

Marian College Kuttikkanam

Affiliated to

Mahatma Gandhi University, Kerala.

Re-accreditation Report

Submitted to

National Assessment and Accreditation

Council

Bangalore

December 2008

Acronyms and Abbreviations

ASSK-Association of Schools of Social Work in Kerala	MRHP-Marian Rural Health Programme
ASP- Active Server Pages	MDS- Malanadu Development Society
BAI-Builders Association of India	MMH- Master of Management in Hospitality
BOS-Board of Studies	Magis- Marian centre for training and development.
CCNA-Cisco Certified Network Associate	MCAD- Microsoft Certified Advanced Developer.
CPT-Common Proficiency Test	NAPSWI-National Association of Professional Social Workers in India
CII- Confederation of Indian Industries	NCFM -NSE certification in Financial Market
DARE – De-addiction Awareness Renewal, rehabilitation, research and Education Centre	NSE-National Stock Exchange
HRD-Human Resource Development	PTA- Parent –Teachers Association
ICSW-Indian Council of Social Welfare	PRA- Participatory Rural Appraisal
IGNOU- Indira Gandhi National Open University	PDS- Peermade Development Society
IPSR-Institute of Professional Studies and Research	PGDTA-Post Graduate Diploma in Taxation
J2EE- Java 2 Enterprise Edition	RHCE-Redhat Certified Engineer
KUONI	SPSS- Statistical Package for Social Sciences
MaSS - Marian Student Sponsorship Project	TA- Transactional Analysis
MAC- Marian Academic Council	TCI- Theme- Centred Interaction
MCC- Marian Community College	TCC- Technology Communication Certification

Contents

	Page number
Part-I Institutional Data	1- 33
Part II Evaluative Report	
Executive Summary	1- 4
Criterion-I: Curricular Aspects	5- 23
Criterion-II: Teaching-learning and Evaluation	24- 52
Criterion-III: Research, Consultancy and Extension	53- 80
Criterion-IV: Infrastructure and Learning Resources	81- 101
Criterion-V: Student Support and Progression	102- 125
Criterion-VI: Governance and Leadership	126- 153
Criterion-VII: Innovative Practices	154- 172
Department Evaluative Reports	173- 210

List of Tables

	Page Number
1. Non-Resident Indian Students	15
2. Cut-off percentage for admission to the course	26
3. Guest/Adjunct Faculty Expenses	41
4. Library Book Purchase	93
5. Student Profile	103
6. Drop out Rate	103
7. Students going for Higher Studies or Employment	104
8. Students' Academic Performance	106
9. Scholarship Distribution (2007-08)	109
10. Scholarship instituted by the College	109
11. Committee Meetings	135
12. Teaching Grants	150
13. Fee collected in the Self Funded Stream	150
14. Contribution from Management & Alumni	151

Part I: Institutional Data

A) Profile of the College

1. Name and address of the college:

Name: MARIAN COLLEGE KUTTIKKANAM		
Address: Kuttikkanam Post		
City: Peermade	District: IDDUKKI	State: KERALA
Pin code: 685 531		
Website: www.mariancollege.org		

2. For communication:

OFFICE

Name	Area/ STD code	Tel. No.	Fax No.	E-mail
Principal: Rev. Dr. A. J. George	04869	233203	232438	principal@mariancollege.org or dr.george.a@gmail.com
Vice Principal: Fr Roy Abraham P.	04869	233512		viceprincipal@mariancollege.org
Steering Committee Coordinator Dr. Cherian P.Kurien	04869	232203		mswdirector@mariancollege.org or cpkurien@gmail.com

RESIDENCE

Name	Area/ STD code	Tel. No.	Mobile No.
Principal	04869	233203	9447733265
Vice Principal	04869	233512	9447033512
Steering Committee Coordinator	04869	232203	9446860733

3. Type of Institution:

- a. By management
- i. Affiliated College ☒
 - ii. Constituent College ☐
- b. By funding
- i. Government ☐
 - ii. Grant-in-aid ☒
 - iii. Self-financed ☒
 - iv. Any other ☐
(Specify the type)
- c. By Gender
- i. For Men ☐
 - ii. For Women ☐
 - iii. Co-education ☒

4. Is it a recognized minority institution?

No ☒

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

(Provide the necessary supporting documents)

Not Applicable

5. a) Date of establishment of the college:

Date	Month	Year
10	March	1995

- b) University to which the college is affiliated (If it is an affiliated college)
or which governs the college (If it is an constituent college)

Mahatma Gandhi University, Kottayam, Kerala.

6. Date of UGC recognition:

Under Section	Date, Month & Year	Remarks (If any)
i. 2 (f)	10-01-2001 F-8-63/20009(CPP-I)	The college is eligible to receive Central assistance in terms of the rules framed under section 12 B of UGC act 1956
ii. 12 (B)	10-01-2001	

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

7. Does the University Act provide for autonomy of Affiliated/ Constituent Colleges? Yes ☐ No ☒

If yes, has the college applied for autonomy?

Yes ☐ No ☐ Not applicable

8. Campus area in acres/sq.mts:

25 acres

9. Location of the college: (based on Govt. of India census)

Urban ☐

Semi-urban ☐

Rural ☒

Tribal ☐

Hilly area ☒

Any other (specify)

10. Details of programmes offered by the institution: (Give last year's data)

Sl. No.	Programme Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned Student Strength	Number of students admitted*
i)	Under-graduate	B.Com	3 yrs	Plus Two	English	60	187
		BBA	3 yrs	Plus Two	English	60	181
		BCA	3 yrs	Plus Two	English	60	199
ii)	Post-graduate	M.Com	2yrs	Under graduation	English	25	30
		MSW	2yrs	Under graduation	English	30	55
		MCA	3yrs	Under graduation	English	60	174

		MMH	2yrs	Under graduation	English	25	49
iii)	Certificate courses	5 courses	30-45 hours	Plus Two	English	Flexible	Flexible
iv)	Diploma	1 course	60 hours	Plus Two	English	Flexible	Flexible
iv)	Certificate courses	8 courses	30-45 hours	graduation	English	Flexible	Flexible
iv)	PG Diploma/	3 courses	One year	Graduation	English	Flexible	Flexible

* Total strength includes the marginal increase of 20% on sanctioned strength.

11. List the departments:

Science
Departments: UG & PG Computer Applications
Arts
Departments: Social Work
Commerce
Departments: UG & PG Commerce
Management
Departments: Business Administration, & Hospitality Management

12. Unit Cost of Education

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

(a) Including the salary component = Rs. 25348/-

(b) Excluding the salary component = Rs. 12203/-

B) Criterion-wise Inputs

Criterion I: Curricular Aspects

1. **Does the College have a stated**

Vision?

Yes	√	No	
-----	---	----	--

Mission?

Yes	√	No	
-----	---	----	--

Objectives?

Yes	√	No	
-----	---	----	--

2. **Does the college offer self-financed Programmes?** Yes ☒ No ☐

If yes, how many?

Three

Fee charged for each programme (include Certificate, Diploma, Add-on courses etc.)

Sl.No.	Programme (B. Sc., B.Com. etc.)	Fee charged in Rs. Per semester
1.	M.Com	12500
2.	MSW	15000
3.	MCA	30000

3. **Number of Programmes offered under**

a. annual system

1

b. semester system

6

c. trimester system

Nil

Programmes with

a. choice based credit system

Yes		No	√	Number	
-----	--	----	---	--------	--

- b. Inter/multidisciplinary approach
- | | | | | | |
|-----|---|----|--|--------|---|
| Yes | √ | No | | Number | 2 |
|-----|---|----|--|--------|---|
- c. Any other, specify(Diploma/Certificate programmes)
- | | | | | | |
|-----|---|----|--|--------|----|
| Yes | √ | No | | Number | 16 |
|-----|---|----|--|--------|----|
5. **Are there Programmes where assessment of teachers by students is practiced?**
- | | | | | | |
|-----|---|----|--|--------|---|
| Yes | √ | No | | Number | 7 |
|-----|---|----|--|--------|---|
6. **Are there Programmes taught only by visiting faculty?**
- | | | | | | |
|-----|--|----|---|--------|--|
| Yes | | No | √ | Number | |
|-----|--|----|---|--------|--|
7. **New programmes introduced during the last five years**
- | | | | | | | |
|------------------|-----|---|----|---|--------|---|
| UG | Yes | | No | √ | Number | |
| PG | Yes | √ | No | | Number | 1 |
| Others (specify) | Yes | | No | √ | Number | |
8. **How long does it take for the institution to introduce a new programme within the existing system?**
- | | | | | | |
|----------|--|--|--|--|--|
| One year | | | | | |
|----------|--|--|--|--|--|
9. **Does the institution develop and deploy action plans for effective implementation of the curriculum?**
- | | | | | | |
|-----|---|----|--|--|--|
| Yes | √ | No | | | |
|-----|---|----|--|--|--|
10. **Was there major syllabus revision during the last five years? If yes, indicate the number.**
- | | | | | | |
|-----|---|----|--|--------|---|
| Yes | √ | No | | Number | 9 |
|-----|---|----|--|--------|---|
11. **Is there a provision for Project work etc. in the programme? If yes, indicate the number.**
- | | | | | | |
|-----|---|----|--|--------|----|
| Yes | √ | No | | Number | 17 |
|-----|---|----|--|--------|----|

12. **Is there any mechanism to obtain feedback on curricular aspects from**

a. Academic Peers?

