	2015-16	2014-15	2013-14
67	46	54	42	81

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>

### 3.4.6 Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years

**Response:** 1.7

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

2017-18	2016-17	2015-16	2014-15	2013-14
53	13	33	45	49

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

### 3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

**Response:**

File Description	Document
BiblioMetrics of the publications during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4.8 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

<b>Response:</b>	
<b>File Description</b>	<b>Document</b>
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.5 Consultancy

<b>3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual</b>	
<b>Response:</b> Yes	
<b>File Description</b>	<b>Document</b>
Soft copy of the Consultancy Policy	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
URL of the consultancy policy document	<a href="#">View Document</a>

<b>3.5.2 Revenue generated from consultancy during the last five years</b>				
<b>Response:</b> 0.66				
3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)				
2017-18	2016-17	2015-16	2014-15	2013-14
0.035	0.05	0.275	0	0.3
<b>File Description</b>	<b>Document</b>			
List of consultants and revenue generated by them	<a href="#">View Document</a>			

<b>3.5.3 Revenue generated from corporate training by the institution during the last five years</b>	
<b>Response:</b> 0.1	
3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)	

2017-18	2016-17	2015-16	2014-15	2013-14
0.02	0.02	0.02	0.02	0.02

File Description	Document
List of teacher consultants and revenue generated by them	<a href="#">View Document</a>

### 3.6 Extension Activities

#### 3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

##### Response:

The institution encourages involvement of teachers, students and other staff with neighborhood community for their inclusive development and sustained community development through various extension activities undertaken under the auspicious of National Service Scheme, NCC unit, Bhoomithrasena club, Science Facilitation Centre, Jesus Youth, Nature club, Eco club, Community Health Activity club, Science club, and College union, the College management, individual departments etc. The faculty coordinators and student coordinators of different clubs motivate and train students' active participation in community related extension activities. A large number of such activities have been completed in the last five years.

##### National Service Scheme

The Mar Ivanios College NSS Unit is one of the best run units of the University of Kerala having two separate units with boys and girls. The total number enrolled in every year is above 100 which come to 5% of the total student strength of the college. The institution gives orientation to students at the time of joining itself for NSS enrollment. In addition it offers privileges to the volunteers with grace mark, waiving of attendance, projecting them in public functions in the college, offering opportunities to conduct and coordinate activities related to National Integration and extension activities. The NSS staff coordinator also play a vital role in imparting training for volunteers in extension activities. The NSS Unit constructed a house for a poor family in a village viz Pappala in Trivandrum in 2015 and subsequent construction of a Library in the village in 2016. The NSS also took part in several charitable activities beneficial to the weaker section of the society .The details of their activities are listed as attachment.

##### National Cadet Corps

The college has three wings of NCC namely Army, Navy and Air force. There are 80 students enrolled in the Army, 50 in the Navy and 50 in the Air force during the current year. Various extension activities and outreach programmes are regularly conducted by the NCC cadets.

##### Bhoomithrasena Club

Selected as the best of its kind in the state, the Club has spread about environment protection, tree

plantation, renovation of ponds for water conservation, medicinal garden, plastic free campus etc.

### Science Facilitation Centre

The **Science Facilitation Centre** functioning in the College provides motivated school students the opportunity to explore the possibilities of science; many of them pursue their science education in our institution. SFC also provides free education to marginalized students and every year it admits few students from the nearby orphanage to undertake the course in hand-on training with science experiments.

### Jesus Youth

A Youth communion to promote truth and human values also actively involved in community related extension activities. It has conducted free education to the orphans of Jayamatha orphanage over the years.

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

### 3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

**Response:** 57

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

2017-18	2016-17	2015-16	2014-15	2013-14
13	15	13	14	2

File Description	Document
Number of awards for extension activities in last 5 years	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>

### 3.6.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

**Response: 93**

3.6.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
22	25	18	15	13

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

**3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years**

**Response: 99.33**

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2459	2380	2160	1922	1840

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

### 3.7 Collaboration

**3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year****Response: 6**

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6	6	9	4	5

File Description	Document
Number of Collaborative activities for research, faculty etc	<a href="#">View Document</a>
Copies of collaboration	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years****Response: 215**

3.7.2.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
50	78	60	21	6

File Description	Document
e-copies of linkage related Document	<a href="#">View Document</a>
Details of linkages with institutions/industries for internship	<a href="#">View Document</a>

**3.7.3 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)****Response: 39**

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

2017-18	2016-17	2015-16	2014-15	2013-14
10	6	10	7	6

<b>File Description</b>	<b>Document</b>
e-copies of the MoUs with institution/ industry/ corporate house	<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 facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc

##### Response:

Mar Ivanios College (Autonomous), located on a campus created exclusively for academic pursuits, has adequate physical infrastructural facilities, which includes sufficient classrooms, laboratories, halls, auditorium, library, faculty rooms, playgrounds, canteen, parking area and hostels to support academic activity in the campus. The College has made systematic efforts in augmenting its infrastructure facilities. The entire campus in which the college is situated has an area of 180 acres, out of which 26 acres is earmarked for the college. The college has 8 separate blocks with a total built-up area of 2.36 lakh sq. ft to cater to 14 UG and 8 PG programmes and 6 Research Centres (excluding hostel and staff residential facilities).

The blocks in the campus with their area in sq.ft given in bracket and associated departments/rooms are given below:

**Main Block**(57165) Administrative offices, 2 Conference Halls, Counselling Centres, Departments of Botany, Bio-technology, Economics, Malayalam, Languages, Botany Conference Hall, Bio-Tech lab, Botany lab , 23 class rooms and Botany- Bio Tech Conference hall.

**Physical Science Block** (42695) Departments of Physics and Chemistry, multimedia room, PG and UG labs and 8 class rooms, Research Rooms, Ladies waiting room and Gents toilets

**Library and Auditorium Block** (37956) Auditorium, Library, Departments of Zoology and Mathematics, Research Centres of Zoology and Mathematics, Zoology labs and seminar hall and 5 class rooms, Animal house.

**Commerce Block** (40368) Departments of Commerce, Tourism, JMC & VP, media hall, Commerce Research Centre, Computer labs for Commerce and Mathematics, 13 class rooms, 1 Audio Visual room, 1 media lab, and Silver Jubilee Hall.

**English Block** (12544) Department of English, English Research Centre, Audio Visual room, 5 class rooms, Department Library, Chemistry Research Lab and Co-operative Store

**Physical Education Block**(7025) Department of Physical Education, Canteen, 3 offices of the NCC, office of the NSS, Gym

**Controller of Exams Block**(18500) CoE office with 1 server, 8 computers, Projector, 6 printers; Chapel, IGNOU office and Computer lab.

**SF/Research block** (19450) BVoc (Software Development), English (SF) and B. Com(SF), Computer lab and 10 class rooms.

In brief, the Mar Ivanios College Campus consists of 16 Staff rooms, 78 class rooms, 50 ceiling mounted LCD projectors, 10 smart class rooms out of which 8 with interactive smart boards, 4 Academic halls (~150 capacity), 1 Auditorium (1500 capacity), 6 Computer labs with 248 computers for academic purposes, 16 Major science labs, 16 Research labs, 2 Administrative office Rooms, Principal's office, 2 Vice Principals' offices, Visitors launch, Bursar's office, IGNOU office room, 3 NCC office rooms, NSS room. Gymnasium, 1 Canteen (3594sqft) and 1 cafeteria, 19 toilets for staff, 1 exclusive ladies waiting block with attached washrooms and rest rooms, specially designed toilets and ramp facility for physically challenged students, 2 Counselling rooms, 3 Store rooms, Fern House, Animal House, Green House, Electrical Maintenance Room, Main library, 4 library extensions in departments, Parking Area for staff and students, Visitors car park ground, 3 Play grounds, 2 Basketball courts, Cricket/ football court, 2 College Buses, Boys' hostel with capacity of 175 and 2 Girls' hostels with total capacity of 450.

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

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

##### Response:

The institution provides adequate facilities for sports, games and cultural activities such as two Physical Education faculty with PhD and specialized NIS coaches, scientific and regular training programmes for athletics, basketball, and other major games, different talent identification programmes, scientific support such as play grounds, equipment, kits, sportswear and financial assistance, organizes inter-department competitions for both men and women in different games like Cricket, Football, Basket Ball and Volleyball, intercollegiate Basketball Tournament 'Mar Ivanios Trophy' since 1957. The College teams are participating at different levels of competitions. The mentors of sports students: Six International players; { Sanju Viswanath Samson (Cricket) Anjana Krishna (Chess), S L Narayanan (Chess player), Nayana James (Athletics) Albin Sunny (Athletics), Shiju C P (Athletics), Merlin P (Athletics), Amrutha M (Athletics) } and 8 National players.

Sports facility	Number	Area	Year of Establishment	User rate (students per day)
Basketball courts	2	35X20 m <sup>2</sup>	1957	50

Volleyball court	1	15X10 m2	1957	24
Cricket ground/Football ground	1	120X80 m2	1985	40/50
Cricket Net practicing	1	32X1.5 m2	1995	20
Table Tennis	2	NA	1990	16
Carrom Boards	3	NA	1998	10
Athletics	1	400m track	1990	50
Shuttle court-Outdoor	1	20x8 m2	1993	20
Chess	5	NA	1992	20
Yoga		NA	2016	21(Certificate course) 500 on Yoga day

Our students are the winners of Kerala University Youth festival for ten times in the last twelve years (runners up for two years). An average of Rs 8 lakhs spent every year to provide training and support for all group events by expert trainers. The support for cultural activities has created a strong demand for admission. One Auditorium and four halls with necessary audio-visual facilities used for major cultural events of the College. The open air basketball court in front of the main building offers space for students for various performances. 'IVANO FEST', the Inter Collegiate competition and cultural gala organized annually gives opportunities for students to showcase leadership and organizational skills. Fresher's Day, Arts Day, College Annual Day, Department-wise Associations etc. are events which promote cultural activities. The Students are encouraged to participate in various inter collegiate literary and cultural activities organized by other institutions. The college has currently 4 individual and 25 group level National level performers. Independence Day, Republic Day, Onam, Holi, Diwali, Yoga day, Christmas, etc are celebrated in the traditional way to preserve cultural values.

Facilities for Cultural events	No.	Seating capacity	Area (sq.ft)/ specifications if any	Year of Est.	User rate (days per year and # of users per day)
Auditorium for performance	1	1500	10,000	1949	15-20(#750-1000)
Silver Jubilee hall performance & event practices	1	150	2000	1974	90-100(#100-150)
Mar Gregorios Conference Hall(A/C)	1	150	2000	2000	5-8(#150)
Mini halls for event practice	4	~150	~1800	1990	30-40(#30-50)
Audiosystem/public address with amplifier	5			1990	
Media hall/theatre	1	150	1800	1999	10-15(#50-70)
Open air facility for	2	Seating	50,000	1949	5-7(#2500)

performance of events		capacity for 2500 students			
Temporary stage	1	Seating capacity for 1000 students	10,000	1949	3(#2000-3000)

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

**Response:** 64.1

##### 4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 50

<b>File Description</b>	<b>Document</b>
Number of classrooms and seminar halls with ICT enabled facilities	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information which is optional	<a href="#">View Document</a>

#### 4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

**Response:** 37.1

##### 4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
89.13	125.21	105.43	64.08	33.42

File Description	Document
Audited utilization statements	<a href="#">View Document</a>
Any additional information	<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:

#### 1.1 Library Automation

Library is fully automated with LIBSOFT- an Integrated Library Management Software (ILMS) which provides a very user-friendly interface for searching documents (OPAC) available in the library and their issue-status. The Web-OPAC is available at <http://www.miclibrary.org> through remote access facility. The **automated Gate Register facilities** of the software manage the daily visits to the library and provide **usage statistics** on all categories of visitors.

