CRITERION II

TEACHING - LEARNING AND EVALUATION
TEACHING - LEARNING AND EVALUATION

2.1 Student Enrolment and Profile

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

The Admission Notification is done by the Mahatma Gandhi University. For certain specific programs like M.B.A, M. Sc. Space Science and B. Voc. Courses, media advertisement in local dailies is given by the College. The general merit admission is done by the University. The Management Quota admission and Community Quota admission are conducted by the College itself. From 2013, the same is carried out through online registration and Merit is the criterion for admitting students. The rank list is published online. For Management Quota the students are admitted on the basis of Merit cum Community involvement list published online.

2.1.2 Explain in detail the criteria adopted and process of admission (Ex. (i) merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programmes of the Institution.

1. For all Regular and Self Financing courses the admission criteria are regulated by the University according to Government norms.
2. The Aided Courses admission is in the ratio of 40:20:20:20 for General: SC/ST: Community: Management respectively, for aided courses. The General Merit includes Sports, Arts and Differently abled quotas.
3. For Self Financing courses the seats are in the ratio of 50:50 for the General Merit and Management Merit.
4. For Professional Courses (M.B.A) the admission is based on CAT/ MAT/ CMAT scores, Personal Interview and Group Discussion.
5. For Specialized courses like M.Sc Space Science and Technology together with the Merit Index, Aptitude interview is also conducted.

From 2013, the university follows the online admission process (CAP -
Centralized Allotment Process). The Community and Management admission by the College is carried out through Albertian Online Admission Portal (AOAP), a software developed by the College IT team.

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

2014-2015 UG Admission Cut Off Percentage

<table>
<thead>
<tr>
<th>Programme</th>
<th>Maximum Marks</th>
<th>Minimum Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A. English</td>
<td>95.16</td>
<td>91.91</td>
</tr>
<tr>
<td>B.A. Economics</td>
<td>98.41</td>
<td>85.08</td>
</tr>
<tr>
<td>B.Com. Finance &amp; Taxation</td>
<td>98</td>
<td>95.5</td>
</tr>
<tr>
<td>B.Com. Computer Application</td>
<td>91.6</td>
<td>87.66</td>
</tr>
<tr>
<td>B.Sc. Mathematics</td>
<td>95.16</td>
<td>92.5</td>
</tr>
<tr>
<td>B.Sc. Zoology</td>
<td>86.5</td>
<td>84.16</td>
</tr>
<tr>
<td>B.Sc. Physics</td>
<td>94.7</td>
<td>90.4</td>
</tr>
<tr>
<td>B.Sc. Botany</td>
<td>90.33</td>
<td>85.33</td>
</tr>
<tr>
<td>B.Sc. Chemistry</td>
<td>96.16</td>
<td>93.33</td>
</tr>
<tr>
<td>B.Sc. Industrial Chemistry</td>
<td>94.41</td>
<td>91.4</td>
</tr>
<tr>
<td>B.Sc. Aquaculture</td>
<td>90.41</td>
<td>89.5</td>
</tr>
<tr>
<td>B.Sc. Industrial Fish &amp; Fisheries</td>
<td>92.25</td>
<td>89</td>
</tr>
</tbody>
</table>
Comparison

Cut-offs rise for MG varsity courses

(The Hindu, Kochi)

<table>
<thead>
<tr>
<th>Programme</th>
<th>Maximum Marks</th>
<th>Minimum Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.A. English</td>
<td>98</td>
<td>95.5</td>
</tr>
<tr>
<td>M.A. Economics</td>
<td>91.6</td>
<td>87.66</td>
</tr>
<tr>
<td>M.Com. Finance</td>
<td>95.16</td>
<td>92.5</td>
</tr>
<tr>
<td>M.Sc. Mathematics</td>
<td>86.5</td>
<td>84.16</td>
</tr>
<tr>
<td>M.Sc. Botany</td>
<td>94.7</td>
<td>90.4</td>
</tr>
<tr>
<td>M.Sc. Chemistry</td>
<td>90.33</td>
<td>85.33</td>
</tr>
<tr>
<td>M.Sc. Physics</td>
<td>96.16</td>
<td>93.33</td>
</tr>
<tr>
<td>M.Sc. Zoology</td>
<td>94.41</td>
<td>91.4</td>
</tr>
<tr>
<td>M.Sc. Applied</td>
<td>90.41</td>
<td>89.5</td>
</tr>
<tr>
<td>Fisheries</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Yes. The Admission Committee evaluates the admission process and necessary
amendments are proposed to IQAC. The following are the outcome of the review:

- Admissions sought by students from various parts of the Country
- No grievances from parents regarding admission
- Review of the student profile helped in taking more care in designing the content of orientation required.
- During the last four years, the College applied for 21 new courses and the University has sanctioned the following at the UG and PG Level
  2. B.B.A. (2014)
  4. B.Voc. in Logistic Management (2014)
  7. M.C.A. (NOC received from Government)
- Evaluation and Resultant Proposal for new courses for the year 2015-2016 (The Inspection has been completed by the MG University and the approval is awaited)
  1. B.Com. Finance & Taxation
  2. B.A. English
  3. B.Sc. Computer Science
  4. M.S.W.
  5. B.A. Journalism and Mass Communication
  6. B.Voc. in Mobile App Development
  7. B.Voc. in Retail Management
  8. B.Voc. In Travel and Tourism
- Online registration through College Website for Community and Management Admission for improving transparency of the process and Merit.
- Saving Time and efforts.
- Accuracy and Timely completion of the Admission Process
- Nation-wide Visibility for Admission.
- Online advertisement of the College.
- There is a significant increase in the number of applicants to different
programmes.