Yes	√	No	
-----	---	----	--

b. Alumni?

Yes	√	No	
-----	---	----	--

c. Students?

Yes	√	No	
-----	---	----	--

d. Employers?

Yes	√	No	
-----	---	----	--

e. Any other?

Yes		No	√
-----	--	----	---

Criterion II: Teaching-Learning and Evaluation

1. **How are students selected for admission to various courses?**

a) Through an entrance test developed by the institution

☒

b) Common entrance test conducted by the

University/Government

☒

c) Through interview

☐

d) Entrance test and interview

☒

e) Merit at the previous qualifying examination

☒

f) Any other (specify) (based on MAT score)

☒

(If more than one method is followed, kindly specify the weightages)

2. **Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic year.**

2007-2008

Programs (UG and PG)	Open category		SC/ST category		Any other (Management)	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Com	94	82	72	47	81	53

BBA	97	72	70	40	70	50
BCA	90	69	69	40	68	52
M.Com	69	56	0	0	70	53
MMH	75	51	48	0	50	40
MCA	93	92	50	0	90	58
MSW	86	50	0	0	67	50

3. **Number of working days during the last academic year** 195

4. **Number of teaching days during the last academic year** 190

5. **Number of positions sanctioned and filled** Sanctioned/ Filled

Teaching	48	57
Non- teaching	17	29
Technical		4

6. a. **Number of regular and permanent teachers (gender-wise)**

Professors	M	2	F	0
Readers	M	3	F	0
Sr. Grade lecturers	M	14	F	3
Lecturers	M	14	F	13

b. **Number of temporary teachers (gender-wise)** Lecturers – Full- time

M	2	F	1
---	---	---	---

Lecturers – Part-time

M	4	F	1
---	---	---	---

Lecturers (Management appointees) - Full time	M	0	F	0
--	---	---	---	---

Lecturers (Management appointees) - Part time	M	0	F	1
--	---	---	---	---

Any other	M	0	F	0
Total	M	6	F	3

c.	Number of teachers	From the same State	57
		From other States	1

* M – Male F – Female

7.	a.	Number of qualified/ permanent teachers and their percentage to the total number of faculty	Number	%
			49	84.5%
	b.	Teacher: student ratio	1:15	
	c.	Number of teachers with Ph.D. as the highest qualification and their percentage to the total faculty strength	07	12.1%
	d.	Number of teachers with M. Phil as the highest qualification and their percentage to the total faculty strength	06	10.3%
	e.	Percentage of the teachers who have completed UGC, NET and SLET exams	17	29.3%
	f.	Percentage of the faculty who have served as resource persons in Workshop/ Seminars/ Conferences during the last five years	30%	

g	Number of faculty development programmes availed by teachers (last five years)	04	05	06	07	08
	UGC/ FIP programme		4			1
	Refresher:	1	6		1	1
	Orientation:	2				
	Any other (seminar/workshops)	27	38	62	49	73

h	Number of faculty development programmes organized by the college during the last five years	04	05	06	07	08
	Seminars/ workshops/symposia on curricular development, teaching- learning, assessment, etc.	3	1	4	5	3
	Research management				2	
	Invited/endowment lectures	2	3	2	3	4
	Any other (Seminar/Workshop)					

8.	Number and percentage of the courses where predominantly the lecture method is practiced	Number	%
		3	40

9.	Does the college have the tutor-ward system?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
----	---	-----	-------------------------------------	----	--------------------------

If yes, how many students are under the care of a teacher?

20

10.	Are remedial programmes offered?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	10
-----	---	-----	-------------------------------------	----	--------------------------	--------	----

11.	Are bridge courses offered?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	2
-----	------------------------------------	-----	-------------------------------------	----	--------------------------	--------	---

12.	Are there Courses with ICT-enabled teaching-learning processes?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	7
-----	--	-----	-------------------------------------	----	--------------------------	--------	---

13.	Is there a mechanism for:						
	a. Self appraisal of faculty?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>		
	b. Student assessment of faculty performance?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>		

c. Expert /Peer assessment of faculty performance? Yes ☒ No ☐

14. Do the faculty members perform additional administrative work? If yes, the average number of hours spent by the faculty per week Yes ☒ No ☐

5 hours

Criterion III: Research, Consultancy and Extension

1. How many teaching faculty are actively involved in research? (Guiding student research, managing research projects etc.,)

Number % of total

28	48%
----	-----

2. Research collaborations

a) National Yes ☒ No ☐

If yes, how many?

12

b) International Yes ☒ No ☐

If yes, how many?

2

3. Is the faculty involved in consultancy work? Yes ☒ No ☐

If yes, consultancy earnings/
year (average of last two years may be given)

1,00,000

4. a. Do the teachers have ongoing/ completed research projects?

Yes ☒ No ☐

If yes, how many?

On going

Completed

14
17

b. Provide the following details about the ongoing research projects

Major projects	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number		Agency		Amt	
Minor projects	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	6	Agency	UGC	Amt	345000
College Projects	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	7	Amount	70,000		
Industry sponsored	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	1	Industry	Centre for education and communication	Amt	21500
Any other										
No. of student research projects	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	108	Amount sanctioned by the College		Nil	

5. Research publications:

International journals	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	2
National journals – refereed papers	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	2
College journal	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	1
Books (Academic books)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	10
Abstracts	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	30
Any other (magazines, Seminar Proceedings, Chapter in Books etc)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	27

Awards, recognition, patents etc. if any (specify)

6. **Has the faculty**

a) Participated in Conferences? Yes ☒ No ☐ Number

350

b) Presented research papers in Conferences? Yes ☒ No ☐ Number

53

7. **Number of extension activities organized in collaboration with other agencies/NGOs (such as Rotary/Lions Club) (average of last two years)**

35

8. **Number of regular extension programmes organized by NSS and NCC (average of last two years)**

NSS	NCC	Others
10	5	40

9. **Number of NCC Cadets/units**

M	0	F	108	Units	1
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10. **Number of NSS Volunteers/units**

M	108	F	92	Units	2
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Criterion IV: Infrastructure and Learning Resources

1. (a) Campus area in acres

25 acres

(b) Built up area in Sq. Meters

6814

(*1 sq.ft. = 0.093 sq.mt)

2. Working hours of the Library

(a) On working days

6.30 am-10 pm

(b) On holidays

Nil

(c) On Examination days

6.30 am – 10 pm

3.	Average number of faculty visiting the library/day (average for the last two years)	20																																		
4.	Average number of students visiting the library/day (average for the last two years)	250																																		
5.	Number of journals subscribed to the institution	50																																		
6.	Does the library have the open access system?	<table border="1"> <tr> <td>Yes</td> <td>√</td> <td>No</td> <td></td> </tr> </table>	Yes	√	No																															
Yes	√	No																																		
7.	Total collection (Number)	<table border="1"> <tr> <td>Titles</td> <td>Volumes</td> </tr> <tr> <td>11700</td> <td>14825</td> </tr> <tr> <td colspan="2"></td> </tr> <tr> <td>a. Books</td> <td>10325</td> </tr> <tr> <td>b. Textbooks</td> <td>1500</td> </tr> <tr> <td>c. Reference books</td> <td>3000</td> </tr> <tr> <td>d. Magazines</td> <td>80</td> </tr> <tr> <td>e. Current journals</td> <td></td> </tr> <tr> <td> Indian journals</td> <td>37</td> </tr> <tr> <td> Foreign journals</td> <td>13</td> </tr> <tr> <td>f. Peer- reviewed journals</td> <td>Nil</td> </tr> <tr> <td>g. Back volumes of journals</td> <td>250</td> </tr> <tr> <td>h. E-resources</td> <td></td> </tr> <tr> <td> CDs/ DVDs</td> <td>600</td> </tr> <tr> <td> Databases</td> <td>1</td> </tr> <tr> <td> Online journals</td> <td>-</td> </tr> <tr> <td> Audio- Visual resources</td> <td>40</td> </tr> </table>	Titles	Volumes	11700	14825			a. Books	10325	b. Textbooks	1500	c. Reference books	3000	d. Magazines	80	e. Current journals		Indian journals	37	Foreign journals	13	f. Peer- reviewed journals	Nil	g. Back volumes of journals	250	h. E-resources		CDs/ DVDs	600	Databases	1	Online journals	-	Audio- Visual resources	40
Titles	Volumes																																			
11700	14825																																			
a. Books	10325																																			
b. Textbooks	1500																																			
c. Reference books	3000																																			
d. Magazines	80																																			
e. Current journals																																				
Indian journals	37																																			
Foreign journals	13																																			
f. Peer- reviewed journals	Nil																																			
g. Back volumes of journals	250																																			
h. E-resources																																				
CDs/ DVDs	600																																			
Databases	1																																			
Online journals	-																																			
Audio- Visual resources	40																																			

i. **Special collections (numbers)**

	Yes		No
Repository-World Bank, OECD, UNESCO etc			√
Interlibrary borrowing facility	√		
Materials acquired under special schemes (UGC, DST etc.)	√	2243	
Materials for Competitive examinations including Employment news, Yojana etc.	√	350	
Book Bank			
Braille materials			√
Manuscripts			√
Any other (specify)			√
			√