**Year of Automation: 2002**

**Version: 4.1**

Server computer with latest configuration, Laser Printer, Plastic coated Labels for Barcode, Bar code Reader, General Scanner, etc are used for in-house functions. High bandwidth (15mbps) Wi-fi, Networked Computers for public access are used for accessing OPAC, Circulation Status, access to e-resources, etc.

#### Features of LIBSOFT

- **Follows International Library Standard protocols for entries ensuring user-friendly interface both in document-searching and technical processing.**
- **Ensuring interoperability and data migration.**
- **Automated Gate Entry:** Managing the daily visitors' and their statistics.
- **Integration of DDC Classification Scheme: Easy generate of class number of books.**
- **Easy barcode generation and stock verification.**

#### 1.2 Library Building

The Central Library is located in a prime area of the campus with *a total area of 10423.84 Sqft*. Extension Centers are functioning in the Departments of Physics, Zoology and English.

The rules, regulations, working time and details of the staff are published in the college handbook, the websites of the college and that of the library.

**Collection of Learning Resources:** including *Print (Books,):* 69263, *Non Print (Microfiche, AV):*826 ,*E-books.*462570., *Journals/periodicals-* 175, *E-journals -*19619 and *Databases* 17. The Library has an Advisory Committee (LAC), a mandatory committee which develop, monitor, improve and maintain a system for the quality enhancement and smooth functioning of the library.

**Services:** In addition to the traditional services, library provides the following services

- D-space Digital Repository (institutional documents, college annuals,, academic reports, major events, publication of various departments, photos and videos of major events, etc. since the inception of the college),which is available in the LAN
- Orientation Programmes for the users.
- Book Exhibition
- New Arrival Display
- Student Publication Corner
- Individual login/ passwords are given to users for accessing UGC INFLIBNET-N-LIST resources
- Research Promotional activities: Workshops, Awareness classes on Plagiarism, software URKUND and TURNITIN, Training on Reference management Software, Preparation of Citation Report of the Institution.

**Feedback and Suggestions:** through questionnaire and the website

#### **Infrastructural development of the library (last 5 yrs)**

- Establishment of an e-learning centre;
- New computers with latest configurations;
- New Laser Printer replacing the old one;
- Upgraded the internet bandwidth
- New Barcode scanners replacing the old ones;
- Wooden tables, shelves, journal racks;
- CD racks, computer tables and chairs;
- Drinking water facility (filter water cooler);
- Replaced the power-backup batteries;
- Infrastructure facilities have been upgraded in the extension centres- English, Physics and Zoology.

#### ***Additional Information***

([www.ww.miclibrary.org](http://www.ww.miclibrary.org))

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

#### 4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment

##### Response:

##### 1. Rare books and Archives (Print)

Library has a rich collection of rare books and encyclopaedia with archival values, books of International, National and Regional Importance, Indian Culture and History. It also has an exclusive collection books published before 1950, including 460 books with higher archival value. Library tries to build its collection of rare books and archives through donations. For the last five years the library has inducted 620 rare and special reference books including Science and Religion.

##### 2. Special Reports (Print)

Library has 920 Handbooks, Reports and Manuals of which 217 have archival values including Princely States, Government of India, Commissions and University Reports etc.

##### 3. Journal Archives (Print)

There are 8500 number of journal back volumes in print which include bound volumes of National Geographic Magazine Collection 1935- 1947 (Vol.68 to 92) and Readers' Digest.

##### 4. Digital Repository Collection

Collection includes the college annuals, handbooks, academic reports, major events, publication of various departments, databank of faculty and staff members since the inception of the college, photos and videos of major events, etc. which are available in the LAN.

**Abstract Repository:** The abstracts of the theses, minor/major project reports, conference proceedings, etc available in <http://marivanios.libsoft.org> repository.

**5. South Asian Archives (on-line):** The South Asia Archive is a specialist digital platform of culturally and historically significant literary material produced from within - and about - the Indian subcontinent.

<http://iproxy.inflibnet.ac.in:2119/Content/sarf.145088/214179>

Following Archives are available

**(i) Journals:**

More than two hundred journals in a range of subjects published from India and South Asia, including early journals such as Asiatic Researchers (first published in 1788), Indian Review, Modern Review, and Calcutta Gazette. There is also an array of vernacular journals such as: Bharatbarsha, Prabasi, Manasi, and Sachitra.

**(ii) Reports:**

A diverse collection of reports from colonial and post-colonial India, including volumes of the 1901, 1911, 1931, and 1951 Indian Census documents, and the near complete set of Calcutta Riots of 1946 Gazetteers from a range of Indian states such as Bengal, Madhya Pradesh, and Maharastra are also available.

**(iii) Books:**

An extensive range of books consisting of series such as *The Bibliotheca Indica*, a collection of oriental works published by the Asiatic Society of Bengal. It includes translations of the Upanishads, commentaries on Sanskrit grammatical, philosophical, and legal treatises, and such works as the *Suddhikaumudi*, a Sanskrit treatise on Hindu laws of defilement and purification.

**(iv) Legislations, Acts, regulations, law books/cases**

A rich collection of legislations, Acts, regulations, and case documents from the colonial period, invaluable for any work on colonial Indian history.

**(v) Indian film booklets, 1930–1949:**

Rare publicity booklets in a mixture of English, Hindi, Urdu, and Bengali languages. Highlights from the collection include: *Mukti*, *Street Singer*, *My Sister*, *Devdas* and *Sita*. Each booklet includes lists of the film's cast and leading technical personnel, a plot summary, photographs of the lead actors or key moments in the film, and song lyrics

**6. CD/DVD Collection : World tourist destinations, Folk Arts of Kerala, Culture and Tourism**

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

#### 4.2.3 Does the institution have the following

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

**Response:** Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

**Response:** 5.9

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
3.73	6.45	8.03	7.83	3.48

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 4.2.5 Availability of remote access to e-resources of the library

**Response:** Yes

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

#### 4.2.6 Percentage per day usage of library by teachers and students

**Response:** 20.98

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

Response: 542

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

### 4.3 IT Infrastructure

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

**Response:**

The college established its computer centre in 1985 with four 256 processor and one 512 processor computers, with the support of the erstwhile Royal family of Travancore and was one of the first colleges in Kerala to erect such IT facilities. Over the years the college has consistently updated its IT facilities, the details of which are given below:

**Number of systems:** Main campus: 93 Computers, 3 Laptops, 6 smart boards, 31 projectors, 3 televisions, 1 Server, 10 laser printers and 4 scanners. The Computer Center has one server, 27 systems and 1 Laptop. The Annexe of the Computer Centre has 25 systems.

**Dedicated computing facility** Wi-Fi and LAN interconnectivity

1. Computer Centre (16 computers for students and 10 for faculty).
2. Admission, attendance, and examinations are managed by the CMS.

3. Computer Science dept (46 computers for B.Voc)

4. Commerce department (14 computers).

5. Mathematics lab (30 computers).

6. Physics dept (9 computers).

◦ **HP DL380p Server**

- Fully networked through Ethernet LAN and Wifi facility
- Propriety / Open source softwares
- Online teaching and learning resources (*Moodle* Tutorials point )

### ICT enabled classrooms/learning spaces available

- Ceiling mounted projectors in 50 classrooms;
- 8 classrooms with Smart Board;
- Faculty have free high speed internet access on their personal laptops or on LAN connected desktops in their Department/Library/Computer Centre; Remote access to INFLIBNET, DELNET,NDL, NPTEL,etc. Training to use Smart Boards; Upgraded Library Management Software with the facility of Web-based Catalogue (Web-OPAC) and Automated Gate Register.

The following are the major upgradation activity in IT in the campus

IT facility	Date of Updation	Nature of Updation
Computer centre	22.07.2015	Renovation
New Computers	22.07.2015	26 nos.
New computer lab	21.12.2015	46 Computers for B Voc
Smart interactive boards	15.08.2015	8 Smart Board installed
Firewall	04.06.2015	Upgraded with a higher Cyberoam system
Computer software	26.09.2017	Licenced version of Adobe Reader, Windows, MS Office
KnowledgePro	17.10.2014	Implemented CMS software
Ethernet LAN.	28.11.2015	Departments, administrative blocks, library are networked
Wi-Fi	28.11.2015 28.12.2016 15.10.2017	Enhanced bandwidth to 10, 15 & 22 Mbps resp.
Wi-Fi router	28.12.2016	New Wi-Fi routers installed
Propriety software	31.03.2017	Installation
Open source softwares	15.02.2017	Installation
Moodle	07.04.2017	Installed in e-learning centre
free-Wi-Fi access	28.12.2016	Free-Wi-Fi to faculty on laptops/ mobiles

AMCs	24.04.2015	Computers and internet systems
Server	14.05.2015	Upgraded - HP DL380p Server Configuration- X Processor Intel Xeon E5-2650 V2 SP1198IN Svr(20M Cach. 2.60 Ghz) (J7A11A)
New Computers	21.12.2015	Upgraded Intel Core (TM) i5 – 4460of the systems in Computer Science Department:
DELNET	12.09.2016	e-journals-library
INFLIBNET	12.09.2016	Access to faculty
Projectors	16.09.2015	Installed in 15 classrooms
Internet	20.09.2015	high speed internet access
Smart Boards	28.12.2015	Faculty given training to use Smart Boards
Maintenance of Computers and IT facility	20.11.2015	10% of the budget for hardware set apart
Multimedia Conference hall	20.11.2015	Established
e-learning centre	28.11.2015	Installation of projector, smart board, expanded Wi-Fi band width.
D-space repository	09.12.2015	Server computer-space software installation
CCTV & Biometric system	30.01.2017	CoE office
Library Management software	22.03.2014	Upgraded with GATE Register, WEB-OPAC, Digital Repository

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

#### 4.3.2 Student - Computer ratio

**Response:** 9.92

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

#### 4.3.3 Available bandwidth of internet connection in the Institution (Lease line ) ?50 MBPS

**35 MBPS - 50 MBPS****20 MBPS - 35 MBPS****5 MBPS - 20 MBPS****Response:** 20 MBPS - 35 MBPS

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

**4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)****Response:** Yes

<b>File Description</b>	<b>Document</b>
Facilities for e-content development such as Media Centre, Recording facility,LCS	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to photographs	<a href="#">View Document</a>

**4.4 Maintenance of Campus Infrastructure****4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years****Response:** 53.41

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

2017-18	2016-17	2015-16	2014-15	2013-14
121.35	131.92	180	86.47	64.44

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	<a href="#">View Document</a>
Audited statements of accounts.	<a href="#">View Document</a>
Any additional information	<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 has well established systems and procedures for maintaining and utilizing physical, academic and support facilities. Principal is the over all in charge of all facilities and he exercises the same duty through Heads of Departments, faculty, administrative staff. lab attendants, librarian and library assistants etc. The Bursar of the college is the Estate officer and takes care of all assets of the college as well as of maintenance and he employs adequate number of support staff including Gardner, Electrician, Plumber, Driver, Security Staff, Service Staff et al.. Heads of each department and faculty are in charge of the department laboratory and keep the stock register and monitor the lab use. There are attendants attached to each lab who open and close laboratories, prepare solutions/materials for student use, collect and keep safe the specimen needed for experiments, maintain instruments and equipments. There is a mechanic who is in charge of all electrical and electronic equipments and their repair and maintenance. The routine activities of the library are managed by the Librarian with the help of five lab assistants. An automated Gate Register monitors the daily visit of the library. Books in the library are classified according to DDC scheme and barcoded using an integrated Library Management Software, LIBSOFT. All technical activities, catalogue and circulation are automated. Library provides remote access to all users for accessing on-line resources.. Besides the routine services, the library extents its services to support research activities of the college, awareness programmes for accessing digital information. Library has standard infrastructure including IT, which include E-learning infrastructure, Wifi connection , wooden table and chairs with proper ventilation, fan, light, etc. The Library has an Advisory Committee to monitor and standardize the activities of the library. The college has enough number of play grounds which are utilised by staff and students to the maximum. The play grounds, gymnasium and such sports infrastructure are under the custody and monitoring of the faculty and coaches of the physical education department and they strictly ensure that the same are properly maintained by students/staff. They also make sure that balls and sports kit items are always made available. The Director and staff of computer centre are in charge of maintaining the IT facilities. All computer labs are available to staff and students and the same are fully occupied. Repair/Upgradation/ purchase of hardware/software are also taken care of by the system administrator. Internet/intranet/LAN facilities are also fully functional and are properly maintained and monitored. The college has enough class rooms/seminar halls and the same are used fully. Class rooms are opened, closed and cleaned daily by support staff. Any furniture repairs needed are done immediately by the carpenter. The proper and optimal use of electric lights/fans/projectors etc are ensured. There are security personnel round the clock in the campus who ensure the safety and security of all estate and infrastructure and the roads, entry points etc. are all under CCTV surveillance for safeguarding the assets.