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

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

### Table representing the Percentage students admitted in different category

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SC/ST</td>
<td>10.86</td>
<td>11.9</td>
<td>11.52</td>
<td>15.59</td>
<td>11.94</td>
</tr>
<tr>
<td>OBC</td>
<td>56.67</td>
<td>60.52</td>
<td>61.69</td>
<td>57.49</td>
<td>54.03</td>
</tr>
<tr>
<td>Minority</td>
<td>47.99</td>
<td>63.03</td>
<td>60.15</td>
<td>59.49</td>
<td>63.37</td>
</tr>
<tr>
<td>Women</td>
<td>56.67</td>
<td>64.34</td>
<td>62.17</td>
<td>61.82</td>
<td>57.8</td>
</tr>
<tr>
<td>Disabled</td>
<td>0</td>
<td>0</td>
<td>0.11</td>
<td>0.11</td>
<td>0.14</td>
</tr>
<tr>
<td>Sports/ Arts</td>
<td>0.47</td>
<td>1.13</td>
<td>0.83</td>
<td>0.67</td>
<td>1.04</td>
</tr>
</tbody>
</table>

The institution has always stood highly committed to diversity and supported the inclusion of the weaker sections of the society. It is evident from the Table that majority of the students belong to the weaker sections of the society. There is also a steady increase in the number of Women candidates securing admission in the institution. The College stands for the promotion of the Socially and Economically backward sections of the society.
2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends. i.e. reasons for increase / decrease and actions initiated for improvement.

<table>
<thead>
<tr>
<th>No</th>
<th>Course</th>
<th>Sanctioned Strength</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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</thead>
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<tr>
<td>1</td>
<td>B.A. Economics</td>
<td>60</td>
<td>63</td>
<td>66</td>
<td>66</td>
<td>67</td>
</tr>
<tr>
<td>2</td>
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<td>31</td>
<td>30</td>
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</tr>
<tr>
<td>3</td>
<td>B.Sc. Botany</td>
<td>36</td>
<td>34</td>
<td>36</td>
<td>37</td>
<td>41</td>
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<td>4</td>
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<td>43</td>
<td>43</td>
<td>56</td>
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<td>33</td>
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<tr>
<td>6</td>
<td>B.Sc. Physics</td>
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<td>38</td>
<td>39</td>
<td>51</td>
<td>57</td>
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<tr>
<td>7</td>
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<td>35</td>
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<td>30</td>
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<td>33</td>
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<tr>
<td>10</td>
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<td>11</td>
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<td>-</td>
<td>39</td>
<td>52</td>
<td>50</td>
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<td>12</td>
<td>B.Com. Model I Finance &amp; Taxation</td>
<td>50</td>
<td>69</td>
<td>66</td>
<td>64</td>
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<td>13</td>
<td>B.B.A.</td>
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<td>-</td>
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<td>15</td>
<td>B. Voc. in Logistic Management</td>
<td>50</td>
<td>-</td>
<td>-</td>
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<td>16</td>
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<td>18</td>
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<td>18</td>
</tr>
<tr>
<td>Sl. No.</td>
<td>Programs</td>
<td>Sanctioned Strength</td>
<td>Number of Students applied</td>
<td>Number of students admitted By the College</td>
<td>Demand Ratio</td>
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<tr>
<td>--------</td>
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<tr>
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<tr>
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<td>B Com (Taxation)</td>
<td>50</td>
<td>915</td>
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<tr>
<td>4</td>
<td>B Com (Computer-SF)</td>
<td>40</td>
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<td>27</td>
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<tr>
<td>5</td>
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<td>32</td>
<td>362</td>
<td>15</td>
<td>4.14 : 100</td>
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<tr>
<td>6</td>
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<td>48</td>
<td>457</td>
<td>24</td>
<td>5.25 : 100</td>
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<td>7</td>
<td>B Sc Chemistry</td>
<td>48</td>
<td>485</td>
<td>24</td>
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<tr>
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<td>GPA</td>
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</tr>
<tr>
<td>8</td>
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<td>36</td>
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<td>14</td>
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<tr>
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<td>36</td>
<td>322</td>
<td>14</td>
<td>4.34</td>
<td>100</td>
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<tr>
<td>10</td>
<td>B Sc Aquaculture</td>
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<td>5.26</td>
<td>100</td>
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</tr>
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<td>M Sc Mathematics</td>
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<td>35</td>
<td>3</td>
<td>8: 100</td>
<td></td>
</tr>
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<td>15</td>
<td>M Sc Botany</td>
<td>10</td>
<td>9</td>
<td>2</td>
<td>22 : 100</td>
<td></td>
</tr>
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<td>16</td>
<td>M Sc Chemistry</td>
<td>10</td>
<td>25</td>
<td>2</td>
<td>8 : 100</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>M Sc Physics</td>
<td>10</td>
<td>30</td>
<td>2</td>
<td>6 : 100</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>M Sc Zoology (SF)</td>
<td>20</td>
<td>29</td>
<td>10</td>
<td>34 : 100</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>M Sc Applied Fisheries &amp; Aquaculture (SF)</td>
<td>20</td>
<td>40</td>
<td>10</td>
<td>25 : 100</td>
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</tr>
<tr>
<td>20</td>
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<td>8 : 100</td>
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<tr>
<td>21</td>
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<td>15</td>
<td>55 : 100</td>
<td></td>
</tr>
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<td>NA</td>
<td>3</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>23</td>
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<td>23</td>
<td>3</td>
<td>13 : 100</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>M B A</td>
<td>60</td>
<td>165</td>
<td>60</td>
<td>36 : 100</td>
<td></td>
</tr>
</tbody>
</table>
The institution applies in advance to university for obtaining the marginal increase in intake seats so that more students can be taken for each course due to the high demand for them.