8 **Number of books/journals / periodicals added during the last two years and their total cost**

	The year before last		Last Year	
	Number	Total Cost (Rs.)	Number	Total Cost (Rs.)
Text books	60	3,75,000	40	1,92,000
Reference Books	2001		150	
Other books	560		561	
Journals/Periodicals	8		12	
Encyclopedia	2		4	
Any other(specify)				

Mention the

9.	Total carpet area of the Central Library (in sq. ft)	12500 sq.ft
	Number of departmental libraries	Nil
	Average carpet area of the departmental libraries	NA
	Seating capacity of the Central Library (Reading room)	130

10.	Status of Automation of the Library		
	not initiated	<input type="checkbox"/>	
	fully automated	<input checked="" type="checkbox"/>	
	partially automated	<input type="checkbox"/>	
11.	Percentage of library budget in relation to the total budget	<table border="1"><tr><td>10%</td></tr></table>	10%
10%			
12.	Services/facilities available in the library (If yes, tick in the box)		
	Circulation	<input checked="" type="checkbox"/>	
	Clipping	<input checked="" type="checkbox"/>	
	Bibliographic compilation	<input type="checkbox"/>	
	Reference	<input checked="" type="checkbox"/>	
	Reprography	<input checked="" type="checkbox"/>	
	Computer and Printing	<input checked="" type="checkbox"/>	
	Internet	<input checked="" type="checkbox"/>	
	Inter-library loan	<input checked="" type="checkbox"/>	
	Power back up	<input checked="" type="checkbox"/>	
	Information display and notification	<input checked="" type="checkbox"/>	
	User orientation /information literacy		
	Any other (specify)	<table border="1"><tr><td></td></tr></table>	
13.	Average number of books issued/returned per day	<table border="1"><tr><td>100</td></tr></table>	100
100			
14.	Ratio of library books to the number of students enrolled	<table border="1"><tr><td>1 : 17</td></tr></table>	1 : 17
1 : 17			
15.	Computer Facilities		
	Number of computers in the college	<table border="1"><tr><td>290</td></tr></table>	290
290			
	Number of Departments with computer facilities	<table border="1"><tr><td>8</td></tr></table>	8
8			

Central computer facility (Number of Servers)	4
Budget allocated for purchase of computers during the last academic year	1,33,573

Amount spent on maintenance and upgrading of computer facilities during the last academic year	86726
--	-------

	Dialup	Broadband	Others (Specify)
Internet Facility, Connectivity	Nil	2	LEASD LINE(1)

Number of nodes/ computers with Internet facility	245
---	-----

16.	Is there a Workshop/Instrumentation Centre?	Yes		No	√	Available from the year	
-----	--	-----	--	----	---	-------------------------	--

17.	Is there a Health Centre?	Yes	√	No		Available from the year	2006
-----	---------------------------	-----	---	----	--	-------------------------	------

18.	Is there Residential accommodation for Faculty?	Yes	√	No	
-----	--	-----	---	----	--

Non-teaching staff ?	Yes	√	No	
----------------------	-----	---	----	--

19.	Are there student Hostels?	Yes	√	No	
-----	-----------------------------------	-----	---	----	--

If yes, number of students residing in hostels

640

Male

Yes	√	No		Number	311
-----	---	----	--	--------	-----

Female

Yes	√	No		Number	329
-----	---	----	--	--------	-----

20. **Is there a provision for**

a) Sports fields

Yes	√	No	
-----	---	----	--

b) Gymnasium

Yes	√	No	
-----	---	----	--

c) Womens' rest rooms

Yes	√	No	
-----	---	----	--

d) Transport

Yes		No	√
-----	--	----	---

e) Canteen/Cafeteria

Yes	√	No	
-----	---	----	--

f) Students centre

Yes	√	No	
-----	---	----	--

g) Vehicle parking facility

Yes	√	No	
-----	---	----	--

Criterion V: Student Support and Progression

1. a **Student strength**

(Provide information in the following format, for the past two years)

2008

Student Enrolment	UG			PG			M.Phil			Ph.D			Diploma/Certificat			Self-Funded		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Number of students from	303	277	580	35	17	52										124	146	270

the same State where the college is located																		
Number of students from other States																		
Number of NRI students	30	34	64															
Number of foreign students	1	2	3															

2007

Student Enrolment	UG			PG			M.Phil			Ph.D			Diploma/Certificat			Self-Funded		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Number of students from the same State where the college is located	320	229	549	32	17	49										129	132	261
Number of students from other States																		
Number of NRI students	34	26	60															
Number of foreign students		1	1															

b. **Dropout rate in UG and PG (average for the last two batches)**

	Number	%
UG	12	2.05
PG	5	0.79

2. **Financial support for students: (last Year)**

2007-08	Number	Amount
Endowments		
Free-ships (hostel)	48	3,93,450
Scholarship (Government)	170	1267886
Scholarship (Institution)	31	30160
Number of loan facilities: (Bank)	153	
Any other financial support (Specify)Life in abundance	5	80000

3. Does the college obtain feedback from students on their campus experience? Yes ☒ No ☐

4. Major cultural events (data for last year)

Events	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	√		2	√		30
Inter-university	√		3	√		20
National	√		2	√		10
Any other (specify)						

5.

Results	UG					PG				
	1	2	3	4	5	1	2	3	4	5
	2003	04	05	06	07	2003	04	05	06	07
Pass Percentage	84.3	84.8	69.99	77.47	63.8	62.5	93.54	92.02	88	81.09
Number of first classes	96	94	98	97	97	10	57	82	81	74
Number of distinctions	19	15	10	26	3	-	15	30	28	39
Ranks (if any)	2	1	1	2	-	-	1	3	3	4

(* Add more columns if not adequate)

6. **Number of overseas programmes on campus and income earned:**

Number	Amount	Agency

7. **Number of students who have passed the following examinations during the last five years**

NET
SLET
CAT
TOEFL/IELTS
GRE
GMAT
Civil services
(IAS / IPS/IFS)
Defense Entrance
Other services

04	05	06	07	08
1	1	2	3	
12	11	09	21	
15	8	14	18	

8. **Is there a Student Counselling Centre?**

Yes	√	No	
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9. **Is there a Grievance Redressal Cell?**

Yes	√	No	
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10. **Does the college have an Alumni Association?**

Yes	√	No		Formed in the year	1998
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11. **Does the college have a Parent-teachers Association?**

Yes	√	No		Formed in the year	1995
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Criterion VI: Governance and Leadership

1. **Has the institution appointed a permanent Principal?**

Yes	√	No	
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If Yes, denote the qualifications

PhD

If No,
for how long has the position been vacant?

N.A

2. **Number of professional development programmes held for the Non-teaching staff (last two years)**

2006-07	2007-08
4	3

3. **Financial resources of the college (approximate amount) – Last year's data**

Grant-in-aid	6505926
Fee from aided courses	1266846
Donation/contribution from Alumni	1,11,09,550
Management contribution	5554775
Fee from Self-funded courses	8669392
Benefactors contribution	4443820
Any other (specify) UGC	178949

4. **Statement of Expenditure (for last two years)**

Item	Before last	last year
% spent on the salaries of faculty	47%	47%
% spent on the salaries of non-teaching employees including contractual workers	18%	14%
% spent on books and journals	2%	5%
% spent on Building development	11%	11%
% spent on hostels, and other student amenities	7%	9%
% spent on maintenance - electricity, water, telephones,	5%	5%

infrastructure		
% spent on academic activities of departments - laboratories, green house, animal house, field trips etc.	7%	9%
.% spent on research, seminars, etc.	1%	1%
% spent on miscellaneous expenditure	2%	1%

Note: The institution may provide the details regarding the above table as per the heads of accounts being maintained. However, care may be taken to cover the above items.

5. Dates of meetings of Academic and Administrative Bodies during the last two years:

Governing Body

Internal Admn. Bodies

Staff Council Meetings

(mention only three most important bodies)

IQAC Meetings

'04	'05	'06	'07	'08
	30/12	6/6 19/12	18/8 2/11	19/5 11/8
3/2	11/3	23/1	1/3	10/1
7/9	19/7	8/3	13/3	26/2
13/9	2/8	8/6	7/6	6/3
6/10	7/10	13/7	11/9	13/5
	23/11	11/8,11/9	23/10	4/7,2/9,11/11
	21/11	18/07 04/10	24/01 14/02 31/03	16/01, 22/01, 18/02,20/02,21 /02,22/02 17/03 07 /07,14/07,15 /07 16/07,17/07,18 /07,25/07 05/08,18/08,28 /08 05/09 13/10,23/10,24 /10,28 /10

				16/12
Think Tank Meetings				29/04, 7/05,24/07,18/ 09 10/10, 20/11
Any other (specify) Staff Meetings		5,19,23,30 /6 3,7,14,21, 28/7 3,4,7,10,1 1,18,25/8 23,24/11 1/12	5,19,31/1 7,9,23,28/2 2,9,27/3 29,30/5 8,15,22,29/6 6,13,20,27/6 10/8 14,27/9 5,19,25,30/10 12,30/11 6,11/12	17/1 22,29/2 14,31/3 28,29/5 9,11/6 11/7 8/8 5/9 17/10 13,28/11

6. Are there Welfare Schemes for the academic community?

Loans:

Medical allowance

Any other (specify)

Yes	√	No	
Yes	√	No	
Yes		No	√

7. Are there ICT supported / Computerized units/processes/activities for the following?

a) Administrative section/ Office

Yes	√	No	
-----	---	----	--

b) Finance Unit

Yes	√	No	
-----	---	----	--

c) Student Admissions

Yes	√	No	
-----	---	----	--

d) Placements

Yes	√	No	
-----	---	----	--

- o What is the percentage of the following student categories in the institution?