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

NAAC

## 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 the last five years

**Response:** 52.06

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1105	1136	1134	1123	1080

#### File Description

#### Document

Upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

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

[View Document](#)

#### 5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

**Response:** 7.13

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
182	144	147	147	147

#### File Description

#### Document

Any additional information

[View Document](#)

#### 5.1.3 Number of capability enhancement and development schemes –

1. Guidance for competitive examinations
2. Career Counselling

- 3.Soft skill development
- 4.Remedial coaching
- 5.Language lab
- 6.Bridge courses
- 7.Yoga and Meditation
- 8.Personal Counselling

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

**Response:** 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	<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 benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

**Response:** 35.54

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

2017-18	2016-17	2015-16	2014-15	2013-14
450	1493	902	994	61

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 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years****Response:** 7.08

## 5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
161	156	200	183	67

**File Description****Document**

Details of of students benefited by Vocational Education and Training (VET)

[View Document](#)

Any additional information

[View Document](#)**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases****Response:** Yes**File Description****Document**

Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee

[View Document](#)

Details of student grievances including sexual harassment and ragging cases

[View Document](#)**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 13.58

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

2017-18	2016-17	2015-16	2014-15	2013-14
75	78	132	110	86

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

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

**Response:** 35.73

5.2.2.1 Number of outgoing students progressing to higher education

Response: 313

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Details of student progression to higher education	<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: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

**Response:** 18.03

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

2017-18	2016-17	2015-16	2014-15	2013-14
18	53	17	21	11

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

2017-18	2016-17	2015-16	2014-15	2013-14
164	140	120	115	124

File Description	Document
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	<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 for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) during the last five years

**Response:** 60

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

2017-18	2016-17	2015-16	2014-15	2013-14
7	11	12	23	7

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

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

**Response:**

The College has an active Student Union elected as per parliamentary system and based on Lyngdoh Committee report consisting of the Chairperson, the Vice Chairperson who is a lady, Secretary, two University Union Councilors, Arts Club Secretary, Magazine Editor, two Lady Representatives and one class representative each from the I PG, II PG, I UG, II UG and III UG. Two University Union Councilors represent the college students in the University Student Union. Student Union is elected in a two tier system. Candidates possessing academic credentials with no arrears, sufficient attendance, and no

disciplinary irregularity are eligible to contest as class representatives. One boy and one girl are elected from each UG class and 1 student from each PG class are elected by secret ballot. The same class representatives will elect the College Union office bearers.

The Students Union is an official student body of the college which represents the students before college authorities for curricular and extracurricular matters. Necessary consultations are done with the college union for academic and administrative matters.

The college parliament which consists of the elected class representatives/Union executive meet regularly in the presence of the Staff Advisers to chalk out various student activities and to suggest innovative steps needed for the quality improvement.

The Union then informs their suggestions to the Principal in writing which will then be discussed in the College Staff council for further action. The student union manages all the arts and cultural programmes on campus including IVANO FEST, the annual arts and culture extravaganza and bring out the Annual College magazine. They have a budget of Rs 90000/- for the College magazine. Management and PTA spend an average of Rs. 8 lakhs for preparing students for Kerala University/South Zone/Inter University Youth Festivals and this is undertaken by the student union. The College union conducts a large number of student oriented activities; Academic, Cultural, literary, entertainment, celebrations, festivals, competitions, charity based activities, extension programmes etc. every year. A College Union office bearer is an official representative of each academic, cultural and sports activity conducted in the college. In all other activities like observance of various days of national importance, the role of the student union is ensured. For the academic activities like Seminars, conferences, workshops etc. the Student Union is adequately represented. The IQAC has two student representatives, one from UG and the other from the PG level. They constantly bring to the attention of the IQAC the problems which students face regarding infrastructure, teaching and learning, extra-curricular activities, etc. The Students IQAC with representatives from all classes coordinate all feedback, provide information of the activities of the IQAC and provide information to their classes about the various student support programmes available on campus. The college has a rich and noble tradition of a student friendly campus. Faculty and students always keep strong bonds. Many previous batches conduct Guruvandana and honor their teachers. All cultural events organized by the Students Union are posted in You Tube.

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

### 5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year

**Response:** 44

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
50	46	42	43	39

File Description	Document
Report of the event	<a href="#">View Document</a>
Number of sports and cultural activities / competitions organised per year	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

#### Response:

The alumni association- Association of Mar Ivanios College Old Students (AMICOS [www.amicos.in](http://www.amicos.in))- functions through its central, regional, and foreign chapters, and aims at establishing close contact and friendship among old students with a view to undertaking various social, cultural and academic activities. AMICOS contributes significantly to the development of the institution through financial and non-financial means. Alumni of the college comprises of leaders who have excelled in diverse fields like global stalwarts, academicians, spiritual leaders, judges, scientists, professors, CEO's, ministers, legislators, film artists, national/international sports personalities, businessmen, etc. to cite a few. In the last five years, AMICOS has generated a donation of Rs. 1 crore for the construction of a Research Centre and 10 lakhs for various other student support activities. Kuwait chapter makes a contribution of about Rs.50000/- annually towards the 'Dakshina' programme, for supporting the free noon-meal scheme for needy students. The social commitment of the alumni is also vivid from the contribution of Rs. 1 lakh they made to the Chief Minister's Distress Relief Fund after the recent Kerala floods. Alumni also regularly contribute to various scholarships/prizes for the students. The recent contribution of Rs. 2 lakhs by B Com 1975-1978 batch towards an endowment programme and proficiency prizes of Rs.2000 each to class toppers are a few examples. The dream project of the AMICOS to build a research center and an auditorium are in the process of being realized. Many of our eminent alumni in specialized areas have been inducted in academic bodies like BoS and Academic Council and they extend all possible academic support to the college. Scholars of repute from our alumni frequently visit and motivate our students; Dr.Vinod Thomas ,Vice President, World Bank, Bishop Dr. Samuel Mar Irenios, Former DGP Dr. Alexander Jacob IPS, Former Chief Secretary Dr. K. Jayakumar IAS, Dr. Ajoy Jacob, Scientist USA, Mr.E.M Najeeb ,Industrialist, Former Chief Justice J.B. Koshy et.al. are a few who have visited the college and motivated our students. Alumni from the print, visual and film industry regularly interact with the Journalism students. A programme, 'Connecting Careers' has been instrumental in bringing together former students of the college who have established their names in diverse fields and initiating the present generation into the same fields. The all-time motivational celebrities and eminent personalities of our

alumni include Mr.Sajan Skaria (Oscar award for animation category -2016, Mr. Shyam Chand (Oscar award for Special visual effects 2007, 2012), Mr. Sanju V Samson (Indian Cricket Team), Ms. Nayana James (National Athlete), Mr. G Venugopal (Play back singer) Mr. Anuj Joshua Mathew, (British Civil Service), a handful of Indian Civil Service officers and many others are role models for our students. As a consequence our students chart out well defined future programmes during their course of study and strive to achieve it. Eminent alumni also give career guidance to our students and AMICOS has conducted workshops in the past for the final year UG and PG students for career guidance.

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

#### 5.4.2 Alumni contribution during the last five years(INR in Lakhs) ? 15 Lakhs

10Lakhs - 15 Lakhs

5 Lakhs - 10 Lakhs

2 Lakhs - 5 Lakhs

**Response:** ? 15 Lakhs

File Description	Document
Any additional information	<a href="#">View Document</a>
Alumni association audited statements	<a href="#">View Document</a>

#### 5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

**Response:** 23

##### 5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	7	9	1	4

<b>File Description</b>	<b>Document</b>
Report of the event	<a href="#">View Document</a>
Number of Alumni Association / Chapters meetings conducted during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

NAAC

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

##### Response:

- College has a Managing Council and Governing body which regularly chalk out plans for development and improvement. The Manager is represented in the campus by the Bursar who oversees all necessary infrastructural development. Staff members have the freedom to meet any member of the management for interactions/ suggestions. Meetings of all the statutory bodies are held as per the UGC guidelines.
- College Council comprises of Principal, five elected members from among the staff and Heads of Departments; the general staff council comprises of all teachers. Major administrative decisions of the college are taken at the College council and some decisions will also be discussed in general staff council for implementation.
- Mandatory meetings and task settings made collaborative to achieve the best possible results.
- Constant instigation from the leadership to ensure that all bodies function as they should, by chartering their own functions in tune with the core functions of each committee.
- A clearly defined organizational structure ensures that all levels of administration work together for common goals.
- IQAC has played its role in promoting organizational development through various guidelines and policy statements issued by it.

##### Prospective plans

Manager, Principal, Bursar, Heads of Departments, Teachers, administrative staff all work hard with commitment and dedication to achieve the vision, mission and objectives of the institution. The institution has set its specific goals for future growth. The overall growth of each department indicates the progress of the institution. The College which started with only a few UG programmes in the early forties has now become a major Arts, Science and Commerce college in the country with many UG, PG and PhD programmes. It is moving forward from the CPE status conferred by UGC to Centre of Excellence in near future and from Autonomy status conferred in 2014 to the Status of a University. Provide high quality education and research, establish an International center for Research, launch International student exchange programmes, twinning programmes, online education programmes, etc. are some of our broader vision in the next five years. (Details are given in the Strategic plans of the Institution)

##### Participation of the teachers in the decision making bodies

- Management and Administration regularly interact with staff, parents, alumni, students, and the public. Inputs from stakeholders are used for improving the infrastructure, the curriculum, teaching-learning and evaluation processes, functioning of the various committees and administrative matters etc. It also use to settle grievances of the different stakeholders acknowledge and publicly appreciate the meritorious services rendered by the faculty in various academic and plan for the future academic and infrastructural development.
- Teachers have a decision making role in various bodies. In terms of policy framing, teachers have

active representation in the Management Council, Governing Body, the General Staff Council and College Council; in terms of Academic decisions, teachers have participation and leadership for BoS, Academic Council, Finance Committee as well as other bodies like IQAC, RPEC, AAC etc. There are about 40 staff committees in the college which regularly monitor and organize various curricular/extracurricular activities of the college.

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

### 6.1.2 The institution practices decentralization and participative management

#### Response:

The College promotes participative management ensuring the involvement of all stakeholders, viz., students, parents, staff, alumni, industrialists, university representatives etc. This is done through:

- Meetings of students with faculty advisors at department level;
- Periodic meetings of parents and faculty advisors
- Regular departmental meetings involving HOD and faculty members (keeping in view the creative suggestions of students and parents)
- General staff meetings involving Principal, teaching staff and non-teaching staff.
- Concerted efforts of the Principal for personal interactions with faculty members;
- Constitution of Board of studies with due representation all stakeholders.
- Elected college council for policy making/administrative decisions which meet at least once a month;
- Meetings with democratically elected student union members;
- Different committees (around 42 nos.) like, research committee, admission committee, ethics committee etc. with teaching and non-teaching staff as members (see College handbook on the website).