2.2 Catering to Student Diversity

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

- The Equal Opportunity Cell caters to the needs of the differently abled.
- All the existing infrastructures are made and the future construction projects in the campus are planned according to the norms for persons differently-abled. Ramps and slopes are created near the entrance of the college and library to make it differently-abled friendly.
- The College provides guidance and counseling to differently-abled individuals.
- Wheel Chair is made available on demand.
- Special desks that will help the learning experiences of differently-abled persons.
- Assist differently-abled graduates to gain successful employment in the public as well as private sectors.
- Admission Committee monitor the implementation of all existing and future legislation and policies, which are pertaining to higher education of differently-abled persons.
- Providing scribes for annual university examinations.
- Differently-abled students are provided special rooms with specific care and attention during University exams.

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

Yes.

- Communication and response skills of the students are measured by means of interview during the admission process.
- A written Aptitude Test is conducted for all the programmes to assess each student’s depth of knowledge in the concerned subjects and specific
The students are then categorized into different groups mainly for the type of assistance to be given to them during their studies.

- Bridge Courses, Orientation Programmes and Skill development Programmes are conducted for the needy group of students.

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

The following are the strategies adopted to bridge the knowledge gap.

a. Orientation programs
   Orientation program is given for the students immediately upon joining the institution.

b. Bridge courses
   After categorizing the students, the needy students are recommended for bridge courses which will help them in understanding better the new subject area/difficult topics.

c. Add on courses
   Fast learners and interested students are recommended for add on courses according to their choices

d. Remedial Coaching
   During the progress of each semester, chosen students are given remedial classes

e. Motivational Talks
   Eminent personalities (including alumni) are invited to motivate the students by sharing their success stories.

f. Academic Career Consultancy
   To orient students for higher studies and career development.

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

The College has an inclusive admission policy under which, SC, ST, OBC, physically and visually challenged and differently-abled students are given
admission in accordance with the government policy. Various awareness programmes, seminars and workshops are organized to sensitize students and faculty members. The following are few programs conducted during the academic year 2013 - 2014. The College also promotes team work and inclusive policy in which diverse groups working on the same project.

<table>
<thead>
<tr>
<th>Topic</th>
<th>No.</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>1</td>
<td>Women’s Cell (Mathematics)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Talk on “Stress Management”</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Class on “Breast Cancer”</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Awareness Program on Health and Hygiene</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Awareness Class on Women Harassment</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>M.A. in Gender Studies</td>
</tr>
<tr>
<td>Environment</td>
<td>1</td>
<td>Green Audit</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Environment Conservation (ENCON) Club – organizes Quiz, Essay and Painting competitions on environment related topics</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Adopting “Mangala Vanam” – the Protected forest area, the lung of the Kochi City, situated less than a kilometer from the college is an ideal location for the students to learn more about environment conservation. An agreement is signed between the forest department and the College for a long term conservation of the area.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Plantation of Trees &amp; Bamboos</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Awareness programs in reducing “Carbon Footprint”.</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Swachh Bharath Mission</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Plastic litter free campus</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Vermi Composting</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Rain water harvesting</td>
</tr>
</tbody>
</table>
Alternative Energy

<table>
<thead>
<tr>
<th></th>
<th>Promotion of alternative energy through vocational courses. For example B Voc program in Renewable Energy</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Inclusion in solar grid system by ANERT &amp; MNRE (Already selected for installing solar panels having capacity of 50 KV)</td>
</tr>
<tr>
<td>3</td>
<td>Biogas plant</td>
</tr>
</tbody>
</table>

Inclusion

<table>
<thead>
<tr>
<th></th>
<th>Stress Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Class on Cyber Crimes</td>
</tr>
<tr>
<td>3</td>
<td>AIDS Awareness Class by Red Ribbon Club</td>
</tr>
<tr>
<td>4</td>
<td>Class on RTI</td>
</tr>
</tbody>
</table>

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

The Institution responds in different ways to the needs of advanced learners.

- “Earn while you Learn” is one of the programs designed for advanced learners. They are identified through an interview and test conducted for the purpose. They teach lower degree classes after college hours.
- Inter institutional projects are usually assigned to Advanced learners. For example, students have completed their projects in ISRO and IUCAA (Inter University Centre for Astronomy and Astrophysics, Pune).
- They are supported to attend summer training in national institutes, training programs in different Universities, hands on job training in different industries etc.
- They are encouraged to attend seminars and workshops conducted by other institutes and present papers.
- We promote students to take up projects and internships outside Kerala, multinational companies and reputed research centers.
The Advanced Learners are also provided special training to prepare for appearing in competitive examinations like “Entrance Examination Coaching”, for higher studies.

- Principle investigators promote research aptitude of advanced learners by giving an opportunity to work as research assistants.
- We promote collaborative interdisciplinary research among advanced learners using both DBT, FIST Schemes and also by signing MoU’s with neighbouring academic institutions.

2.2.6 How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc. who may discontinue their studies if some sort of support is not provided)?

- **Tutors and Mentors** continuously evaluate the data of the students related to weekly tests, assignments, co-curricular and extracurricular activities to assess the performance.
- **Open Houses** are conducted for all the courses each semester and the parents are made aware of their wards performance and necessary attention to be initiated in deficient areas.
- **The medical facility** available in St. Albert’s College in Collaboration with Lourdes Hospital, Ernakulam also helps in assisting and identifying the slow learners.
- Depending on the assessment, the students are recommended for
  - Bridge Courses
  - Remedial Classes
  - Learning Space
- **Mentoring** personalized guidance and support to the needy students reduce the rate of drop out.
- **Home visits** are made by group of teachers as a part of social outreach support program, to have a direct interaction with the needy students in
their locale and recommendations made to the college regarding further course of action.

2.3 Teaching-Learning Process

2.3.1 How does the college plan and organize the teaching, learning and evaluation schedules? (Academic Calendar, Teaching Plan, Evaluation Blue Print, etc.)