Yes	√	No	
-----	---	----	--

▪	SC	4%
▪	ST	2%
▪	OBC	10%
▪	Women	48.8%
▪	Differently-abled	.05%
▪	Rural	30%
▪	Any other (specify)	

- o What is the percentage of the following category of staff?

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	-		2	7%
b	ST	-		-	
c	OBC				
d	Women	19	33%	7	21%
e	Physically-challenged			1	3%
f	General Category	57	100%	27	76%
g	Any other (specify)				

Yes	√	No	
-----	---	----	--

e) Aptitude Testing

Yes	√	No	
Yes	√	No	

f) Examination

g) Student Recodes

Yes	√	No	
-----	---	----	--

5. What is the percentage incremental academic growth of the following category of students for the last two batches?

	Category	At Admission		On completion of the course	
		Batch I	Batch II	Batch I	Batch II
a.	SC	-	68	-	67
b.	ST	-	57		60
c.	OBC	71	63	77	73
d.	Women	65	68	74	75
e.	Physically challenged	-	-	-	-
f.	General Category	63	64	72	74
G	Any other (specify)				

C. Sub. Units - Aided Courses

1	Name of the Department :	Business Administration (BBA)	
2	Year of Establishment	1995	
3	Number of Teachers sanctioned and present position	6	6+1 guest lecture
4	Number of Administrative Staff	NA	
5	Number of Technical Staff	NA	
6	Number of Teachers and Students	6	187
7	Demand Ratio (No. of seats: No. of applications)	60:348	
8	Ratio of Teachers to Students	1:30	
9	Number of research scholars who had their master's degree from other institutions	NA	
10	The year when the curriculum was revised last	2003	
11	Number of students passed NET/SLET etc. (last two years)	Nil	
12	Success Rate of students (What is the pass percentage as compared to the University average?)	Uni-62%; College 93%	
13	University Distinction/ Ranks	Distinctions 12 Ranks 2	
14	Publications by faculty (last 5 years)	6	
15	Awards and recognition received by faculty (last five years)	Nil	
16	Faculty who have Attended National and International Seminars (last five years)	28	
17	Number of National and International seminars organized (Last five years)	One	Nil
18	Number of teachers engaged in consultancy and the revenue generated	Nil	Nil
19	Number of Ongoing projects and its total outlay	Nil	Nil
20	Research projects completed during last two & its total outlay	Nil	Nil
21	Number of inventions and patents	Nil	Nil
22	Number of Ph. D theses guided during the last two years	NA	
23	Number of Books in the Departmental Library, if any	NA	
24	Number of Journals/Periodicals	25	
25	Number of Computers	4	
26	Annual Budget	1 lakh (excluding salary)	

1	Name of the Department:	Commerce (B. Com)	
2	Year of Establishment	1995	
3	Number of Teachers sanctioned and present position	6	7(including Principal)
4	Number of Administrative Staff	N A	
5	Number of Technical Staff	Nil	
6	Number of Teachers and Students	6	196
7	Demand Ratio (No. of seats: No. of applications)	60:249	
8	Ratio of Teachers to Students	1:30	
9	Number of research scholars who had their master's degree from other institutions	N A	
10	The year when the curriculum was revised last	2004	
11	Number of students passed NET/SLET etc. (last two years)	N A	
12	Success Rate of students (What is the pass percentage as compared to the University average?)	95% ---55%)	
13	University Distinction/ Ranks	16 Distinctions in 07-08	
14	Publications by faculty (last 5 years)	10	
15	Awards and recognition received by faculty (last five years)	Nil	
16	Faculty who have Attended National and International Seminars (last five years)	40	Nil
17	Number of National and International seminars organized (Last five years)	One	Nil
18	Number of teachers engaged in consultancy and the revenue generated	Nil	Nil
19	Number of Ongoing projects and its total outlay	One	55,000
20	Research projects completed during last two & its total outlay	3	70,000
21	Number of inventions and patents	Nil	Nil
22	Number of Ph. D theses guided during the last two years	N A	
23	Number of Books in the Departmental Library, if any	NA	
24	Number of Journals/Periodicals	40	
25	Number of Computers	3	
26	Annual Budget	1 lakh (excluding salary)	

1.	Name of the Department:	Computer Applications (BCA)	
2.	Year of Establishment	1995	
3.	Number of Teachers sanctioned and present position	9	9+1 guest
4.	Number of Administrative Staff	N A	
5.	Number of Technical Staff	1	
6.	Number of Teachers and Students	9	203
7.	Demand Ratio (No. of seats: No. of applications)	1:8	
8.	Ratio of Teachers to Students	1:23	
9.	Number of research scholars who had their master's degree from other institutions	N A	
10.	The year when the curriculum was revised last	2007	
11.	Number of students passed NET/SLET etc. (last two years)	N A	
12.	Success Rate of students (What is the pass percentage as compared to the University average?)	63%	
13.	University Distinction/ Ranks	-	
14.	Publications by faculty (last 5 years)	9	
15.	Awards and recognition received by faculty (last five years)	Nil	
16.	Faculty who have Attended National and International Seminars (last five years)	17	2
17.	Number of National and International seminars organized (Last five years)	3	Nil
18.	Number of teachers engaged in consultancy and the revenue generated	Nil	Nil
19.	Number of Ongoing projects and its total outlay	2	1,00,000
20.	Research projects completed during last two & its total outlay	2	1,12,000
21.	Number of inventions and patents	Nil	Nil
22.	Number of Ph. D theses guided during the last two years	N A	
23.	Number of Books in the Central Library, if any	3150	
24.	Number of Journals/Periodicals	20	
25.	Number of Computers	76	
26.	Annual Budget	1 lakh (excluding salary)	

1.	Name of the Department:	Management in Hospitality (MMH)	
2.	Year of Establishment	2003	
3.	Number of Teachers sanctioned and present position	5	4+ 1 guest & 3 Part time
4.	Number of Administrative Staff	N A	
5.	Number of Technical Staff	N.A	
6.	Number of Teachers and Students	5	52
7.	Demand Ratio (No. of seats: No. of applications)	1:3	
8.	Ratio of Teachers to Students	1:10	
9.	Number of research scholars who had their master's degree from other institutions	N A	
10.	The year when the curriculum was revised last	2007	
11.	Number of students passed NET/SLET etc. (last two years)	N A	
12.	Success Rate of students (What is the pass percentage as compared to the University average?)	63%	
13.	University Distinction/ Ranks	-	
14.	Publications by faculty (last 5 years)	9	
15.	Awards and recognition received by faculty (last five years)	Nil	
16.	Faculty who have Attended National and International Seminars (last five years)	17	2
17.	Number of National and International seminars organized (Last five years)	3	Nil
18.	Number of teachers engaged in consultancy and the revenue generated	Nil	Nil
19.	Number of Ongoing projects and its total outlay	2	1,00,000
20.	Research projects completed during last two & its total outlay	2	1,12,000
21.	Number of inventions and patents	Nil	Nil
22.	Number of Ph. D theses guided during the last two years	N A	
23.	Number of Books in the Central Library, if any	3150	
24.	Number of Journals/Periodicals	20	
25.	Number of Computers	76	
26.	Annual Budget	1 lakh (excluding salary)	

Sub Units -Courses under Self-Finance

1.	Name of the Department:	Commerce (M.Com)	
2.	Year of Establishment	2001	
3.	Number of Teachers sanctioned and present position	4	4
4.	Number of Administrative Staff	N.A	
5.	Number of Technical Staff	N.A	
6.	Number of Teachers and Students	4 -- 40	
7.	Demand Ratio (No. of seats: No. of applications)	25: 34	
8.	Ratio of Teachers to Students	1:10	
9.	Number of research scholars who had their master's degree from other institutions	N.A	
10.	The year when the curriculum was revised last		
11.	Number of students passed NET/SLET etc. (last two years)	Nil	
12.	Success Rate of students (What is the pass percentage as compared to the University average? University average is not available)	69%	
13.	University Distinction/ Ranks	III rank-2005-07	
14.	Publications by faculty (last 5 years)	02	
15.	Awards and recognition received by faculty (last five years)	Nil	
16.	Faculty who have Attended National and International Seminars (last five years)	14	03
17.	Number of National and International seminars organized (Last five years)	02	-
18.	Number of teachers engaged in consultancy and the revenue generated	02	-
19.	Number of Ongoing projects and its total outlay	01	10,000
20.	Research projects completed during last two & its total outlay	03	15,000
21.	Number of inventions and patents	-	-
22.	Number of Ph. D theses guided during the last two years	Nil	
23.	Number of Books in the Departmental Library, if any	NA	
24.	Number of Journals/Periodicals	40	
25.	Number of Computers	02	
26.	Annual Budget	2 lakhs (Excluding Salary)	