#### Case Study: Revision of Curriculum

- The **policy guidelines for the revision of the curriculum** following autonomy were framed by the Governing Body and the College Council. The basic decision was to change the existing syllabus by 20% as it was the first year of autonomy. The same courses and question paper pattern could also be followed in the first year of autonomy. The IQAC followed up with [procedural guidelines](#) about how to get this done; the main policy guidelines are evident in the link given.
- The IQAC got feedback from students about the curriculum, and spelt out what were the felt needs of the teaching community about the changes needed in the curriculum. The needs of students and of the educational system were also assessed and incorporated into the curriculum framing by the external subject experts and University and Government representatives who were members in all

Boards of Studies.

- Decision making regarding the changes in the syllabus started bottom-up – teachers who were teaching specific courses were assigned the task of understanding the changes needed in the light of the policy framework and were given the freedom to recommend changes to the syllabus. This was done in terms of revising the course content, the list of textbooks, the question paper pattern and framing instructional objectives.
- This was placed before a sub-committee of the Board of Studies of each department who scrutinized the recommendation, accepted or rejected the changes recommended and placed this before all the staff members of the department, who had the freedom to still recommend changes if needed. Followed by this the sub-committee again met and decided what to recommend to the Board of Studies. Their recommendations were placed before the Board of Studies, which made necessary changes in the syllabus and forwarded it to the University for Approval. The final syllabus sent for approval to the University was shared with all teachers and became the new syllabus.
- The entire process decentralized with decision making taking the bottom-up and circular dialectical approach among all the stakeholders in the decision making process.
- This same process was refined and followed by the Departments and Boards of Studies for subsequent revisions of the syllabus.

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

## 6.2 Strategy Development and Deployment

### 6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

#### Response:

? The Strategic Plan of the institution ratifies that the goals are achieved through Academic Audit, evaluation, activities of IQAC, Action taken on decisions and implementation.

? A Strategic plan 'Vision 2020' was prepared from the disseminated outcomes evolved out of a workshop conducted in 2010 and further modifications according to the changing scenario in higher education.

? The aim, with the grant of autonomy in 2014 was to start new programmes of study at the UG and PG level considering the local and global demands. There would be a simultaneous attempt to ensure adequate infrastructure for the identified programmes.

? Strategic plan for 5 years is framed by IQAC in consultation with the Principal and the Heads of Departments based on the AAC report and IQAC recommendations considering the NAAC criteria for

quality enhancement. This include planning for new programmes, new courses having skill, employability and value addition, having 100% PhD faculty, modernization of infrastructure, modern science laboratories, augmentation of computer and internet facility, financial mobilization, industry partnership in research, a patent cell and patenting activity, startup activity, technology transfer, international student exchange, village adoption, a dedicated Centre for extension programmes, etc.

? The proposed Annual Planning comprising of all the above mentioned aspects are placed before the competent authority like College council, Governing Body, Management Council etc in a case to case manner for approval. Thereafter recommendations are circulated to all concerned for its implementation.

### **Action taken on the basis of strategic planning**

? Additional batches were started for the two programmes with the highest demand ratios, viz., B.A in English and B.Com. These programmes were started in the academic year 2015-16. All necessary classrooms and infrastructure were provided for their smooth conduct with the development of a new block.

? A newly designed, first of its kind, UG programme in Commerce was started in 2018, BCom(Accounts and Audit), exclusively for CA aspirants. Similarly, a UG programme in Economics, BA(Analytical Economics) mainly for civil service aspirants to be launched in 2019.

? The deployment documents for these initiatives are available in the College Handbook in terms of the full course details.

? Fund mobilization resulted in the generation of Rs.1.1 crores through Alumni for the construction of an International Research centre.

? The Centre for International Academics was instituted in 2015 to facilitate global learning and it has undertaken International Institute for Scientific and Academic Collaboration Semester India Program as its first Programme. The Programme started in 2015 with three students from two US Universities.

? Established a Patent Cell; Applied for two patents; already sealed nine patents.

? Augmented computer lab and wifi

? Industry tie-up (Pharmaceutical chemistry)

? Started B Voc Courses in Software Development and Tourism & Hospitality Management, both involve skill development and employability.

? Initiated start up activity with b-hub established in the campus.

? Almost all the non-PhD faculty members are seriously pursuing PhD research and some have already completed the work.

File Description	Document
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

#### Response:

The College is a minority institution run by Malankara Syrian Catholic Management and the Major Archbishop of the Malankara Catholic Archdiocese of Thiruvananthapuram is the Patron and Manager and he chairs the Managing Council and exercises his powers through secretary. Manager appoints the Principal and the staff as per the UGC, Government of Kerala guidelines. Principal is the academic and administrative head and is assisted by two Vice Principals for the exercise of his functions. Each department of study has a Head appointed by the Manager in order to assist the Principal to administer the academic and discipline matters related to the respective department. The Manager is represented in the campus by the Bursar who is the estate manager and looks after all infrastructural needs. The College Council advises the Principal on all day to day administrative and policy matters. The following statutory bodies are constituted as per UGC guidelines for the effective functioning of autonomy: **Governing Council:** Functions include (i) to submit proposals for starting new programmes of study (ii) to conduct exams, publish results, approve issue of mark lists, etc. (iii) to fix fees and other charges payable by students (iv) to institute scholarships and fellowships and (v) to make regulations for sports and extracurricular activities. **Academic council:** Responsible (i) to scrutinize the proposals of BoS regarding course of study, academic regulations, curricula etc. (ii) to make academic regulations regarding admission of students, conduct of exams, and to initiate measures for quality of teaching, student evaluation, etc. (iii) to make and approve proposals for research (iv) and to advise the Governing Council on all academic matters. **Board of Studies:** Functions include (i) to prepare curriculum for academic programmes (ii) to recommend syllabus texts (iii) to suggest methodologies for innovative teaching and evaluation techniques (iv) to suggest panel of examiners and (v) to coordinate research, teaching and extension. **Finance committee** acts as an advisory body to the Governing Council to consider (a) budget estimates relating to the grant received/receivable from UGC, and income from fees, etc. and (b) Audited accounts for the above. The teaching and non-teaching staff follow the UGC Regulations/ Kerala Service Rules for Government servants as well as the Standard Operating Procedures (SOP) of the Institution For recruitment and promotion of staff the college follows the UGC Regulations/Kerala Service Rules (KSR) for aided colleges/ University statutes. Recruitment is based on merit with due reservation for the community. College has all the statutory grievance redressal cells which can be approached by any student or staff in case of need. Redressals are disposed in a time bound manner depending on the gravity of the situation. The major redressal cells are Internal Complaints / anti-sexual harassment committee, Grievance cell for Persons With Disability, SC/ST/OEC welfare and Grievance Redressal cell, Students welfare, Grievance Redressal committee, and Women's Grievance Redressal cell. Students also have the opportunity to submit their grievances online through the website of the IQAC or approach the faculty adviser for any grievance any time

File Description	Document
Link to Organogram of the Institution webpage	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

**Response:** All 5 of the above

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

### 6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

**Response:**

The college has a number of bodies including Boards of Studies, Academic Council, Governing Council, Finance committee, IQAC, etc., for the smooth functioning of the college. The committees meet frequently as per UGC Regulations/University Act and minutes are recorded. The Action Taken on the report is presented to the members before the commencement of the next meeting. The decisions taken in the BoS meetings with regard to the launching of new programme of study, changes in existing syllabus, revision of syllabus, changes in question paper pattern etc. are implemented after approval of the Academic Council and Governing Body. One such programme successfully implemented after detailed discussions and deliberations in various statutory bodies is the introduction of a new UG programme B.Com (Accounts and

Audit) designed exclusively for those students who are interested in pursuing the Chartered Accountancy profession. The primary objective of the programme is to bring out Chartered Accountants who are capable of functioning also as consultants rather than as mere auditors. Unlike the traditional B.Com syllabus, this syllabus was prepared in line with the Foundation Course syllabus and the IPCC syllabus of the Institute of Chartered Accountants. The first year syllabus is prepared in line with the syllabus of the Foundation Course of CA and the second and third year syllabi are prepared in line with the syllabus of IPCC. The relevance and need for such a programme was expressed by the Board of Studies for Commerce and Tourism which met on 21.10.2016. Each member participated in the discussion and the Department of Commerce was entrusted the task of preparing the draft syllabus in consultation with external experts. As per the decision of the BoS meeting and the subsequent approval from the Academic and Governing councils, the Syllabus and proposal for launching the new programme, B.Com (Accounts and Audit), were submitted to the University of Kerala and the same was approved by the University Order vide No. Ac. AIV/1/25576/2017 dated 17.06.2017. In the meantime, the Institute of Chartered Accountants of India (ICAI) effected changes in the syllabi of its examinations with effect from July 2017 and owing to this a discussion in connection with syllabus revision of B.Com (Accounts and Audit) was held in the BoS meeting for Commerce and Tourism held on 10.11. 2017 and the BoS resolved to revise the syllabus of BCom (A&A) in tune with the syllabus change effected by ICAI. The draft proposal/recommendations of the BoS with the revised syllabus BCom (A&A) was placed before the Academic Council meeting held on 02.02. 2018 for approval and the Academic council after detailed discussions recommended and decided to place before the Governing Body for sanctioning of the programme. The Governing Body meeting held on 15.02.2018 approved the recommendations of the Academic council and decision was taken to launch the programme BCom (A&A) from 2018-19 admissions onwards with an annual intake of 50. Accordingly the programme was inaugurated in June 2018 and 50 students have been admitted in the first batch.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<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 effective welfare measures for teaching and non-teaching staff. Some of such programmes for improving their efficiency are done through the initiatives of IQAC like conducting a number of

workshops, professional training programmes, SPSS training, training on smart board use, etc. The management is very keen in the academic advancement and welfare of staff. Faculty members who do not have PhD are encouraged to pursue research by registering for PhD degree and publishing research papers. College sets apart a sizeable amount every year for re-training of staff. Faculty are encouraged to attend Refresher/Orientation programmes as well as various professional development programmes. Departments are encouraged to organize seminars, workshops and conferences of their own choice of subject area. The College meets the partial expenses or even complete as and when required. Major initiatives in this regard are as follows: (i) Training given to staff for using college management software effectively (ii) GDS (Galileo) training given to 2 non-teaching staff (iii) Training given to non-teaching staff in using the resources of the library (iv) Centralized salary disbursement facilities by linking with nationalized banks (v) Separate section in the office in facilitating service issues related to the teaching and nonteaching staff. Computerization and office automation to the administrative matters (appointment, service matters, promotion etc) (vi) Staff Co-operative society provides different types of financial assistance to teaching and non-teaching staff (Vehicle loan, personal loan etc.). They also provide incentives to the children of the staff members who excel in education. College gives necessary loans and advances to support staff (vii) Periodic medical check-up for teaching and non-teaching staff (viii) Play courts and facilities of gymnasium are extended to staff also (ix) Free wi-fi facility to staff on the campus. e-mail address using the domain name of the institution are provided to all staff and training was offered for the use of various google services (x) Improved ambience of the Department staff room, attached toilets, dining area etc to teachers (xi) Cleaning support staff are allotted to all departments (xii) Canteen/ recreation facilities are made available in the college. Separate canteen facilities to staff (xiii) Excellent labs, computer centres, instrumentation and Research centers for promoting qualitative research work. Staff are provided with separate space for using computers in the main Computer centre. (xiv) Free reprographic facilities to the staff (xv) E-library facilities. Separate space for using library (xvi) Separate parking facilities are provided for staff (xvii) Annual research day for felicitating research guides and faculty members for their research achievements. (xviii) Retired eminent faculty are re-appointed with attractive service conditions in the self-financing wing. (xix) Attractive salary and service conditions for faculty members appointed on contract basis and guest vacancies, increments being provided based on their experience and qualifications. (xx) Scope and opportunities for being members in different bodies and councils. (xxi) Space and other necessary facilities, with seed money and training, provided to set up research laboratories (xxii) Annual faculty family get-together.