- The planning and evaluation committee of the College prepares its calendar and teaching schedule according to the academic plan of the University incorporating the various programmes of each department.
- Each faculty member prepares an academic plan for the syllabus assigned in their Work Diary and publishes it online for students’ reference.
- The progress of the syllabus completion is monitored by Principal and Heads of Department.
- College continuously evaluates the progress of the students through tutors and mentors.
- Class Tests and Internal Examinations scheduled through notifications ensure the students preparedness.
- Submission of Assignments and conduct of Seminars has a good impact on the students overall performance.
- Through “Open Houses” a face-to-face interaction with the parents is arranged and corrective actions initiated where necessary regarding student performance.
- Academic audit committee visits each department for evaluating teaching learning progress twice in a semester.
- Each department present their annual academic report in the planning and evaluation committee by the end of the academic year.

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

To broaden the scope of the IQAC proposed by NAAC, an inclusive policy was adopted by St. Albert’s College where quality was monitored at 5 different Stages.
**First Stage:** The Governing Council and the planning and evaluation committee meet at the beginning of each semester and chalk out plans for the College. Most of the members are highly experienced hands and are familiar with the scenario of higher education across the globe. The suggestions for improving the academic quality are translated into action. For example, the Learning Space and Flip method are suggestions from this process. The Governing Council ratifies the same during the next meeting.

**Second Stage:** The College Council consists of all the Heads of Departments (HoDs) and the Office Superintendent. This Council meets every month on 2nd Friday and discusses matters pertaining to the day to day running of the College. The Council executes decisions of the Governing Board, evaluates existing learning methodologies and gives input on improving the system. The academic calendar, teaching plans, completing the courses according to schedule, conducting theory and practical examinations, displaying marks etc. are monitored by this Council.

**Third Stage:** The third stage is the Internal Quality Assurance Cell (IQAC) which consists of representatives from Students, Teachers, Non-teaching community, Parents, Industrialists, Politicians, Academicians and Management. The Cell is responsible for the organizing, implementation and evaluation of the various College functions. With the wider inclusion of people in the IQAC, steps are taken to assure quality not only in academics but also in non-academic matters. The IQAC periodically evaluates faculty performance and correlates it with student performance. It has been analyzing and compiling data for the entire College in the past. It also organizes programs in order to improve the quality of output. Activities such as strategic action planning and participative learning methodologies were organized by IQAC which has helped the faculty to aspire towards better quality.

**Fourth Stage:** The fourth stage it is the departmental monitoring. The department academic council monitors and evaluates teaching-learning process and submits periodical reports to IQAC.

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

The following systems help in student-centered learning

- **Seminars & Class Presentations** are conducted where the student explores the nuances of a topic and presents his/her learning before the whole class.
- **Assignments** help the student to explore various learning sources like the internet and other libraries, and to develop analytical and reasoning capabilities.
- **Field Trips & Educational Tours** - Students identify and propose academically significant places for field trips
- **Industrial Visits** and **Institutional Interaction** : The students’ committee plan and organize the industrial visits with the support of the students coordinators and placement officers.
- Faculty members conduct **Group Discussions** and **Debates** on relevant topics.
- **Quizzing** based on the topics covered in the class has been an interesting **Interactive Student-Centered** activity.
- Students carry out **Projects and Internships** in industry which helps them learn independently outside the classrooms.
- The activities and camps of **NSS** and **NCC** help students by exposing them to real life situations and issues of rural areas and helps to present their learning to the entire class. This helps other students know about rural problems and the presenter grows in self confidence and overcomes stage fear.
• All the departments have Interactive Boards, LCD Projectors and Smart Boards.
• Departments are also provided partial financial support to organize Study Tours and Seminars.
• The College has a Central Research Facility where students and faculty conduct research.
• Several of our students use the facilities of institutes like ISRO, CMFRI, CUSAT, ZSI, NIO, CIFT, CMFRI, CIFNET, NIPHATT, RGCB etc. for research purposes.
• The entire ICT training for faculty members are given by professional development committee.
• The participative nature of the committees makes activities more students centred.
• Entrepreneurial development programs help the students to actualize the learning into practice.

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

The Institution nurtures critical thinking, creativity and scientific temper in the following ways

• Inter Institutional Projects are usually assigned to best students. For example, students have completed their projects in ISRO and IUCAA (Inter University Centre for Astronomy and Astrophysics, Pune).
• Industrial and Institutional Exposure - College promotes students to attend summer training in national institutes, training programs in different Universities, hands on job training in different industries etc.
• Best Papers are awarded and acclaimed periodically before the student community.
St. Albert’s College, Ernakulam

- **Projects in MNCs** - We promote students to take up projects and internships outside Kerala, multinational companies and reputed research centers.

- **Encourages participation in highly competitive examinations** like NET/ GMAT/ GATE etc.

- **Research Assistance** - Principle investigators promote research aptitude of advanced learners by giving an opportunity to work as research assistants.

- **Inter Disciplinary Teams** - We promote collaborative interdisciplinary research using both DBT, FIST Schemes and also by signing MoU’s with neighbouring academic institutions.

- **Earn while you Learn** - promotes discipline and interdependence.

Supplementing the normal lecture classes, students are encouraged to prepare seminars & assignments and are also rewarded for the same with internal marks. Activities related to Entrepreneurship, Exhibitions, debates, participation in different academic programs helps students to be creative and innovative.

In addition to these the students are encouraged to participate in several programs organized by the Quiz Club, Debate Club, Nature Clubs and other institutions. The active participation of the students in the University Youth Festivals has resulted in the College securing several literary and oratory awards. The students also participate in inter-collegiate quiz and debate competitions.