1.	Name of the Department:	Computer Applications (MCA)	
2.	Year of Establishment	2001	
3.	Number of Teachers sanctioned and present position	12	12
4.	Number of Administrative Staff	N A	
5.	Number of Technical Staff	-	
6.	Number of Teachers and Students	12:180	
7.	Demand Ratio (No. of seats: No. of applications)	60:145	
8.	Ratio of Teachers to Students	1:15	
9.	Number of research scholars who had their master's degree from other institutions	N A	
10.	The year when the curriculum was revised last	2007	
11.	Number of students passed NET/SLET etc. (last two years)	N A	
12.	Success Rate of students (What is the pass percentage as compared to the University average?)	96.5%	
13.	University Distinction/ Ranks	Distinction-33	
14.	Publications by faculty (last 5 years)	Nil	
15.	Awards and recognition received by faculty (last five years)	Nil	
16.	Faculty who have Attended National and International Seminars (last five years)	5	20
17.	Number of National and International seminars organized (Last five years)	Nil	Nil
18.	Number of teachers engaged in consultancy and the revenue generated	Nil	-
19.	Number of Ongoing projects and its total outlay	One	10,000
20.	Research projects completed during last two & its total outlay	Nil	
21.	Number of inventions and patents	Nil	
22.	Number of Ph. D theses guided during the last two years	N A	
23.	Number of Books in the Central Library, if any	3150	
24.	Number of Journals/Periodicals	20	
25.	Number of Computers	90	
26.	Annual Budget	2 lakhs (Excluding Salary)	

1.	Name of the Department:	Social Work (MSW)	
2.	Year of Establishment	2002	
3.	Number of Teachers sanctioned and present position	6	6+1 part time
4.	Number of Administrative Staff	Nil	
5.	Number of Technical Staff (Field Action Project)	1	
6.	Number of Teachers and Students	6	51
7.	Demand Ratio (No. of seats: No. of applications)	N. A.	
8.	Ratio of Teachers to Students	1: 8.5	
9.	Number of research scholars who had their master's degree from other institutions	N.A	
10.	The year when the curriculum was revised last	2001	
11.	Number of students passed NET/SLET etc. (last two years)	5	
12.	Success Rate of students (What is the pass percentage as compared to the University average?)	89.3	
13.	University Distinction/ Ranks	Nil	
14.	Publications by faculty (last 5 years)	9	
15.	Awards and recognition received by faculty (last five years)	Nil	
16.	Faculty who have Attended National and International Seminars (last five years)	National 43	International 17
17.	Number of National and International seminars organized (Last five years)	4	1
18.	Number of teachers engaged in consultancy and the revenue generated	5	50000
19.	Number of Ongoing projects and its total outlay	4	80000
20.	Research projects completed during last two & its total outlay	5	80000
21.	Number of inventions and patents	Nil	
22.	Number of Ph. D theses guided during the last two years	N.A	
23.	Number of Books in the Central Library, if any	3325	
24.	Number of Journals/Periodicals	13	
25.	Number of Computers	8 + 5 lap tops	
26.	Annual Budget	2 lakhs (excluding Salary)	

Executive Summary

Name and Address:	Marian College Kuttikkanam, Kuttikkanam Post, Kerala-685 531
Year of establishment:	1995
Ownership:	Catholic Diocese of Kanjirappally
Year of Recognition by UGC:	10th March 2001
First Accreditation and Grade:	2002- B++ (83.0%)

Marian College Kuttikkanam is a centre for higher and professional education, recognized by the University Grants Commission under **2f and 12B** scheme in 2001.

. The college is situated at Kuttikkanam, a **beautiful hill station** at an altitude of 3000 ft above msl, crowned with mist in good part of the year and surrounded by tea and cardamom plantations. The College is located in rural setting in Idukki, one of the backward districts in Kerala.

1. Curricular Aspects

The **goal orientation** of the college is to be a centre **striving for excellence** in professional learning and research with a focus on **holistic development** of students. The Vision, Mission and the Goals are manifestly presented through the college website, prospectus, student's handbook and campus companion. Its importance and meaning are conveyed to all stakeholders through induction program, value clarification workshops inter-collegiate competitions, national and international seminars. Based on the goals, the underlying values and principles stated in the Vision and Mission statements, we evaluate our functioning and achievements through periodic departmental committee meetings and in the annual academic retreat. The curricular development of the college, though restrained through the University regulations, has attained some flexibility by offering **additional diplomas/certificates as value additions**. The college obtains **feedback on curriculum** from students, alumni, and employers/industries. The **Marian Academic Council** (MAC) comprising of senior faculty members and invited experts from the concerned disciplines is a major initiative in the area of curriculum enhancement.

2. Teaching-Learning and Evaluation

The admission process in the college is transparent and automated. The process is done according to the norms set by the Govt./University/AICTE. The College has seen a **steady increase** in the demand for its programs by the student community. On an average, the number of applications to the number of seats is **five fold** in UG and **three fold** in PG programs. Majority of the students are from rural background. We also have a sizable number of NRI students too.

The College prepares an **academic calendar, corporate plan, course plan for all subjects, and student handbook/ guidelines** as part of planning process. The College has **specific plans for the fast trackers and slow learners**. Bridge courses and remedial are offered at certain levels. Induction program and remedial education are the other mechanisms for meeting the diverse needs of the students.

A detailed **course plan** is prepared towards the beginning of the academic year which summarizes the teaching learning transactions. **ICT enabled teaching learning** is the hall mark of education at Marian. The education is student centered and lecture method is augmented through other methods like **group discussions, seminars, presentations, role plays, activity assignments, industrial visits, camps, rural camps, interfaces etc..** The recruitment of faculty is purely based on quality. Majority of the teachers are pursuing their M. Phil or Doctoral Research. As a new generation College most of the teachers are young. However the management has ensured the **presence of a few academic veterans** among the teaching staff for guiding the youngsters. The services of adjunct faculties are also sought. **Evaluation of teachers by students** is institutionalized through an automated system and the results are made available to the concerned teachers. Performance evaluation is institutionalized in our campus. We also conduct academic and social audits.

3. Research, Consultancy and Extension.

The college has established **Marian Research Centre for Social Development** and ear-marked a budget for research activities. The College provides excellent infrastructure and has a progressive HR policy to promote consultancy and research activities. The Management gives funds to the researchers for purchase of books and incentives for publishing articles in refereed journals. The institution has set up its

own **centre for training and consultancy – MAGIS**. There is an agreement for sharing of the earning from consultancy between the Management and the faculty at a ratio of 30:70. The **Department of Extension** coordinates all the extension and outreach activities of all the Departments. Some of the major extension activities are MaSS; MRHP and CPAS. The Institution has a wide network of collaborations and associations with local, national and international bodies. Some of the best practices in this area are the establishment of social labs, **Collaboration with international Universities** and a Community College for extending the expertise available to the local community.

4. Infrastructure and learning resources.

The College provides **state-of-the-art infrastructure** for ensuring ICT enabled education to the students. All the class rooms are fitted with LCD projectors and have 3 computer labs with 290 systems and a hardware lab. The Management has appointed full time technicians and skilled people for providing round the clock maintenance. The College has a **well stocked library and browsing centre**. Another hallmark of the institution is the **wi-fi networked campus** and the provision of round the clock free internet access. More than 75 per cent of the students are staying in hostels and has excellent facilities for boarding and lodging. The best practices in this area include excellent accommodation for visiting faculties, adjunct faculties and guests; health care facilities; counseling centre; IGNOU study and convergence centre; fully computerized language lab; cafeteria run by the students; food production lab; and intranet. The college has taken efforts to make the campus eco-friendly and has a model water harvesting model.

5. Student Support and Progression

Marian lives in its motto “formation, information and transformation”. Majority of our students are from rural background and their progression in curricular and co-curricular areas is **analyzed using software**. Apart from the Government scholarship, the institution offers **free-ships, scholarships and endowments**. The College gives special focus to career advancement and job placements through its vibrant placement cell. The Clubs and Associations of the College provide **opportunities for unfolding of innate talents** of the students. Student Cabinet is a

forum for developing democratic values and leadership among the students.

Talent time, Best Class Award, earn while you learn, counseling centre with professional counselor, campus companion, **Marian Vibes**, monitors diary and Induction Programme are some of the best practices in this area.

6. Governance and leadership.

The college has a well defined organizational structure and practice of participatory **management** in the running of the institution. The leadership has developed and is acting on a **ten year strategic plan** for the growth of the institution. Realizing the worth and significance of the academic community the Management practice a **progressive HR policy**. The College has a transparent and accountable financial management system. Some of the best practices in this area include financial freedom to Departments, open house meetings, **Annual Academic Retreat** and Marian Think Tank Meeting.

7. Innovative Practices

Marian evokes a family feeling among its stakeholders. For including everyone in the academic process practices like common uniform, community life in hostels, support groups etc. are helpful. The IQAC of the College coordinates facilitates supports and institute various quality assurance mechanisms such as **IQAC Manual, Personal and Professional excellence Plan (PEP)**, Student Feedback System, Annual Academic Retreat, **Academic and Social Audits** Talent time, Best class evaluation, campus companion and Marian Vibes. Marian think tank, Staff council and staff meetings ensure quality at different levels. Marian keeps good relationship with all its stakeholders. The PTA is very active and it supports the College sports and library in a special way. The College has a symbiotic relationship with the community and it is evident from the enthusiastic participation of the community in all the extension and outreach activities. The **community college** is an inclusive practice for the unreached.