File Description	Document
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:** 5.69

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	12	16	2	2

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc during the last five years	<a href="#">View Document</a>
Any additional information	<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:** 9.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
13	12	10	7	6

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

**Response:** 29.01

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
39	33	37	27	29

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	<a href="#">View Document</a>
IQAC report summary	<a href="#">View Document</a>
Details of teachers attending professional development programs during the last five years	<a href="#">View Document</a>

### 6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

#### Response:

Institution has a mandatory performance appraisal system for teaching and non-teaching staff which is in place for many years. Performance of the teachers and non-teaching staff is assessed every year after appointment. Regular evaluation of the performance of employees is done to recognize the efficiency and commitment of a person in his/her career and to suggest corrections, if needed, for improving the delivery of academic and other services required of the staff. There are different parameters to assess the performance of teaching and non-teaching staff. For teaching staff, performance is evaluated mainly on teaching-learning, research and extension/co-curricular activities. For non-teaching staff, performance is assessed based on punctuality, efficiency, service-mindedness to faculty and students, timely delivery of services, percentage of assigned work completed, number of training sessions attended, etc. As part of the IQAC every year Performance Appraisal (Self-appraisal) by the teachers are collected and submitted to the Principal. An evaluation mechanism is also done by the Principal. Performance Appraisal is also taken for the teachers who are due in their higher grade Promotion The Career advancement and promotion to higher grade or higher posts for a teacher is done by a Screening cum evaluation Committee constituted by the appointing authority with two nominees from the University based on the evaluation of his/her PBAS proforma. The overall performance of the teacher is evaluated at this instance and suggestions are given to improve the services. Appraisal forms are submitted to the University for approval of promotions. The non-teacher employees are also assessed for their performance on the basis of performance and confidential report by the Principal and are granted increment and promotion. In addition, performance assessment is also done through feedbacks, taken in the online mode after every semester, from students on (i) Teachers and their teaching performance (ii) Teaching and learning in the semester; Feedback analyses are shared by the Principal with individual teachers/ HoDs to address any issues raised. A feedback analysis is done by the Principal and overall performance of the teacher is calculated in standard numerical values and converts into percentage. This performance indicator is shared to the concerned teacher who will get chance to improve his pedagogical quality. Feedback on extension clubs are also done and shared with the coordinators of these clubs. The Principal and the Bursar get informal feedback from the non-teaching staff either individually or at non-teaching staff meetings. All legitimate grievances are redressed immediately. Teaching staff and non-teaching staff personally meet Principal and inform him of any needs or grievances at any time, which the Principal takes due note and tries to solve as far as possible. Feedback from the

alumni is taken in the manual mode for particular departments and in the online mode for alumni in different locations. The format for the feedback is available in IQAC website. Feedback is shared with necessary committees for follow up.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for 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 conducts internal and external financial audits regularly. Internal financial assessment and auditing are undertaken by a senior teacher in charge of the respective scheme, Bursar and the Principal. External audits are done by Chartered accountants deputed by the management. In addition to the above, audit by Deputy Director of Collegiate education (DyDCE) and by the Accountants General (AG) of India are made every year for all funds and collections under the aided stream. The major financial sources of the College are (i) UGC grant for various schemes (Plan funds), (ii) CPE scheme (iii) DST-FIST support (iv) DBT STAR College scheme (v) Autonomy grant from UGC (vi) mandatory fee collections from students at the time of admission and during study as stipulated by the University and Government of Kerala (vii) Other Government Schemes like WWS, SSP.ASAP, Scholarships, etc. (viii) Parent Teachers Association Collection (ix) Management fund from students admitted to Self-financing programmes and (x) Research grant to individual faculties. In most of these schemes the Principal in consultation with the College council, appoints a coordinator/secretary to oversee the utilization in tune with the guidelines of the sanctioning authority. The Coordinator/Secretary with the consent of Principal makes payment. For PTA funds, the PTA general body elects a secretary who oversees the utilization and auditing. The management funds are handled by the Bursar who gets the accounts audited by external auditors every year. With regard to research grants, the Principal Investigator of the project is responsible for the auditing and submission of the accounts, through the Principal, to the sanctioning authority. The institution has also Finance Committee which oversees and monitors the funds received from different sources like UGC, DST, DBT or from any Government agency. Budget is prepared annually on the basis of allocated funds and funds are distributed to all departments. There is also a Purchase Committee which oversees the proper purchase of all equipment and ensures equitable distribution of available funds. The Coordinator/Secretary with the help of the Head Accountant of the College prepares the financial statement at the end of the year and the executive committee or the members of the respective schemes/programmes scrutinize the statement of accounts and in some cases internal auditing also exists. This will be followed by the External Auditing procedures by Chartered Accountants deputed from time to time. The College goes through a process of government-stipulated, mandatory external financial audit by AG, DyDCE and DCE annually. Any objection or clarification raised will be dealt with utmost care and the required additional documents/bills/vouchers will be produced before the Auditors in time. The auditors prepare the final

report after clearing anomalies, if any, and submit to the Principal. For the last five years the College received excellent Audit Report from the Government agencies which indicates the transparent and proper utilization of the allocated funds by the college.

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

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

**Response:** 731.02

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

2017-18	2016-17	2015-16	2014-15	2013-14
220.69	280	123.31	49.29	57.73

File Description	Document
Details of Funds / Grants received from non-government bodies 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:**

College pays keen attention to mobilize as much necessary funds as possible. It identifies various funding schemes announced by the Central/State Government, UGC, DST, etc from time to time through their communications, website notification, newspaper advertisements etc. For each scheme the Principal, in consultation with the college council, appoints a committee to prepare the proposal according to the guidelines specific to the scheme. The committee initially collects the requirements submitted by the departments and with the consent of Principal drafts the technical and financial proposal for UGC or any other Government funding. The proposal will be sent to the funding agency for evaluation and the Principal in person will make a presentation of the proposal wherever necessary. As a policy, faculty members are motivated to apply for research projects from UGC, DST, etc. In the case of research projects, the PI prepares the proposal and gets approved by the Research promotion and Ethics Committee before sending for evaluation. In the last five years, on successful completion of the second phase of CPE and the first phase of Star College scheme of the DBT, the College presented proposals for the subsequent phases

which were accepted and sanctioned by the UGC and DBT respectively. Similarly after submitting the technical report and Utilization certificate of DST-FIST support 2010, the institution presented the proposal for DST-FIST 2018 and a total amount of Rs.1.25 crores was sanctioned. Recently the College also prepared the proposal for RUSA funding and block grant fund of the UGC and submitted them for approval. The College was successful in getting B.Voc course funding in 2014; we were one among four institutions in Kerala to get UGC-DDU KAUSHAL Kendra in 2015. Finance Committee contacts all sources including the UGC for funds for infrastructure development. A funding of Rs. 60 lakhs was obtained for extension of Women's hostel. Funding from other sources include funds from Alumni Association and its various chapters for various purposes and from the PTA, funds of which are collected during admissions. For example, Kuwait chapter of the Alumni sponsors noon- meal scheme for the last many years. PTA funds are crucial to the College as they are used to pay the major recurring expenses like monthly electricity bill, the salary advance of all guest lecturers, conduct of internal exams, training for the University Youth Festival, proficiency awards to meritorious students, etc. Funds from the college management are sought when there is any financial necessity and the management also mobilizes/sanctions amount. Funds from philanthropists or agencies like AIACHE/United Board for Christian Higher Education are also sought by the management under specific projects. Rs.100 lakhs was donated by an esteemed business personality in 2017 for the construction of research centre. College is very keen to ensure the optimal utilization of resources by inviting tenders/quotations from interested parties and allocating work to the minimal quoted amount, but ensuring the quality of the product/work. Progress of the utilization is periodically assessed by the Principal/Bursar/finance committee.

File Description	Document
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 has established IQAC since 2001 and it has the task of continuously assessing all matters related to the functioning of the college to assure the best possible quality. The significant contributions of the IQAC has helped the institution get high grades in previous NAAC accreditations, secure the status of autonomy and also get high NIRF ranking. A few processes through which the IQAC contributed to institutionalizing quality assurance are: (i) framing guidelines for various academic and administrative processes to ensure organizational development. (ii) creating a non-intrusive technique for academic audit (iii) conducting seminars/workshops for teachers on quality processes in an HEI. Eg: a two day NAAC sponsored workshop on "Towards Formulating Best Classroom Practices in Teaching-Learning and Evaluation" during 10-11 September 2015 (iv) course committees and class committees were formed with guidelines and ensured their regular functioning (v) conducting online feedback/review about the performance of each academic department by the teachers of that department (vi) conducting curriculum feedback by outgoing students (vii) the functioning of research centres are reviewed regularly by the

Research Promotion and Ethics Committee with guidelines from IQAC. They provide details regarding research projects, patenting, etc (viii) for effective official communication from principal to teachers and among teachers, email ids for all staff were created and the same has been in successful use for the last 3 years. Two best practices institutionalized as a result of IQAC initiatives are (1) Creating a [website for the IQAC](#) and (2) Implementing a College Management System (CMS). IQAC set up a website which shared with stakeholders all relevant information/documents/guidelines pertaining to the IQAC. The aim was to make the college system-dependent rather than person-dependent. An online platform has been created in the website for the stake holders to put their feedback on curriculum as well as the performance of the teachers any time. The CMS facilitates a paperless office system and streamlines information generated and shared across the college. Three crucial functions have been taken over by the CMS: Admissions, Examinations and Attendance. E-governance in all areas of administration and academics are in practice now. The entire admission process is in the online mode, with students having to come to college only for joining. The entire examination process has also been made online, from registering for the examination, downloading the hall ticket, entry and calculation of marks, and preparing and printing of the mark sheets. The marks for internal assessment are entered directly by teachers into the CMS so that internal marks are automatically integrated into the marks sheet. Attendance management is completely managed by the CMS. Once teachers enter attendance, attendance percentage is calculated, reports are generated and guardians are informed of the attendance of their wards if there is shortage; guardians are also informed on a daily basis of their wards are absent in class through SMS. This has significantly improved discipline on campus. It has also indirectly ensured teacher accountability as reports of engagement of classes are generated by the system for the Principal.

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

#### **Response:**

The IQAC has the task of continuously reviewing the teaching learning process. It does this through feedback from students on teachers and teaching taken at the end of each semester, doing an audit of the real teaching hours taken by teachers, giving internal marks for attendance course-wise and only for real teaching hours. All statutory body meetings make reviews of teaching learning process, structures & methodologies of operations and learning outcomes. Two significant measures implemented for teaching learning reform are: (1) To ensure the syllabus is covered systematically and in reasonable depth keeping in focus the learning outcomes, the Course File system was introduced in 2016-17. The Course File would contain a set of necessary documents which could standardize teaching-learning and evaluation procedures across all departments. The Course File would have the following documents: Vision and Mission Statement of the College/ Department, Academic Calendar for the Semester, Differential Analysis List of the Class, Time Table of the Department/ Programme with the teaching schedule of the particular course

highlighted, Course Syllabus with Learning Outcomes for the Programme(POs) and the Course(COs), Course Teaching Plan in the prescribed format, Assignment/ Seminar topics for the course (Copies of assignment topics given in previous years to be also filed), Internal test question papers of the course of the last three years, End Semester Examination Question papers, Copy of the CA Mark Sheet of the Course, with the signatures of students, At least one sample assignment sheet, At least one sample internal test answer paper, Listing of details of curriculum enrichment strategies adopted for the Course (internet resources / MOOCs, lectures by external experts/ other teachers, industry visits, field trips, library work, peer teaching by students (with name of student, topic, date), Listing of details of Remedial Classes taken for the course, with number of students, topics covered number of hours taken, and dates. Feedback on the teaching of Course taken at the end of the semester; it can be an informal/ oral feedback taken by the Course Coordinator to find out the major problems students faced while being taught this paper so that it can be avoided in the next semester. At the end of the semester the IQAC intends to check the course files and see the level of compliance of teachers with this method, seek feedback on the Course File system and try to make it more effective and teacher friendly. (2) A second measure to implement teaching learning reform was to make attendance marking by teachers online and into the CMS. Teachers now had the responsibility to ensure that attendance is marked regularly and they take the allotted number of hours. Attendance was calculated on the basis of hours and it was taken for only real teaching hours. Internal marks for attendance was made strictly course-wise as the CMS would automatically calculate it and share it with teacher. Both these steps have had a positive impact on improving the quality of teaching-learning and evaluation.