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

The following are the latest technologies available for the use of students and faculty members
St. Albert’s College, Ernakulam

1. Smart Boards
2. Projectors/ OHPs/ Document Reader/ Laptops
3. E-learning & Resources
   a. EBSCO
   b. J-Gate
   c. Nlist
   d. Open Educational Resources
4. 3D Lab
5. Apple-Mac/ Linux/ Windows Labs
6. D-Space facility in Library
7. Audio Visual Lab
8. Theatre
9. FIST Laboratories
10. Language Lab
11. IGNOU Resource Centre
12. Virtual Lab
13. Hardware and Networking Lab
14. Mobile App Training by Apple
15. State of the art IT enabled Seminar Halls
17. An Apple computer in every department (promotes content development)

Play enactment is a method used by the faculty members for effective teaching. One of our staff members is an expert Mobile educator which is the latest technology used for effective teaching-learning.

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

- **Hands on Training** - Learning through practice.
- **Industrial Visits & Interaction** - Linkages with industries and interaction with successful role models.
- **Faculty Professional Development** - A committee is working on Faculty Professional Development in latest concepts and technologies.

- **Exposure to ICT Facilities** - Training programs in modern technologies like Apple, iPad and Mac etc.

- **Through visiting faculty and researchers** from premier educational institutes.

- **Innovative Teaching Practices** like live performances of different Art forms (Kathakali and Ottamthullal etc…) based on curriculum, participating in socially relevant activities in the subject area etc.

- **The Services of Experts** - Obtaining the services of experts from premier institutions like ISRO, IIT, CMFRI, RGCB etc.

- **Specialized Training** - PG and UG students of science streams are provided specialized hands on training by Industrial Research Organizations, Non-Governmental Organization and Central Organizations like NIO, CIFNET, NIFPHATT, IRTC etc.

- **Seminars and Lectures** - Students of undergraduate science departments attend Seminars, Workshops and Lectures organized by the respective departments related to their subject as well as interdisciplinary areas.

- **MoUs** - MoUs with industrial partners for internship programs and research.

- **Visits to the stock market** - The Economics Department visits the stock market regularly to enable the students to get exposure in trading and marketing.

- **Project works in well established companies** - Commerce and Management students do project works in well established companies like Reliance Industries, Max-Life Insurance, Bajaj industries, Infosys etc…

- **A month-long on-the-job Training** - The students of two Degree Programmes in the Aquaculture Department undergo a month-long on-the-job training and the department has an MOU with the
seafood industry to train students for acquiring the skills needed for employment.

- **Specialized Training** - In addition to On Job Training for one month at NIFPHATT the Post Graduate students of the Department of Fisheries and Aquaculture undergo specialization training at CIFNET and IRTC.

- **Interaction with scientists** - the college facilitates interaction with invited industry persons and leading scientists

- **Knowledge-sharing** with neighbouring colleges

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

The support is provided through (during the year 2014-15)

- Mentoring - 2010
- Counselling - 150
- Home Visits - 08
- Food Assistance - 400 food packets
- Fee Concession - 02
- Medical Support - 229
- Finishing School - 54
- Learning Space - 243
- Career Guidance - 320

Three faculty members are trained as full time counselors and many students take advantage of this facility. This service is available for faculty members as well. The Career Cell organizes Finishing School and Placement camps.

2.3.8 Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faulty to adopt new and innovative approaches and the impact of such innovative practices on student learning?
Different faculty members have tried and tested various innovative teaching methods in the past. The following are a part of them:

<table>
<thead>
<tr>
<th>No.</th>
<th>Teaching Approach/ Methodology</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Learning Space</td>
<td>Improvement in Results/ Understanding</td>
</tr>
<tr>
<td>2</td>
<td>Subject based quiz</td>
<td>Competitive Learning/ Appreciation from students</td>
</tr>
<tr>
<td>3</td>
<td>Open book test papers</td>
<td>Widens knowledge base and promotes reading</td>
</tr>
<tr>
<td>4</td>
<td>Live Art forms like Kathakali, Kuchipudi etc..</td>
<td>Enjoyable learning</td>
</tr>
<tr>
<td>5</td>
<td>Card games</td>
<td>Improves vocabulary</td>
</tr>
<tr>
<td>6</td>
<td>Effective use of the time</td>
<td>Additional time for slow learners and special care for advanced learners</td>
</tr>
<tr>
<td>7</td>
<td>Use of 3D labs</td>
<td>Deepens the level of understanding</td>
</tr>
<tr>
<td>8</td>
<td>Aqua Farm</td>
<td>Learning by doing</td>
</tr>
<tr>
<td>9</td>
<td>Entrepreneurial Learning Methodology</td>
<td>Learning by doing business</td>
</tr>
</tbody>
</table>

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

- The library has 61261 books and 90 journals. The department of Chemistry, Zoology, Aquaculture, Physics, IGNOU & Management maintain their own departmental libraries as well.
- The Book Bank Facility with 800 books caters to the needs of poor students who cannot afford to buy text books.
- D-Space facility
- 3D lab was added to the facilities of Library
- E-books are made available for reference only.
For students, ten computers with internet facility are available in the library.

At present, the College Library functions 2 hours more than the usual working hours and we expect to move towards a 24hr research library open to the research students.

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

No. Under the semester system, the University has to conduct many examinations which reduce the actual number of working days. Frequent postponement of the examination still makes it worse. But the timing of the college i.e. is 8.00 am to 1.30 pm allows us to conduct extra classes during the afternoon hours. Innovative teaching practices like live performances of art forms helps in overcoming these difficulties.

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

The quality of teaching-learning is monitored at various levels.