CRITERION I: CURRICULAR ASPECTS

1.1 Curriculum Design and Development

1.1.1 State the Vision and Mission of the institution, and how it is communicated to the students, teachers, staff and other stakeholders?

Our Vision

To be a centre where knowledge enlightens through incessant '*Sadhana*' and empowers its constituents to bring about life in abundance in the universe.

Our Mission

In the emerging scenario of unprecedented changes, globalization, networked economy and e-learning, Marian takes a paradigm shift in education through Management and Information Technology based courses to evolve into a dynamic centre grounded on Indian ethos, destined to achieve the '*magis*' (excellence in everything) by producing a pool of skilled and innovative minds with personal integrity, professional ingenuity and social commitment achieved through:

Strategies

- ❖ Ensuring a creative learning environment,
- ❖ Availing innovative and helpful pedagogy,
- ❖ Generating new knowledge through research and evidence-based practices,
- ❖ Building up intellectually challenging academic alliances,
- ❖ Providing effective mentoring,
- ❖ Establishing campus-community partnerships, and
- ❖ Sustaining an environment friendly campus.

Our motto: 'Information, Formation, Transformation'.

What our Vision statement means to us.

To make Marian a 'centre of excellence', our own incessant effort is to continually improve upon our own track record. This applies to Marian as an institution as well as to Marinates as individuals.

Life in abundance: This expression has a biblical base. "I came (so) that they may have life and have it in abundance"(John 10:10). Every human being has the stamp

of divinity on him/her and is endowed with infinite potential. Marian college is committed to this great mission of unleashing these potentials.

Our Goals

True to the spiritual and social commitment of the Church, the goals of Marian College are as follows:

Overall goal:

“To develop spiritual, moral, intellectual, physical and aesthetic powers in students so that they may be responsible citizens useful to their fellow persons and society at large”.

Operational Goals

- ❖ To provide mentoring and guidance to young persons who seek excellence in the field of their chosen professional streams;
- ❖ To develop innovative methods in teaching-learning, training and evaluation;
- ❖ To make higher education available to the weaker and socially disadvantaged sections of the society, especially those in the High Ranges by remaining true to the spirit of justice and equality of opportunity enshrined in the Constitution;
- ❖ To become an autonomous institution within 5 years.

The Marian vision and mission are conveyed to its stakeholders through the following activities:

- ❖ The Vision and Mission of the college are being revisited this year (2007-08). It is evolved through a **participative process** wherein all the important stakeholders (management, faculty, staff and students) are involved.
- ❖ The Vision and Mission of the college is **displayed in all the prominent places** in the campus. .
- ❖ These are also published in the **college website**,

- ❖ **All publications** of the college like Marian Students' Hand Book, Campus Companion, college brochure, college magazine and academic calendar carry the vision and mission statements.
- ❖ A week long **induction programme** is conducted for the new comers every year. This is to familiarize Marian to the new students. The major thrust of the programme is to enable the students to absorb the vision and mission of the institution.
- ❖ A comprehension test on **Campus Companion** is conducted for all students in the first year itself, which acts as a strong means to help them imbibe the spirit of Marian Vision and Mission Statements.
- ❖ Guidelines are prepared for all programmes in tune with the vision and mission of the institution. At the execution stage, all the stakeholders are **briefed about the relevance of the programme in the light of the vision and mission.**
- ❖ During the **PTA meetings**, the head of the institution briefs the parents about the vision and mission of the college.
- ❖ During the **Annual Academic Retreat**, a two day residential planning workshop for the faculty, the Vision and Mission statements are visited with the objective of internalizing their spirit in all the activities.
- ❖ The **MAGIS**, HRD organization of Marian is formed to communicate the vision and mission of the college through training and HRD. The HRD programs of the college are organized by the MAGIS
- ❖ **Field Action projects (DARE, MaSS, MRHP)** and Community programmes organized by School of Social Work and other departments transmit the vision and mission of the college in to the local community.
- ❖ In all the major advertisements given by the College, the **moto** "Information, Formation, Transformation" is given.

1.1.2 How does the mission statement reflect the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientation?

As a new generation college, our mission is to achieve a paradigm shift in education. Therefore, the college has made a deliberate choice to offer only **professional**

programs. Realizing the emerging employment potential of management and information technology related courses, the management has opted to offer courses that have either **Management** or **Information Technology** as a strong component.

Our Distinctive Characteristics

a. Value based: This aspect is largely reflected in:

- ❖ The value-clarification workshops and spiritual retreats offered to students and teachers,
- ❖ The social commitment demonstrated through the extension activities and community-college partnerships,
- ❖ The discipline which is the hallmark of the institution.

b. Intellectually Stimulating: This aspect is visible in:

- ❖ The quality of instruction we provide,
- ❖ The opportunities which are provided to the students and teachers to listen to eminent educationists and trainers of national/ international reputation

c. Creative learning environment:

- ❖ There is practically no opportunity for negative pursuits to enter our campus.
- ❖ Teacher-student interactions, mentoring, a large array of co-curricular activities,
- ❖ Recognition for excellence-all these are in place to ensure such an environment.
- ❖ Excellent physical facilities and the fact of being located at a hill station far from the din and bustle of city-life: These also contribute significantly.
- ❖ Our teachers: the way they conduct themselves, their commitment and role-modeling. They play a major role in creating this learning environment.

d. Innovative Pedagogy and Global networks:

- ❖ Within the limitations of university- prescribed syllabus and examination system, we are trying to make the teaching-learning process as student-centred as possible. Theme-Centred Interaction (TCI) has been introduced to

a group of teachers (as a first step), to make class room communication meta-cognitive and transformational.

- ❖ A resource team with TCI expertise is being developed in the college under 'Magis', Centre for training and development.
- ❖ The international tie-ups with the University of Utah, University of Texas, Mid Sweden University, and KUONI international.
- ❖ Accessing global wisdom through internet also contribute to the creative learning environment highlighted in the Mission Statement.

1.1.3. Are the academic programmes in line with the institution's goals and objectives? If yes, give details on how the curricula developed / adopted, address the needs of the society and have relevance to the regional / national and global trends and developmental needs? (Access to the Disadvantaged, Equity, Self development, Community and National Development, Ecology and environment, Value orientation, Employment, ICT introduction, Global and National demands and so on).

a. Centre of Excellence:

- We have chosen to offer seven professional courses which attract serious-minded ambitious students.
- We offer add-on courses to supplement the mainstream syllabus and to ensure our students can meet global challenges.

b. Incessant 'Saadhana':

Systematic hard work is the hallmark of Marian College. To ensure this, we have student support systems such as mentoring and close monitoring of academic performance through regular test papers, remedial classes etc.

c. Management-and-Information Technology:

The technological bias is part of our vision and mission. This is implemented in our academic programmes firstly by the very choice of professional courses; and accordingly by ensuring that every Marian student is IT proficient and that the teaching-learning processes are IT –supported

d. Creative learning environment:

This objective is reflected in our academic programmes in a number of ways

1. International collaborations
2. Strike-free campus
3. 70 per cent accommodation in hostels
4. Close interaction with teachers
5. Opportunities for discovering talents and developing them.

e. Value-inculcation:

This aspect is reflected in the academic programmes, as follows:

1. The Community College offers job-oriented courses for economically weaker sections.
2. Along with the professional courses every Marian student gets chances for exposing him/herself to the situations of the poor in their villages as well as the schools/hospitals/rehabilitation centres which are availed by the poor.

f. Community and National Development:

The courses offered at Marian are in many ways responsive to the development needs of the nation as well as to the development needs of Iddukki District.

1. The MMH course is conceived to match the tourism-potential of Kerala state and more particularly the High Ranges of Kerala.
2. MSW is development- oriented stream and addresses the concerns of Indian Society.
3. BCA, MCA, BBA, B.Com and M.Com are all courses which are relevant to the national/global development needs.

g. Self-development:

Underlying the information-and –formation emphasis is the “transformation” dimension which the college motto upholds. What ever be the professional course to study, Marian College envisions helping them emerge as “transformed individuals”- with ability to see the self-worth as well as the worth his/her friends, with ability to work in teams, with positive attitude and

firm in values of life. The co-curricular activities and the over-all environment are designed to ensure this aspect.

1.1.4 How does the curriculum cater to inclusion/integration of Information and Communication Technology (ICT) in the curriculum, for equipping the students to compete in the global employment markets?