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

### 6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

**Response:** 6.6

#### 6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
7	8	9	3	6

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
IQAC link	<a href="#">View Document</a>

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

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

**Response:** Any 4 of the above

File Description	Document
e-copies of the accreditations and certifications	<a href="#">View Document</a>
Details of Quality assurance initiatives of the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual reports of Institution	<a href="#">View Document</a>

#### 6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

**Response:**

Various quality enhancement initiatives in the academic and administrative domains have been successfully implemented during the last five years. Autonomy was granted to the college in 2014 and statutory bodies like Governing Council, Academic Council and Boards of Studies with eminent scholars

and experts were constituted. A planned curriculum revision process was initiated. 4 new programmes and many add-on courses were introduced. DDU KAUSHAL Kendra established. Tie-up with Civil Services Academy, Pala, in 2014 for giving coaching for the Civil Services Exams to students of the college. Online feedback on curriculum and teaching-learning were introduced. Environmental Studies course made mandatory for all UG students. Schemes for slow and advanced learners introduced through SSP and WWS. The student strength has gone up from 1870 in 2011 to 2459 in 2017-18. More student-centric, beyond the class-room, innovative teaching practices have been implemented in the form of field visits, internships, industry visits, projects, extension activities etc. The percentage of PhD holders among permanent faculty grew from 45.5% in 2011 to 64.5% in 2017. Teaching has become more ICT enabled with 50 ICT and 10 smart board classrooms. The number of PhD scholars, publications, research projects all rose by considerable magnitude in the last five years. The built up area has increased by approx 23,000 sq. ft. An Office of the Controller of Examinations with all necessary facilities and personnel has been set up. An additional computer centre with 45 computers has come up; more than 100 computers have been added and a majority of the computers have been replaced. Internet speed has gone up to more than 20mbps from 2 mbps. A College Management system has been installed. All admission, attendance and examination processes are fully automated and paperless. Student Login and Teacher Login have been enabled. The Library has been upgraded and around 5000 new books were purchased. DELNET and ProQuest subscriptions were purchased in 2016. A digital repository has been set up. The Library has a separate website now. A counseling centre has been set up with two full time psychological counselors. The Cambridge University BEC Study Centre continues to flourish with consecutive 100% pass. More than 150 students/former students have cleared the NET in the last five years. A much larger number of students go to national institutions of repute every year after their UG programme. A new organizational structure has taken shape after autonomy with all the statutory and non-statutory bodies. Administration has been decentralized with two Vice-Principals, one Dean and one Controller of Exams. The IQAC has a separate website. A [Green Audit](#) has been done for the first time in 2016 and extended the study and auditing to [2017-18](#) also. A Vermicompost unit was set up in 2013. All the innovations and best practices mentioned in Criterion 7 (except the Open House, the Science Facilitation Centre and BEC programme) are post-accreditation initiatives. Campus has been beautified eco-friendly and power saving/green initiatives have been introduced with more LED bulbs, solar lamps, rain water harvesting, waste disposal measures, etc.

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

**Response:** 64

##### 7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
27	12	10	6	9

File Description	Document
Report of the event	<a href="#">View Document</a>
List of gender equity promotion programs organized by the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 7.1.2 Institution shows gender sensitivity in providing facilities such as

- a) Safety and Security
- b) Counselling
- c) Common Room

**Response:**

The college shows gender sensitivity in providing safety, counseling, common room etc. for women on campus. There are four convent hostels in the campus where the women students are accommodated safely. The campus and girls' hostels are secured by boundary walls. The entry points are strictly restricted by security guards, CCTV cameras, identity verification mechanism. Lady security personnel are deployed in the campus for the special protection of girls for the last 3 years. The college has an Anti-Ragging Committee which ensures strict compliance of anti-ragging measures and special care is taken for girls. Helpline numbers against ragging, sexual harassment etc. are displayed in notice boards. The mandatory notifications prescribed by UGC are also displayed in the College Handbook, Website and prospectus for admission. For women students there is a separate Grievance Cell as well as a Women's Study Unit. The College has an Anti-Sexual Harassment Committee with a senior lady faculty as Presiding Officer. Women's Study Unit provides support to the female staff and students and organizes classes, seminars and events. The College has a "Counseling Cell" for the last 4 years with two full time professionally qualified (postgraduates in Psychology with ample experience in the field of counseling) women psychological counselors for the effective management of problems and challenges faced by students especially girls. They regularly address common student concerns ranging from anxiety, stress, fear of change and failure

to homesickness and a slew of academic worries etc. Sensitizing students on gender issues is one of the focus areas of the counselors who meet all the students on campus. The counselors visit all classes in every semester and talk on a range of topics such as psychological well-being, how to avoid stress and anxiety, how to express gender sensitivity etc. In addition to the above, all classes have teachers/faculty advisers who act as Teacher counselors. They take special care of girl students in all aspects especially their safety, protection, ethical conduct in the campus and society etc. Teacher counselors also coordinate with wardens of girls' hostels and exchange personal details of students, academic record and behavior patterns for prompt corrective action. Special health awareness and medical check-ups for women are conducted in the college. A large number of workshops and awareness programmes on gender sensitivity, human rights etc and self-defence training for girl students (Karate, Yoga etc) are conducted. During study tour/annual picnics, accompaniment by lady teachers is made compulsory, where the institution charts the travel plan well in advance and circulate them amongst the parents of the students. Any suggestions made by parents in these regards are taken into consideration in the interest of the successful and safe organization of tour. Lady students have a separate common room with adequate facilities including arrangements for first aid, water cooler, rest/sick rooms, napkin vending machine, recreational facilities, first aid and nursing assistance, etc. The Waiting Room remains open till 5pm for the convenience of the female students.

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

### 7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources

**Response:** 0.17

7.1.3.1 Annual power requirement met by renewable energy sources (in KWH)

Response: 474.5

7.1.3.2 Total annual power requirement (in KWH)

Response: 275244

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	<a href="#">View Document</a>

### 7.1.4 Percentage of annual lighting power requirements met through LED bulbs

**Response:** 98.74

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 37260

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 37734.5

File Description	Document
Details of lighting power requirements met through LED bulbs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

#### Response:

The college strictly adheres to the green protocol issued by the Government of Kerala and takes all adequate measures for management of all types of wastes. Green protocol and cleanliness messages are communicated to students and other stake holders and necessary notices are displayed in the campus. Student organizations like NSS, NCC, Union, Subject associations spread the message of cleanliness and hygiene in all possible ways. They also engage in campus cleaning periodically. Use of plastic is strictly restricted/discouraged. For the timely removal and disposal of solid waste, there are adequate numbers of supporting staff who clean the class rooms and premises daily. Use of paper is minimised as the college by policy promotes automation and e-governance; however any solid waste like packaging waste which may be generated by the office are collected in dust bins placed in offices and removed and disposed through incineration. Dust bins have been placed throughout the campus to collect the solid waste. Waste baskets have been provided in all class rooms and staff rooms, and waste is collected by the cleaning staff and disposed through incineration on a daily basis. The food waste generated in the college canteen and the left-over of student meals are collected in dust bins kept for this purpose and taken to the pig farm on the campus. All food waste is sent to the pig farm. Solid bio-wastes other than food waste are sent to the Vermicomposting plant for composting. Carcasses and other biological wastes are disposed in the dumping pit as and when they may be generated. Broken glasses, dead bulbs and tubes, are also disposed similarly on the basis of need. Any paper wastes which will be bought by waste collectors are sold to them. Dry wastes and sanitary napkins are disposed safely by incineration. Plastic wastes are stored temporarily in the yard and sold to waste pickers. Broken glass, dead bulbs and tubes are buried deep in the soil at places away from water sources. Liquid waste is not treated before disposal. The untreated wastes are drained off into concealed soak pits. Toilet wastes are discharged into well-protected underground sewage pits. Hazardous waste, which is mainly liquid and minimal on campus, is channelled into soak pits. The waste of chemicals and re-agents in the form of liquids are usually channelled out safely without any harm to the bio diversity. The gaseous wastes in the form of fumes are expelled through fume hoods installed in

chemistry and biology labs. Electrical and Electronic devices that are beyond redemption are sold to agencies involved in the recycling of such wastes. This is done biannually or annually depending on the magnitude and need. Computer monitors, CPUs and other computer peripherals which need to be replaced because they are out-dated are exchanged in buy back policy or auctioned to vendors. Out-dated, but which may be of use, computer hardware also sent to the Dept. of Computer Science for the use of students in the hardware lab.

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

### 7.1.6 Rain water harvesting structures and utilization in the campus

#### Response:

Possible efforts for rain water harvesting and effective utilization are in place in the college. Mar Ivanios College is located in the Mar Ivanios Vidya Nagar which consists of more than 20 educational institutions under the Malankara Educational Society Management. A comprehensive water harvesting project has been completed for the entire campus by Malankara Catholic Education society at a construction cost of about Rs 3 crores. Construction of a huge 40 lakh capacity water storage tank near Mar Baselios Engineering College has already been completed and the water in this has been tested and found safe for drinking. This tank is very adjacent to the Mar Ivanios College stadium. The project is fully functional and it addresses the water requirements of the entire campus. Water collected and stored in the tank is pumped to the college for use in times of need. The additional advantage of the rain water storage is that the natural water level of the wells in the neighbourhood remains substantially topped up in all seasons. A small concrete tank of approximately 2000 Litre capacity, behind the English department, is also used for storing rain water and the same water is used regularly for necessary purposes like laboratory and toilet use. The overflowing water is not allowed to run off; instead it is made to drain into the soil by constructing contour trenches in the open fields. Distillation units are the major causes of water wastage as running cooling water drainage. Although a micro set up, the distillation unit installed at the MSc Zoology lab is a true model for a low cost water conservation system. This simple set up enables us to save at least 50,000 litres of water in a year.

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

### 7.1.7 Green Practices

- Students, staff using
  - a) Bicycles

- b) **Public Transport**
- c) **Pedestrian friendly roads**
  - **Plastic-free campus**
  - **Paperless office**
  - **Green landscaping with trees and plants**

**Response:**

The college is fully committed to the promotion of green practices and strict adherence to green protocols. In order to save energy and fuel use, we promote the use of bicycles and electric vehicles; however use of bicycles is minimal on campus as the college is situated on a hill and it is practically not possible for students, and especially teachers, to ride the bicycle up the hill in very warm and humid weather. This is also true for the city of Trivandrum as the terrain and climate is not suitable for use of bicycles as the city is situated on seven hills. Students are discouraged from using private four wheelers and if possible two wheelers also. As a result, at least 80% of the students use public transport. This includes city service buses for shorter commutes and trains for longer commutes. In order to avoid the use of private vehicles by students, college also provides two college buses mainly for the use of girl students. The entire campus has been designed to be extremely pedestrian friendly, right from the main gate of the campus. There are extremely well-maintained footpaths for use; security personnel are deployed throughout the campus to guide and help students navigate the campus on foot; and the roads inside the college campus are exclusively for pedestrian use during college hours. The college has designated itself as a 100% plastic free campus and there is constant reminder to ensure that this practice is maintained. Flex materials are strictly banned and students use cloth and natural materials instead for banners and backdrops. The college has digital display boards and most of the advertisements are through the same. Paperless office has been achieved through the following steps: The College has a highly customized College Management System which has made much of the administrative work paperless; The entire admission process since 2015 has been made online and paperless; Attendance marking is done online; Soft copies of previous years' question papers are available online at the College website for download; The IQAC has gone completely online through the IQAC website; Notices and circulars to Faculty members from the Principal are given only through email; All information to staff and students is shared through the College website and through the electronic notice board. The only part of the examination process which uses paper is for the printing of the question papers and for the answer sheets of student; everything else is done online. Carbon neutrality is essentially attained through planting trees on campus. More than 500 trees (including fruit bearing trees like jack fruit and mango) have been planted in the last five years. Green landscaping with trees and plants, an organic vegetable garden on 0.5 acres near the Men's hostel, small pockets of natural forest areas which have been left untouched and are preserved as such, even though land development takes place, are other features which have helped to green the campus.