- The academic calendar, teaching plans, completing the courses according to schedule, conducting theory and practical examinations, displaying marks etc. are monitored by College Council.
- The department academic council monitors and evaluates teaching-learning process and submits periodical reports to IQAC.
- Continuous evaluation like Class tests, mid-term/semester and terminal/semester internal examinations, end term examinations.
- Student-teacher evaluation.
- Weak students are assisted with Mentoring, Remedial classes and individual attention. Moreover the final University examination and academic progress towards higher studies help each department to measure the quality of teaching.
Each faculty is expected to submit Teachers progression report to Principal who adds his comments. This is sent to the Manager for further perusal.

The College also has a suggestion box where a student/stakeholder can voice her/his concerns. These issues are addressed by the Principal.

The high demand ratio for all courses is also indicative of the quality of teaching-learning offered at St. Albert’s College.

The Academic Audit is done twice in a semester by visiting each department. Academic audit team includes, Manager, Principal, Assistant Manager, Vice Principal, UGC Coordinator, IQAC Coordinator.

- Examines Faculty Diary
- Inspects files and records
- Checks the report of departmental academic progress etc..

Annual presentation of teaching-learning performance analysis of each department before the planning and evaluation committee.

External Evaluation

- Nielsen- India Today survey- Nielsen- India Today survey rated the College as second best College in the City. In 2014, St. Albert’s College was adjudged one of the best 50 colleges in India offering Commerce.

- The College is ISO 9001: 2008 Certified by TUV Rheinland and they conduct annual surveillance audit of teaching learning process.

2.4 Teacher Quality

2.4.1 Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum
The regular faculty is selected according to the prevailing rules and regulations of the University, Government and UGC. The vacancy is advertised in all editions of national English daily and two Malayalam daily news papers having wide circulations in the area approved by the University, and in the University News. A minimum of thirty days are given for the aspirants to apply. Once the interview is over selection list is published in the notice board and website of the College and the appointed teachers asked to join the college in the stipulated time. They are also given an intensive orientation.

When need arises, ad-hoc lecturers and experienced teachers are appointed under the norms laid by the University and Government. Since we are getting good number of applications from aspiring applicants and practicing teachers and researchers, we are able to get and retain qualified and competent teachers.

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

1. Agreement with national/International institutes
   - ISRO scientists - Space Science and Technology
   - CMFRI - Aquaculture and Medical Microbiology
   - IIT Mumbai - Physics
   - CUSAT - Multiple specialities

2. Support of efficient retired teachers
   - Management - Dr. Raja Gopala Nair
     Dr. Titus Correya
   - English - Dr. Vijayan
     Dr. Edward Edezhath
   - Zoology - Dr. P R Venkataraman
   - Aquaculture - Dr. Hari Krishnan
     Dr. Rajeev Raghavan
   - Mathematics - Dr. Souriar Sebastian
   - Chemistry - Dr. Dominic Thomas
     Dr. Cyriac Mathew
3. Our teachers trained in specialized areas

- Bioinformatics – 2 staff members
- IT – General training to all staff members
- Biotechnology – 12 staff members
- Microbiology – 16 staff members
- Aquaponics – 2 staff members
- SPSS – 18 staff members
- Water Analysis – 2 Teachers

4. MoUs with Industrial Partners

a. Lulu International
b. Spices Board, Kochi
c. India Seafoods
d. AISAT
e. St. Paul’s College
f. Little Flower ITC
g. Kerala Small Scale Industries Corporation Ltd.
h. Coconut Development Board
i. Lourdes Hospital

5. Alumni Support

a. Scholarships and Prizes for academic and extracurricular activities
b. Organising coaching for various sports/games events
c. Sponsoring various infrastructure requirements of College
d. Organising various seminars/extension activities

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

<table>
<thead>
<tr>
<th>Academic Staff Development Programmes</th>
<th>Number of faculty nominated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refresher courses</td>
<td>7</td>
</tr>
<tr>
<td>HRD programmes</td>
<td>25</td>
</tr>
<tr>
<td>Orientation programmes</td>
<td>13</td>
</tr>
<tr>
<td>Staff training conducted by the university</td>
<td>16</td>
</tr>
<tr>
<td>Staff training conducted by other institutions</td>
<td>35</td>
</tr>
<tr>
<td>Summer / winter schools, workshops, etc.</td>
<td>13</td>
</tr>
</tbody>
</table>

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

Teaching learning methods/approaches
- ICT Training on Smart Boards
- Training on Teaching Aids
- Training on Image Management
- Training on Lab safety
- Hands-on Training
- Apple training on content development
- Handling new curriculum
  - Training on CBCSS Curriculum by the College and the University
- Content/knowledge management
  - Library Facilities like D Space, e-learning, 3D lab
- Selection, development and use of enrichment materials
  - Repository
- Assessment
  - Training in Assessment in Newman College, Thodupuzha
- Cross cutting issues
  - Orientation programs on grading and semester system
- Audio Visual Aids/multimedia
  - Language Lab, 3D Lab, LCD Projectors are provided
- Teaching learning material development, selection and use
Material developed as Lab Manuals, Text books by faculty members. Faculty are also encouraged to upload their Lecture Presentations and notes in the Library using DSpace facility.

c) Percentage of faculty

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

54%

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

<table>
<thead>
<tr>
<th>Years</th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
<th>2010</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fisheries &amp; Aquaculture</td>
<td>10</td>
<td>17</td>
<td>13</td>
<td>6</td>
<td>3</td>
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</tr>
<tr>
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<td>15</td>
<td>8</td>
<td>13</td>
<td>13</td>
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<tr>
<td>Chemistry</td>
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<td>17</td>
<td>10</td>
<td>6</td>
<td>16</td>
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<tr>
<td>Commerce</td>
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<td>2</td>
<td>3</td>
<td>4</td>
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</tr>
<tr>
<td>Economics</td>
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<td>10</td>
<td>5</td>
<td>0</td>
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<tr>
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<td>7</td>
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<tr>
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<tr>
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<td>8</td>
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<td>6</td>
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<tr>
<td>Zoology</td>
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<td>2</td>
<td>0</td>
<td>0</td>
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<tr>
<td>TOTAL</td>
<td>118</td>
<td>105</td>
<td>63</td>
<td>50</td>
<td>47</td>
<td>383</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Years</th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
<th>2010</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
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<td>6</td>
<td>2</td>
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<tr>
<td>Botany</td>
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<td>3</td>
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<tr>
<td>Chemistry</td>
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<td>Commerce</td>
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<tr>
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<td>3</td>
<td>2</td>
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</tr>
</tbody>
</table>
2.4.4 What policies/systems are in place to recharge teachers? (eg: providing research grants, study leave, support for research and academic publications teaching experience in other national institutions and specialized programmes industrial engagement etc.)