- ❖ Computer literacy and basic computer skills are imparted to all students. The college has selected B.com with computer applications and BBA with e-commerce and BCA where ICT components are strong.
- ❖ Large investments are made by the college in expanding and modernizing computer labs with internet facilities open round the clock.
- ❖ Moreover all the classrooms are ICT enabled and the campus is Wi-Fi networked.
- ❖ In certain departments, the learning materials are uploaded through intranet and internet.
- ❖ Students are encouraged to make multimedia presentations.
- ❖ Web based electronic data bases like DELNET is added to the library network.
- ❖ Students of a few departments are linked by an email group through which communications are made. They are also encouraged to make use of email facility to consult their respective faculty and guides.
- ❖ In some of the PG departments, submission of assignments, project reports and dissertations are generally done in the electronic form.
- ❖ The library has a collection of e-books, videos and audio CDs which can be accessed by the students and faculty.
- ❖ Alumni interaction is promoted through the college website and on line registration for the alumni is available on the web site.
- ❖ All the students of the School of Management in Hospitality have own laptops.
- ❖ Teachers are given training in new developments in the computer field.

1.1.5 Specify the initiatives and contributions of the institution in the curriculum design and development process. (Need assessment,

development of information database, feedback from faculty, students, alumni, employees and academic peers, and communicating the information and feedback for appropriate inclusion and decisions in statutory academic bodies, Membership of BOS and by sending agenda items etc.)

Many of our senior faculty members are actively involved in the curriculum revision as members of Board of Studies (BOS) or Core Committees of the University. **The MMH programme** of the University is entirely developed by the Marian Faculty through national and international consultations and approved by the University. The departments collect periodic feedback from industry, alumni and academia and send it to the BOS of the University for subsequent action. **Exit survey and alumni feedback** on curriculum is another means for need assessment. In School of Social Work, the syllabi of additional certificate programmes are prepared on the basis of on-line survey of alumni, employers and feedback from fieldwork agencies.

1.2 Academic Flexibility

1.2.1 What are the range of programme options available to learners in terms of Degrees, Certificates and Diplomas?

The college offers courses at graduate and postgraduate level. The following are the courses offered..

Post Graduate Program - Aided

MMH - Master of Management in Hospitality

Post Graduate Programs - Self-funded

MCA - Master of Computer Applications

M Com- Master of Commerce

MSW - Master of Social Work

Graduate Programs Aided

BCA - Bachelor of Computer Applications

BBA - Bachelor of Business Administration

B Com - Bachelor of Commerce

Certificate/Diploma Courses

S.No	Course Title	Offered by	Target group
1	Certificate course in Taxation	Marian College	B.Com
2	Certificate course in Basic Mathematics	Marian College	B.Com
3	Advanced Diploma in Banking, insurance and retail management	UGC	BBA & B.Com
4	Computer Technology and Professionalism	UGC	BCA & B.Com
5	Tally	Tally Academy	B.Com, BBA & M.Com
6	KUONI Airline Diploma	KUONI International	M.Com& MMH
7	Post graduate Diploma in Hotel Operations (PGDHO)	Marian College	MMH
8	Tata Ex	Tata Ex	M.Com
9	NSE certification in Financial Market (NCFM)	NSE	M.Com
10	Association of Mutual Funds in India certification (AMFI)	NSE	M.Com
11	Postgraduate Diploma in Developmental Social Work(PGDDSW)	Marian College	MSW
12	Postgraduate Diploma in Clinical Social Work (PGDCSW)	Marian College	MSW
13	RHCE & RHCT	RedHat India	MCA
14	MCP & MCSD	Microsoft	MCA
15	C.C.N.A	CISCO	MCA
16	Certificate Course in Cabin Crew and Ground Handling	Marian College	MMH

Most of these courses are based on curriculum developed by Marian faculty to overcome the deficits of University syllabi and to equip the students to compete in the global employment market. Besides, this, the College is an approved Study & Convergent Scheme Centre of IGNOU. This facility enables students to pursue the courses of their choice in the distance/open/convergent mode along with the M.G University courses offered at the College.

1.2.2 Give details on the following provisions with reference to academic flexibility, value addition and course enrichment

- a) Core options
- b) Elective options
- c) Add-on courses
- d) Interdisciplinary courses
- e) Flexibility to the students to move from one discipline to another
- f) Flexibility to pursue the programme with reference to the time frame
(Flexible time for completion)

Being an affiliated college, there is only limited flexibility in the choice of courses and subjects. The colleges can only select core options with fixed electives. In the present scenario, the college has taken the best suited core options. Moreover the college takes initiatives to fill the gaps in the existing curricula and to enhance employability through add-on courses designed and offered by the institution. The Diploma and Certificate courses offered by the College provide flexibility to students.

Most of the programs offered in the college have interdisciplinary inputs. The existing University norms do not permit students to move from one discipline to another (horizontal mobility).

The college has established IGNOU open/distance learning centre in the campus, where the students are allowed to pursue the degree/diploma/certificates of their choice along with their regular programmes. These programs offer flexibility and choices.

1.2.3 Give details of the programmes and other facilities available for international Students (if any)

All the programs at Marian are offered to international students also. The College participates in educational fairs abroad and in India. Our courses are widely advertised in the Middle East and the West through internet direct mailing services. We have started attracting students from abroad. The School of Social Work offers STUDY ABROAD PROGRAMME to students of University of Utah. Two students from University of Utah did their international field practicum at the School. Under the ONE SEMESTER IN INDIA scheme, one student from Mid Sweden University is pursuing credits in International Social Work at the School. These students are given special facilities with respect to accommodation, food and field practicum. The international students are provided with faculty and peer mentors to acquaint them with the new situations.

In all the programmes of the institution there is a strong presence of non- resident Indian (NRI) students. The following are the details of NRI and international students:

Table No.1
Non-Resident Indian Students

Year	Total Students	Non-Resident Indian Students	International Students
2003-04	790	43	-
2004-05	865	50	-
2005-06	868	54	-
2006-07	845	54	1
2007-08	859	60	1
2008-09	902	64	3

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

The College is offering three self funded post graduate programmes. The details are given below;

- ❖ Master of Commerce (M. Com)
- ❖ Master of Computer Applications (M.C.A.)
- ❖ Master of Social Work (M.S.W.)

With regard to curriculum, there are no differences between the funded and the self funded courses. However, both the Govt. funded and non-funded courses at Marian have many value additions and the strengthened packages are offered to attract the best of prospective students. For example, M.Com is offered with TCC/ PGDTA, MMH with PGDHO, MSW with Diplomas in Clinical and Development Social Work, and so on. In the case of admission, fee structure, teacher qualification, the College follows the Govt. /UGC/AICTE norms. In the self funded courses, a higher fee structure is prescribed by the university/Government and 50 per cent seats are filled by the Management. UGC/AICTE scales are given to the teachers in the self funded streams. In the self-funded courses, the Management also gives better pay packages to those teachers who have additional qualifications and relevant industry/organization experience.

1.3 Feedback on Curriculum

1.3.1. How does the college obtain feedback on curriculum?

The college obtains feedback on curriculum from students, alumni, parents, employers/industries, academic peers and the community. Feedback from students is taken by the end of the course through a questionnaire. Alumni feedback is also collected through a questionnaire. During PTA meetings, feedbacks on various aspects including curricular aspects are collected from the parents. The feedback is also collected from the employers, industries, academic peers and professional organizations like ASSK, NAPSWI, ICSW etc. through regular interaction. One of the components of the exit survey for the outgoing students is curriculum.

1.3.2. How is the above feedback analyzed and the outcome / suggestions used for continuous improvements, and communicated to the affiliating university for appropriate inclusion?

The College has constituted Marian Academic Council (MAC) comprising of senior faculty members and invited experts from the concerned discipline. This Council

meets twice a year and analyzes the feedback received from various stakeholders. The Council gives formal approval for the curriculum of add-on courses and in certain cases gives recommendations for changes in the curriculum of University-approved courses. Changes recommended by the MAC on the curriculum of the University-approved courses are sent to the Chairperson of the concerned BOS.

1.4 Curriculum Update

1.4.1 What is the frequency and the basis for syllabus revision and what are the major revisions made during the last five years?

The faculty members in Marian are actively involved in the syllabus revision conducted by the University. The University follows no fixed intervals for the revision. In order to make up for this curricular deficit, we conduct certificate programmes and diplomas for the students as add on programmes. The following are the details of syllabus revision during the last five years.

Courses	Changes
M.M.H.	The syllabus revised in 2004, 2005 and 2006
M.S.W.	Three of the faculty members actively participated in the curriculum review process initiated by the BOS chairman during 2006. The curriculum revision is yet to take place at University level.
M.C.A.	Syllabus revised during 2007-2008
B.Com	➤ Sale tax was deleted from the syllabus and VAT was introduced in 2006 ➤ Optional paper on computer was updated in 2004
B.C.A.	Syllabus was revised in 2007 where Marian faculty played a major role.

Syllabi of add-on courses are updated regularly.

1.4.2 How does the institution ensure that the curriculum bears a thrust on core values adopted by NAAC?

The College has only a limited role in curriculum designing which takes place at the University level. However, the institution takes the initiative to give a thrust on core values and strengthen the curriculum by offering Certificate Courses and Diplomas. The MAC also constantly strives to ensure that all our value addition courses (Certificate and Diploma) contribute to national development, fostering global competence, inculcating value systems etc.