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

**7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years****Response:** 1.55

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
3.61	0.68	3.33	7.06	0.68

File Description	Document
Green audit report	<a href="#">View Document</a>
Details of expenditure on green initiatives and waste management during the last five years	<a href="#">View Document</a>

**7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:**

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

**A. 7 and more of the above****B. At least 6 of the above****C. At least 4 of the above****D. At least 2 of the above****Response:** A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	<a href="#">View Document</a>
link to photos and videos of facilities for Divyangjan	<a href="#">View Document</a>

### 7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

**Response:** 39

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
8	15	7	3	6

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

**Response:** 63

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
13	21	21	4	4

File Description	Document
Report of the event	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.12**

**Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff**

**Response:** Yes

<b>File Description</b>	<b>Document</b>
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	<a href="#">View Document</a>

**7.1.13 Display of core values in the institution and on its website**

**Response:** Yes

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Provide URL of website that displays core values	<a href="#">View Document</a>

**7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations**

**Response:** Yes

<b>File Description</b>	<b>Document</b>
Details of activities organized to increase consciousness about national identities and symbols	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.15 The institution offers a course on Human Values and professional ethics**

**Response:** Yes

<b>File Description</b>	<b>Document</b>
Provide link to Courses on Human Values and professional ethics on Institutional website	<a href="#">View Document</a>

**7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions**

**Response:** Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	<a href="#">View Document</a>

**7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years**

**Response:** 184

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
44	57	29	34	20

File Description	Document
List of activities conducted for promotion of universal values	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities**

**Response:**

In order to ensure and promote the sense of nationalism, national integrity and inter-religious harmony, the college organizes programmes of national importance with the participation of staff and students. Celebrations are also conducted on occasions of national and regional festivals. The major National days of observance every year are, Independence Day (August 15), Republic Day (January 26), Martyrs' Day (January 30), Rashtriya Ektha Divas (October 31), Gandhi Jayanthi (October 2), Teachers Day (September 5), etc. On Independence and Republic Days, the Principal hoists the National Flag in front of the main building in the presence of staff, students and NCC cadets. The Navy, Air and Army wings of the NCC conduct parade in front of the college and the Principal and student representatives give messages and sing patriotic songs. Every year a few of our NCC cadets are selected for parade in New Delhi on Republic Day. National Constitutions Day is celebrated on November 26 every year with awareness classes on the preamble and features of the Indian constitution. The college commemorates, promotes and mobilizes for action many of the International days of importance which have been established by the UN, UNESCO, WHO etc. These include International day of older persons, International Youth Day, International Day of Human Rights, National Science Day, International Year of Crystallography, International year of Light,

World Environmental day, World Ozone day, World Tourism day, National Tourism Day, National Food Day, World AIDS day, International day of Girl Child, National Girl Child Day, International Flowers' Day, World Wetland Day, National Mathematics Day, Human Rights Day, World Kindness Day, World Heart Day, Nagasaki Day, International Women's Day, National Women's Day, International Mother Language Day, National Handwriting Day, National Bird Day, Hiroshima Day, International Year of Pulses, World Sight Day, Global Hand washing Day, World Food Day, World Diabetes Day etc. NSS, NCC and various clubs organize appropriate activities to observe/celebrate the day. The message of the day is delivered to all students on the day. On many occasions competitions marking the importance of the day will be conducted. In addition the students celebrate the National and regional festivals with the participation of whole college community. Competitions, cultural events and lectures are also conducted on the occasion. The important days of such celebrations are Holi, Christmas, Onam, Diwali, Kerala Piravi etc. The College organizes centralized celebration programmes during these days. For example Onam, the most important festival of Kerala, is celebrated with the participation of all teachers and students. 'Onapookkalam' (Flower arrangement) and Onam sadya (lunch) etc. are essential parts of the celebration. The students and teachers wear traditional dress and they sing songs and have lunch together in all departments. Carol competitions are held on Christmas celebrations. The festival of colors (Holi) and light (Diwali) are also celebrated by all students every year. It is a noble tradition of our students to visit orphanages and destitute homes and celebrate important festivals with the inmates, sharing food and gifts to them.

#### **7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions**

##### **Response:**

The institution is committed to ensuring and maintaining complete transparency in its financial, academic, administrative and auxiliary functions. One primary mode of ensuring transparency is to put up all relevant and necessary information needed for stakeholders on the website. Mandatory declaration under RTI Act 2005, Section 4(1)(b), is displayed on the website. IQAC has also created a feedback portal for all stakeholders to send their feedback on all aspects of the college anytime during the year. All financial transactions are maintained through bank accounts. Grant-in-aid fund utilization from government sources are audited internally by Chartered Accountants and externally by government auditors. Both processes are extremely transparent and stringent and government has acknowledged the quality of audit, the transparent fulfilment of stipulated rules and norms and we continue to receive funds on the basis of audit reports. Audited utilization reports are available on request through proper channels. The Finance Committee under autonomy provides budgetary allocations to departments on the basis of their requests and availability of funds. Funds are then sanctioned and allotted by the Finance Committee on a fair and transparent basis after close scrutiny of specific requests, and the Committee closely monitors the utilization of funds through Project Completion reports. All funds received and utilized by the College from other sources (mainly the managements and the PTA) are audited internally by Chartered Accountants and placed before appropriate committees for ratification. Information regarding fees collected from students are available in the Handbook and Prospectus; no other fees is collected from students other than that mentioned in these documents. Receipts are issued for all transactions. All syllabi are created and vetted by Board of Studies members drawn from the College, academia, alumni, government and industry. All syllabi are displayed on the website along with question paper patterns, carefully selected reference material and previous years' question papers. Teachers are allotted stipulated teaching hours and their performance is evaluated through

feedback from students and parents, and reports available about teaching hours taken by them. Grievance redressal mechanisms are available for students after the evaluation of their answer scripts and the fairness and transparency of the valuation process is evident in the almost total lack of such grievances. The Admission process is completely transparent and online, with all details including rank lists regarding the admission process available online. All government regulations are strictly followed. The College Management system manages student attendance and strict and transparent compliance of rules is effected. . Students can view their attendance online. Decentralization is the process used to ensure transparency. This is most evident in the number of Staff Committees and Student Committees set up, each with their own functions and responsibilities; this is in addition to the mandatory and non-mandatory committees under Autonomy. There are regular core group meetings for all committees to ensure transparency in all its activities. Students play a key role in all these committees and an active Student Parliament ensures that the aspirations of students are fully met by the College.

## 7.2 Best Practices

### 7.2.1 Describe at least two institutional best practices (as per NAAC Format)

#### Response:

#### 1 Title: Science Facilitation Centre (SFC)

#### Objectives of the Practice

- To inspire, motivate, and promote the curiosity and creativity of students and equip them for applying their scientific talent for the development and effective manpower utilization of our nation.
- To motivate students of UG, PG and School level students in understanding scientific principles through hands-on training.
- To train UG and PG level students in explaining scientific ideas
- To identify students with hidden / unknown scientific talents and to support them in their pursuit of excellence
- To provide the students with adequate opportunities for self-development in science
- To enable the students to take up project activity and carry out scientific investigations according to their innovative ideas.
- To activate the school authorities for creating a scenario in which the students can freely sense, touch and taste the ambience and will receive hands on experience in science.
- To offer a very active platform for all science loving students to come up to levels of excellence in science.

- Students with aptitude for research are identified and evaluated and they are given support and encouragement to practice Science and scientific experiments

### **The Context**

Basic science education at the higher education level seemed to suffer a setback in the last decades of the previous century and early 21st century as more brilliant minds opted for professional programmes. The development of a nation depends mainly on the growth of basic science education and research and it seemed necessary to promote and attract more students to science streams. In this context, the Science Facilitation Centre (SFC) started at Mar Ivanios College in the year 2007 and now is on its 11th year. It was established with a view to inspire the educationally brilliant youngsters at the high school level, with special focus on the economically marginalized. The centre imparts training in both theoretical and practical aspects of science in a stress-free, highly interactive, and creative ambience.

The major objective of the Centre is to lead the young promising minds beyond the constraints of the curriculum into the exciting world of science whereby they gain deeper insights and learn to apply the knowledge they have garnered in an ingenious and inventive manner for constructive follow up in the higher classes.

### **The Practice**

Every year nominations are invited from the principals of various private and government schools in the Thiruvananthapuram district and based on their nominations and the student merit, 40 to 50 talented students of standards VIII and IX are selected for the training. The duration of the course is one year and the programme is conducted every second Saturday of the month from 9.30 AM to 4 PM. Selected UG and PG students of Mar Ivanios college are given initial training to act as Teacher-Facilitators to the school students and they help the school students to carry out experiments in the laboratories of the Department of Physics, Chemistry and Life Sciences. Thus this is a twin-objective programme in which both the college students and schools students are benefited.

The daily programme starts with an interactive session with an expert in the field of science and technology and it is scheduled for one hour. A few eminent experts who engaged such sessions in the past include Prof P. Radhakrishnan (trained astronaut), Dr. K. Radhakrishnan (Chairman, ISRO), Dr. Nambinarayanan, Dr. Anil Bharadwaj (both ISRO senior scientists), Dr. P. Mohandas (Director, SCTIMST), Dr. Jayasree (Senior scientist, SCTIMST), Dr. Achuthsankar S Nair (Professor, Unty of Kerala), Dr. Pradeep (RGCB), Prof. C.P. Aravindakshan, Dr. Sivasankar IAS, Mr. Nandakumar IAS, et.al.

Then students are divided into groups and training on 5 different topics namely Mathematics, Physics, Chemistry, Botany and Zoology are given. The experimental facilities in the laboratories of Mar Ivanios College are fully set apart for these students on the training days. The students get a theoretical concept of the experiments followed by hands on training. In between, students can perform demonstration on scientific experiments. At 3.30 PM the students gather and they record their feedback on the day's activity and disperse. Any doubts regarding theory or experiments are cleared by the teachers.

Field visits are also arranged for the students two to three times a year. The visit usually is to an Academic or research institution in or around Trivandrum like Space museum VSSC, Planetarium, Hydro-electric plant, etc

This is a very unique programme in Arts & Science colleges and every year 40-50 high school students pass the programme with deep passion for scientific study and research. Apart from that, selected college students who act as teacher facilitators also get a unique chance to 'learn by teaching'. Also this is a programme where all the facilities of a college are extended to the training of school students without much cost from the part of takers and hence this is highly beneficial to socially and financially backward students also.

The main constraint with the running of the programme is the lack of any external funding for the same as this is conducted in a college mainly focused on the training of school students.

### **Evidence of Success**

The programme has attracted public interest and every year we get more applications than we can accommodate. This programme has been continuing for the last eleven years with sufficient number of students. We are collecting feedback from all the students and it shows the growing enthusiasm and interest in the students on the completion of one day's programme. We have observed that most of the students and teacher facilitators who complete the programme go for higher studies and research in basic sciences in reputed institutions. Realizing the importance of this programme, every year the education minister of the state or some other minister him/herself comes to address the students and distribute the prizes. Education minister has also announced that this programme should be implemented in other arts & science colleges also.