- Duty leave is provided for teachers for participating in Seminar, Workshops and training
- Financial Assistance is given for travelling
- Teachers are encouraged to complete Ph D using Faculty Improvement Program of UGC
- Infrastructural facility for research
- Guidance and orientation by research committee for new researchers
- Encourage teachers to attend national and international seminars/workshops/conferences etc..

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

Fourteen staff members received recognition from National and International organization during the last four years. The encouragement and strong support given by the management contributes a lot to the achievements.

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

Yes

The outcome of evaluation is converted to a grade scale and the teachers having a
high grade are acknowledged and teachers having a low grade are advised for corrective measures by the management.

2.5 Evaluation Process and Reforms

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

The evaluation process is described in the College Calendar which is in accordance with the Rules and Regulations of the Mahatma Gandhi University. The process is also made available through the College Website. The rules and regulations of the College regarding evaluation process are intimated to students during the 3-day orientation at the beginning of the classes.

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

University prescribes to conduct a minimum of two internal examinations for assessing the students internally. The College usually conducts monthly internal examinations department wise and one centrally controlled model examination for all the students as part of continuous evaluation. This helps in evaluating the students regularly. Besides the regular written exams, the College has introduced student seminars and presentations as part of exam reforms and continuous evaluation.

The College has also introduced online methods for evaluating the students. Seminars and Presentations are to be submitted online and valuation is done by the respective teachers. The results are also given through the college website. Subject based quiz and Open book test papers are some of the innovative initiatives to evaluate the students. Each student is intimated about the format for calculating internal marks and given an opportunity for rechecking and registering their grievances, if any, regarding internal marks before they are sent to University.

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

- The College conducts examinations and other evaluation reforms such as assignments, field trips, seminars etc. in accordance with University rules and these are recorded by the respective faculty for the classes handled, in their diary.
- The students are informed through the hand book at the beginning of the academic year about the evaluation process, reforms/changes introduced.
- These changes are implemented in a systematic and transparent manner. College organizes centralized internal examination and answer sheets are shown to students to bring about transparency and also as a check on faculty to ensure implementation of evaluation reforms and proper assessment.
- After the valuation, open house is conducted so that parents can be aware of the performance of the students.
- For certain programs, the results are published through website so that parents are also aware of their wards performance in the examinations.
- Subject based quiz and Open book test papers are conducted.
- Academic audit and periodical departmental visit by the Academic Audit Team.

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

Concepts such as creativity, innovative ideas, motivating others, caring about others, application of knowledge gained in class room etc. are part of the formative assessment. College has introduced a system to evaluate students for their curricular and co-curricular activities also. The format is given to the tutors of each class and by the semester end they evaluate the students depending upon their overall performance. It includes evaluating students through cultural activities, sports, NSS, NCC, UGC sponsored seminars, participation in the college activities, etc.
Certificates are awarded for student involvement in these activities.

Evaluation Pattern of Mahatma Gandhi University

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td></td>
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<tr>
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College acknowledges and distributes awards to the winners in various fields such as sports, extra-curricular activities, NCC, NSS and academics during the annual day program. This acts as a great motivating factor to all students. Some of our alumni who are working in top institutes are given a chance to address and interact with the present students to motivate them. Achievers are acknowledged in public meetings and photos and details are given in the Website.

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

The institute monitors the progress of the students through its evaluation system, and attendance maintenance which is centralized.

- The marks are put up on the notice board after every examination.
- The evaluated answer scripts are shown to them to take stock of their performance.
- At the beginning of the year during “SCHOLA BREVIS” the Principal announces the winners of the previous academic year. This is a moment of inspiration for the newly admitted students to take up studies and other activities seriously. The winners are awarded on the Annual Day.
- At the departmental level, based on the examination scores, overall performances in curricular and co-curricular activities and general attitude and behaviour, students are divided into weak (needing extra attention and care) and bright (potential youth needing additional
attention) batches. The weak students are offered several programmes like remedial classes by faculty members, senior students, solving previous years university question papers to ensure that they pass all the examinations. The advanced learners are given training in additional skills and permission to attend seminars conducted by other reputed institutions.

2.5.6 What are the graduate attribute specified by the college/ affiliating university? How does the college ensure the attainment of these by the students?

Specific goals set to be achieved by a graduate as specified in Scheme and Syllabus for each Course by the University, are verified by the indicators mentioned for the assessment. The supportive systems like tutors, mentors, different committees like feedback committee, finishing schools, etc. are used to achieve the goals. The College aims at achieving at least 2.5 (CGPA) for all students and 3 (CGPA) and above for 50% of the students.

As far as the academic part is concerned, all the departments have offered remedial classes in order to support the weak students. Mentoring has helped to understand the academic as well as the non-academic issues students face and the supportive and motivating role played by the mentors have helped several students to succeed in their respective subjects.

2.5.7 What are the mechanisms for redressal of grievances with reference to evaluation both at the college and University level?