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

- **Problems:** The success and efficacy of the programme depends on the passion and spirit of the teachers, teacher facilitators, and students. It is always a challenge to build and maintain such a spirit in its highest form. As programme enters into the 11th year most of the initial problems have been overcome.
- **Resources:** The programme requires the assistance of experts in the field of science and technology and dedicated faculty from science departments to run the same. It also requires the cooperation of the nearby school authorities. Currently, facilities in the department of physics and other science departments are being utilized for the conduct of the programme. Higher end lab training can be given to students if the college laboratories are upgraded with latest and hi-tech instruments. Financial resources to cover the expenses relating to training, experimentation, certification and supply of study materials are needed which can be met through some funding, if any, or through the fees collected from the participants. Selected Post-graduate and Graduate students from science departments are needed to serve as teacher facilitators.

Note: Indian economy growth rests heavily on the development of basic science studies and research. If students are properly and effectively channelized into science streams at the school level itself, more brilliant minds will choose the path of science. Also such training programmes can help socially marginalized students to come to excellence. If more colleges start such innovative programmes, the future of India will be benefited beyond limits.

## **2. Title of the Practice:**

**Cambridge University Business English [Vantage] Certificate Course**

## Objectives of the Practice

- To enhance the communicative skills at an international level
- To focus on the use of English in real-world business situations.
- To prepare students for BEC Vantage which tests English language ability used in the context of business

## The Context

One of the major problems identified by modern day employers for the unemployability of otherwise highly qualified candidates is the lack of communication skills especially in English which is an international language. This is especially true of Kerala where students are good at studies and marks, but may be weak in communications. It is evident that more than ever, a good knowledge of English is needed to succeed in international business and commerce. If one can show relevant language skills one has a great advantage in the jobs market and much greater flexibility if he/she wants to work abroad. An internationally recognized business qualification can help students show that they have learned English to an appropriate standard and can use it in a professional context. In this context there was a genuine need for a course which would not only improve the English communication skills of students, but which would be beneficial in the long run with its international appeal. Understanding this need of students, the College became a test centre of the Cambridge University Business English (Vantage) Certificate Course. This is all the more relevant since Trivandrum is a global IT hub where a large number of MNCs are stationed who need internationally qualified personnel.

## The Practice

The Centre started its training sessions from June 30, 2007 and it is now into its 12th year after inception. The practice adopted in the training comprises of an initial screening of the students on the basis of a test where they have to demonstrate their interest in improving their communicative skills. This small group consisting of 30-40 students is given personal attention to take the international examination while in their second year UG programme at college. The course has a flexible structure where the contents are result-oriented and designed accordingly by the teacher-trainers. The sessions are student-focused and are totally devoid of lectures, submission of assignments etc. They consist of language skill-building activities within a global context. The modules trained Reading, Writing, Listening and Speaking. In the Reading paper there are five tasks of the following types: multiple choice, matching, sentence level gap-filling, multiple choice gap-filling and error identification. In the Writing paper there are two tasks, both compulsory. Candidates are trained to produce a piece of internal company communication (approx. 40-50 words), and a short report, proposal or piece of business correspondence (based on Reading input, approx. 120-140 words). In the Listening paper there are three tasks of the following types: gap-filling or note completion, matching and multiple choices. Texts used are monologues and dialogues, including interviews, discussions, telephone conversations and messages. The Speaking Test is conducted by two external examiners and candidates are tested in pairs. During the test each candidate responds to questions, gives a 'mini-presentation' lasting approximately one minute, takes part in a collaborative task with the other candidate and takes part in a discussion with the other candidate and the interlocutor. Once awarded Cambridge ESOL BEC certificates are valid for life. This is a four months programme and classes are held on all Saturdays from 9 am to 1 pm. Trainers are faculty of the college who have completed BEC teacher training programme and have passed the BEC examination.

## Evidence of Success

The growing demand for the course, response from the participants and the overwhelming results on one side, plus the welcoming attitude of high quality educational institutions and companies all over the world to this degree provides evidence for the success of the programme. The Cambridge University accredited Business English Certificate programme, running since 2007, has benefited more than 400 of the brightest students on campus. It produces a high number of distinctions [A grade] in every batch. While the national average pass percentage for BEC Vantage stands in the range of 60-65% that of the College centre is in the 80-85% range. The 100% pass in the last four consecutive years also indicate the success as well as the confidence instilled in the students when it comes to taking examinations and facing job-interviews. The College has now been accepted for registration on the Cambridge University website, providing access to global placement opportunities for students who have passed the exam from the Mar Ivanios College Training and Exam Centre for the BEC.

### Problems Encountered and Resources Required

As the programme is into the 12th year the large share of initial problems have been overcome. However, the major problems are limiting the number of participants in a course to 40 and managing the teaching sessions on holidays. The resources required include a well-furnished room with audio-video equipment, projector/ smart board for the training and conduct of the examination and well-trained teachers with good communication skills.

#### Note

India has many IT hubs and global business linkages and they all need trained and successful personnel who are efficient in business communications. Traditional language training courses are not sufficient to cater to this end. Hence it is recommended that more colleges start such training programmes for the benefit of student community. Students prefer such add-on programmes along with their degree programmes rather than having to spend additional months after graduation. Interested colleges can approach British Council and the Cambridge ESOL to be recognised as a Cambridge University Business English Certificate (BEC) Training Centre.

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

## 7.3 Institutional Distinctiveness

### 7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

#### Response:

The vision and mission of the college aims at achieving excellence in higher education mainly through teaching, research and extension activities. This reverberates the sentiments of the founder of the College the great visionary Servant of God Mar Ivanios. Now into the seventieth year Mar Ivanios College can with sincere pride say that the College has lived upto the dreams of its founder in its commitment to the marginalised and the minority. Extension and Outreach programmes are intricately woven into the fabric of

our institution. Faculty and students visit the various old age homes, rehabilitation centres and hospitals to share food, clothing and the joy of various festivals. The underlying purpose of outreach is not just to meeting needs in the community, it is establishing a beachhead where we discover the key to the hearts of our adolescent children so that they realise that the most likely place to start is with the person's felt needs. Because the spiritual, material, physical, financial emotional, intellectual and social needs of people in the community are so diverse, these social interventions help children learn to care for their less fortunate brethren to develop effective life strategies, to be a successful adult and help them to learn from actual life experiences providing opportunities for them to be viewed in a positive role by adults and peers and providing them chances to develop compassionate feelings competence and autonomy to face issues related to social and emotional transitions from adolescence to adulthood. The College has a very active NSS which makes its presence felt in the everyday activities of the College. Through innovative and creative methods they have made meaningful interventions into the society. Some of the extension activities they conducted include the adoption and cleaning of Karakulam Panchayat, the health survey conducted at Pappala, the NSS camps held at rural/tribal areas of Pappala, Thamalam, Karakulam etc. The eye donation Programme "Prakasakiranam", the "Save A Life-SARAL" programme, "Moksha" the anti-drug and alcoholism quiz organised in association with Kerala State Excise Department, "Freedom From Waste" programme conducted by the "Kerala Suchitva Mission", "Jeevadayani", the blood donation programme by the Kerala State Youth Welfare Board, visits to Okhi cyclone affected areas and relief activities including disaster management, and the Fire safety awareness day observed in association with the Kerala Fire Safety and Rescue team, named "Agni". Lessons in ecological understanding of complex, interacting, community program components and the causal chains by which they affect outcomes are given to the students through structured curriculums and hands on experience. Our programmes include locally invented, homegrown interventions based on indigenous wisdom, cultural sensitivity, and local experience. We have programmes in vermicomposting, water harvesting, solid waste management, medicinal garden, visits to environmentally sensitive areas which had been causing environment hazards, nature camps, etc. Students enthusiastically participate in awareness programmes like Green walk, help the Government sponsored and NGO initiated Green Protocol initiatives while keeping the campus clean and green. Health awareness programmes and socially fatal issues like substance abuse are handled very effectively through counselling and awareness classes by experts. AIDS awareness through Pink ribbon rallies and cancer detection availing the services of doctors, blood donation etc are done almost on a daily basis. Organ donation and eye donation awareness camps are held and actions have been initiated. Every year the students through College Union with profound acumen show leadership skills which is extended to encompass the fellow students and community at large. Their activities are recognition of the fact that community Education and Outreach is an essential element of any effort to make change. It provides community members with an understanding of sustainability as it relates to their everyday lives by giving them an understanding of how the choices they make can lead to a more sustainable future for themselves and their communities. Open Forums on socially relevant issues open up newer vistas for students to react to social situations. Every celebration is augmented by visits to their less fortunate brethren. The case of the students going from house to house to collect scrap paper and used bottles to sell and collect money for the future studies of a cyclone (OKHI) affected girl who was orphaned is a tip of its iceberg. When IVANOFEST was organised in 2015-16, they did not go looking for celebrities to inaugurate their fest. Instead they chose two small children from a nearby orphanage to light the lamp whose education for that year was sponsored by them. In 2016-17, as a curtain raiser students brought rice from home and contributed about 1500kg to 'Jwala' foundation, an NGO which provides free meals to the destitute in the streets. Even during the recent floods that ravaged the State the tangible presence of Ivanians was evident whether it be to offer relief or to clean the environment and homes. The helping hand of the students are there just for the asking. During 2013-14, the entire college community under the leadership of the Union signed consent letters for eye donation. We have a destitute home in the campus itself called 'Snehvedu'

(House of Love) and students and staff visit the same for community service very often. Life at Mar Ivanios College is then a voyage of constant discovery. The pleasure of communion and social responsibility is reflected in every student enabling them to learn and keep in mind for posterity, that ideologies of what constitutes knowledge, what is important to hold sacred, and how to relay that to our society, becomes a major legacy of the College. This is a priceless inheritance handed down to the generations, a taste of which is given on the first day of their College life when alumni who have made their presence in the outside world share their experiences and the children are led to the next phase of their lives through an inter religious initiation prayer service, as they decide to walk the sacred soil of this Alma Mater making them aware of the vision of this Institution and its founder.

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

## 5. CONCLUSION

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### **Additional Information :**

Mar Ivanios College has always been lauded for its academic culture by various national educational commissions and academicians of repute who have visited the college through the years.

The University Education Commission chaired by Prof. Malcolm Adisheshiah recommended autonomy for Mar Ivanios College as early as 1985. Their reports says, "... the University, in consultation with the Government make a start with the system of autonomous colleges by granting autonomy to ... Mar Ivanios College Trivandrum".

The first NAAC Peer team in 1999 says: "The Peer Team has no hesitation in listing Mar Ivanios College as a leading institution and being benchmarked for its organisational set up, its constituencies working as a family and its efforts to promote 'character' in students through emphasis on values and discipline at every turn".

The second NAAC peer team(2005) made the following observation: "Ideally located and shaped by a far reaching vision, Mar Ivanios has admirably acquitted its role as a dispenser of quality education in the state of Kerala. It has contributed to the state and the nation commendable leadership in almost all areas, besides uplifting a considerable body of socially weak sections of the population. The present assessment confirms such a performance".

The following comments were made by the third NAAC team in 2011: It commended "the participatory and decentralized management", "appreciable progress made in research and development", "special consideration given for economically weaker students" and noted that "ambience, academic programmes, infrastructure, discipline etc. are to the satisfaction of the stakeholders".

### **Concluding Remarks :**

As Mar Ivanios College steps into the 70th year of its service in the field of higher education, we would like to place on record, with a deep sense of gratitude to God Almighty, that through this college thousands of youth, including those from the poor and marginalised strata of our society, have found their way to academic excellence and integral progress. Every experiment and novelty this college undertook was from the perspective of how it could benefit the poor and the common man of our society. Our academic ambitions included the development of not only the IQ but also the emotional, social and ethical quotients of our students as evidenced from the importance we have given to the artistic and service spheres of the personality development of students. Above all, we always sought to be faithful to our motto that 'Truth will set you free'. While the College is aware of the fact that it has earned a reputation as a centre of excellence, it fully understands that sustaining and improving on that perception of excellence is a much tougher task. It calls for concerted and united effort from all the stakeholders of the College. The College, on its part, is fully committed to the ideal of excellence and is determined to spare no effort to preserve the legacy by charting new ways to make the College synonymous with academic excellence in the minds of its stakeholders – a tough but not insurmountable task.