The university has a mechanism to address grievances with reference to evaluation which allows students to revalue the paper at nominal charges after the results are declared. The College has a three tier system.

- Faculty Level: At the College, the students can approach the faculty concerned for any discrepancy in evaluation, after scrutinizing their own evaluated answer scripts.
- Department Level: If not satisfied, they may also approach the HoD.
• College Level: If this is still not satisfactory, they may approach the Principal or drop a note stating their grievance in the suggestion box which is attended to by the Principal.

The procedure to address grievances with reference to evaluation is also given in the handbook of the students.

2.6. Student performance and Learning Outcomes

2.6.1 Does the college have clearly stated learning outcomes? If ‘yes’ give details on how the students and staff are made aware of these?

Yes.

• Mission, Vision, Quality Policy and objectives of the College is printed in the handbook which is handed over to the students at the beginning of each academic year.
• Through Display boards
• During the orientation program of each academic year, the Principal in his address mentions about the expected learning outcome of the institution to students, parents and faculty members of the college
• And through the website of the College

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

Each student’s academic progress is monitored by the tutor. Parents can also monitor it through the college website. At least two Open Houses (performance appraisals) by tutors are conducted each year which helps in communicating the progress and performance of the students to parents.
### UG Results

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

Teaching, learning and assessment strategies of the institution are executed in four different stages. They are planning and training, execution, evaluation and assessment by tutor.

**Planning and training:** Every faculty member prepares a teaching plan and the same is informed to the students at the beginning of the semester. This helps the students to prepare for the class in advance. Depending upon the need, the faculty members are given the necessary training by the faculty development committee.

**Execution:** 100% syllabus is completed by the end of each semester. The same is monitored by the HODs of the departments and they submit detailed report to the Principal on a monthly basis. Monthly performance report also helps in executing the academic plan.

**Evaluation:** A minimum of two internal examinations are conducted to assess academic learning. Faculty members have enough freedom to assess the students by conducting seminars, assignments, and quizzes for continuous evaluation.
Assessment: A complete and comprehensive assessment is done by the tutors in the given format in which all the factors are taken into account for evaluating the students. The whole process is monitored and evaluated by the Academic Audit Team periodically.

2.6.4 What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (student placements, entrepreneurship, innovation and research aptitude developed among students etc.) of the courses offered?

Students’ Placement
- The College has an effective Career and Placement Cell.
- The Finishing School is conducted regularly for the improvement of students’ skill.
- Corporate Readiness Programme is a 400 hours training program in association with Infinite Myriads Pvt. Ltd., Mumbai.
- Training for competitive exams is also given by the Career and Placement cell.

Industrial Partners
- The College has a strong network of Industrial Partners who provide placement as well as on the job training to students.
- The Industrial Partners are involved in the development of curriculum for making the students employable.

MoUs / Mutual Agreements
- MoUs are signed with Research Centres and other Institutions.

Entrepreneurship Skill Development Centre (Earn While You Learn)
The students are given an opportunity to improve their entrepreneurship skill. The common programs are
- Ornamental Fish Breeding and Sale
- Fish Marketing with CIFNET
- Ornaments Making
- Candle Making
- Stock Exchange
• Fabricating Solar Lamps
• Certificate/Diploma/Advanced Diploma/Degree Programmes in Skill Development

Innovation

Innovators are given sufficient motivation by the faculty. Some examples are
• Aquaponics system presentation by Degree and PG students
• Promotion of Organic Farming initiatives by students
• Shrimp farming by the student community

Research Aptitude

High relevance is given for enhancing research aptitude among students.
Initiatives by the institution include
• Students are encouraged to take up degree projects in novel areas like Biotechnology, Microbiology, Tissue Culture, Aquaponics etc.
• Post Graduate students are given projects of high research outcomes and are encouraged to publish scientific papers

2.6.5 How does the institution collect and analyze data on student performance and learning outcomes and use it for planning and overcoming barriers of learning?

The data on students’ performance (which is available in the University Website) and input from the tutor are used for the complete and comprehensive evaluation of students.
The Data analysis Committee analyzes the data collected from the various departments.
The analyzed data including the programmes of each department is presented before the planning and evaluation committee at the end of every academic year for making corrective measures for the next academic year.
The Academic Audit Team reviews the reports of the Data Analysis Committee and conveys the same with valuable suggestions to the respective departments for further planning and corrective measures. The Committee monitors the progress on a regular basis.
Result analysis is also used for future planning in terms of the Bridge/ Remedial/ Short term courses.

2.6.6 How does the institution monitor and ensure the achievement of learning outcomes?

a. Through Result analysis
b. Monitoring by tutors
c. Announcing it through the website
d. Encouraged and motivated by announcing it through public address systems
e. Implementing suggestions made by the Planning and Evaluation Committee
f. The department academic council monitors the progress continuously.
g. The Academic Audit Team visits each department twice in a semester.
h. Each year the best department is awarded with Archbishop Dr. Daniel Acharuparambil Memorial Trophy.

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

Yes.

The student performance data is analyzed by the data analysis committee and the results are shared by the Academic Audit Team with the department and individual teachers for taking necessary actions. Feedback is considered as one of the indicators of students’ performance and if needed corrections are suggested.

Examples:

- In Arts, live performance of different art forms was more useful in understanding the subjects suggested by students.
- Use of ICT as suggested by the students surely increased the level of understanding about the topics that are taught.
Any other relevant information regarding Teaching-Learning and Evaluation which the college would like to include.

1. Introduction of a Learning Plan for Students
2. Flip – Method of Teaching
3. Content upgradation of Repository
4. Audio Video assistance in learning (3D Labs/ Virtual labs)
5. Active participation of the Internal Quality Assessment Cell (IQAC) in monitoring.
6. Apple Training For Content Development
7. Home Visits
8. Individual Attention through Learning Space