NAAC Core Values	Programmes
Contributing to National Development	<ul style="list-style-type: none"> • 10 days rural camp- where the students are involved in road/drainage construction, de-silting ponds etc. • Courses conducted by community college • Extension Projects • Programs for promotion of communal harmony and national integration. eg. Id celebration. • Out-reach programs • Course on Social Work • NCC & NSS
Fostering Global Competence	<ul style="list-style-type: none"> • Medium of instruction is strictly English and campus communication is in English, • Add- on courses • International certifications • Training in Language Lab • Opportunities to interact with faculty members & students from abroad. • Magis - centre for training and development • Faculty development programmes
Inculcating a value system	<ul style="list-style-type: none"> • Annual Retreat • Value Clarification Classes • Life Skill training

	<ul style="list-style-type: none"> • Exposure programs such as home-stay camp in villages. • Individual Counseling • Mentoring
Promoting the use of technology	<ul style="list-style-type: none"> • All programs have strong component of ICT • 24X7 Broadband connectivity • Wi-Fi networked campus.
Quest for excellence	<ul style="list-style-type: none"> • Add on courses • International collaborations • Feed back mechanisms • Social Audit • Monthly Think Tank meetings • Yearly Academic Audit • Marian Academic Council • Periodic Faculty improvement programmes.

1.4.3 Does the institution use the guidelines of statutory bodies (UGC/AICTE/State Councils of HE and other bodies) for developing and/or restructuring the curricula?

The College closely follows all the guidelines given by different academic statutory bodies in giving suggestions for modification of curricula. The guidelines given by different bodies are made available in the college library. When major changes are proposed, experts are invited to give classes to faculty members regarding the nuances of the changes proposed.

The Higher Education Council constituted by the State Govt proposed restructuring of the Degree programmes of all the Universities in Kerala. The teachers of Marian College deliberated on the proposals in the respective departments and forwarded a consolidated report on the suggestions and recommendations to the Council. MSW Curriculum revision process was done in 2006 where three of our teachers were involved. UGC guidelines for the MSW curriculum were used as the basis for revision.

1.4.4 How are the existing courses modified to meet the emerging/ changing national and global trends?

As an affiliated college, we have limitations in course modification. We overcome this limitation by providing add-on courses, seminars, workshops, field exposures etc. Our international academic collaborations and the feedback from various stakeholders have given access to information on the global trends and the college has introduced various elements in the add-on courses and other co-curricular activities in order to ensure that the programs offered are reflective of these global trends. The syllabi of the programs, modular form of structuring the syllabus, introduction of course plans, teaching-learning and evaluative methods, dual degree program options through IGNOU are all shaped by the global trends in higher education. For example, in order to enhance employability of commerce students and to meet the growing demands in the travel and tourism sector, the P.G. Department of Commerce and School of Management in Hospitality have introduced international certifications from KUONI. Similarly, the MCA Department has introduced various certificate courses such as .Net, RHCE, J2EE, ASP, CCNA, etc to meet the latest industry demands. The School of Social Work has introduced a three-month international placement programme and International Certificate courses in collaboration with University of Utah for enhancing the employability of the students.

1.5 Best Practices in Curricular Aspects

1.5.1 What are the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?

- ❖ In all the courses, value addition is ensured through **add-on programmes** offered in order to enhance knowledge and skills of the students.
- ❖ The **Marian Academic Council** (MAC) comprising of senior faculty members and invited experts from the concerned disciplines is a major initiative in the area of quality enhancement. The Council gives formal approval for the curriculum of add-on courses and in certain cases makes

recommendations for changes in the curriculum of University approved courses.

- ❖ The Annual Academic Retreat (AAR) - a two day residential programme, which is held at an outside location, attended by all faculty members without fail - conducted before the beginning of the academic year, facilitates meticulous planning of the academic year well in advance at the departmental and college levels.
- ❖ Induction programmes are organized for the new comers in the beginning of the academic year with the twin goal;
 - To orient students to the course and the culture of the institution,
 - To identify those who require bridge courses.
- ❖ Course Plan helps the student to know the details of the course outlines and expectations.
- ❖ The practice of obtaining feedback on curriculum from different stakeholders and channeling the same to MAC for processing and initiating reforms.
- ❖ Regular faculty improvement programmes.
- ❖ Continuous updating of syllabus of add-on programs

1.5.2 What best practices in ‘Curricular Aspects’ have been planned/implemented by the institution?

- ❖ The Marian Academic Council (MAC) comprising of senior faculty members and invited experts from the concerned discipline is a major initiative in the area of curriculum development. The Council gives formal approval for the curriculum of add-on courses and in certain cases makes recommendations for changes in the curriculum of University approved courses.
- ❖ The establishment of IGNOU study and Convergence Scheme Centre which facilitates choice in course selection and flexibility in learning. The centre enables the students to join for additional degree/diploma/certificate programmes through open/distance learning mode.
- ❖ “Marian Campus Companion”, a comprehensive resource book on all facets of life at Marian is given to every new entrant. A detailed description of vision, mission and values of the institution is given in this publication.

- ❖ A written test on the information provided in the 'Campus Companion' is conducted after the induction programme.
- ❖ Induction programme is an occasion where the vision mission and values of the institution are formally introduced to new comers. Over the years this programme (called *Setsail*) has been envisioned, designed and delivered by the *Magis* team, comprising of the teachers of the college and a representative team of senior students of the various departments.,
- ❖ Value addition through add-on programmes to enhance knowledge and skills of the students.
- ❖ Annual Academic Retreat to enhance the effectiveness of the delivery system of curricular transactions.
- ❖ Common Proficiency Test (CPT) entrance exam for CA in U.G. Dept. of Commerce
- ❖ Detailed course plan prepared in advance and given to students before the commencement of the course.
- ❖ International Certificate Courses in association with our collaborative Universities.
- ❖ Seminars, workshops and conferences on the various aspects of curriculum at the National and International levels. (Example, Seminar on Field Practicum by School of Social Work)
- ❖ Setting up social labs for practicing and developing innovative interventions
- ❖ Social sensitization programmes (camp, visits, campaigns, disaster and emergency responses)
- ❖ Student's involvement in developmental issues like 'Clean Kuttikkanam', 'I. T. Mission-2006,' Maria Jyothy, Marian Rural Health Programme (MRHP) etc.
- ❖ Industry/NGO-Institution partnership. Egs. Partnership with IPSR, CII, BAI, PDS, MDS etc.
- ❖ Academic collaboration with foreign institutions University of Utah, University of Texas, Arlington and University of Mid Sweden, Ruth Cohn Institute, Switzerland.
- ❖ Establishment of a Language Lab with state of the art facilities.
- ❖ Participation in educational fairs and exhibitions

- ❖ Marian Faculty members' involvement in HRD training outside the Institution.
- ❖ Monthly Think Tank Meetings of Directors and Heads of Departments for idea generation.

Action taken on the suggestions given by the NAAC Peer Team during last accreditation

Suggestion	Action taken
Taking advantage of the location, ecology preservation and environment protection related courses, research and projects may be planned.	<ul style="list-style-type: none"> • The MMH course was initiated considering the geographical location and environmental advantages. This programme has benefited directly and indirectly the local community and ecology. Eg. Students' initiative to create awareness on responsible tourism, eco friendly tourism, farm tourism etc. • A number of research projects have been initiated by the faculty for promoting social development in the area.(details are given in 3.1.1,3.1.2 &3.2.2)

Marian Community College (MCC) has been instituted to make the facilities of the college available to those who cannot otherwise access higher education. As Kuttikkanam faces severe water shortage in summer, the college has initiated and invested more than 22 lakhs for water conservation in a big way by constructing huge water storages with capacities more than five thousand cores liter capacity. The campus greenery is preserved by planting hundreds of trees and maintaining a green grass carpet to cover the soil. Special care is taken to preserve all the trees inside the campus. The School of Social Work students have developed a "Herbal Garden" in order to preserve the fading traditional knowledge of herbal plants.

Criterion II: Teaching – Learning and Evaluation

Admission Process and Student Profile.

2.1.1 How does the institution ensure wide publicity to the admission process?

The college conducts three undergraduate courses (B.Com, BBA and BCA) and one postgraduate course (MMH) under the aided stream and three other postgraduate courses (M.Com, MSW, MCA) under self-funded. Wide publicity is ensured as follows:

- ❖ The applications for all the courses are invited through the **leading national and local dailies** (Hindu, Indian Express, Malayala Manorama, Deepika and Mathrubhoomi.).
- ❖ It is also announced through the college **website**. (www.mariancollege.org)
- ❖ The prospectus and brochure of the respective courses give the details of the course.
- ❖ The **posters and brochures** are sent to various feeder academic institutions.
- ❖ The college also participates in **educational fairs** for publicity and conducts seminars in leading cities. Eg. Horizon Educational Fairs organized by the leading Newspaper Malayala Maroma at Trivandrum, Ernakulam, Kottayam and Calicut,
- ❖ Notification for admission is sent to the **e-groups**, where the alumni and the current students are members.
- ❖ It is also announced through **blog spots**. www.marianmcom.blogspot.com.
- ❖ **Brochures** are distributed to prospective candidates where admission procedure is centralized by the University as in the case of MSW.
- ❖ **Career guidance** programmes are organized in colleges for the degree students.

2.1.2 How are the students selected for admission to the following courses? Give the cut off percentage for admission at the entry level.

a) General b) Professional c) Vocational

The College is offering professional courses. Selection and admission of students are based on **Government of Kerala** and **M.G. University norms**. Admission process in the aided streams (undergraduate course) is governed by the following norms:

- ❖ 50 percent seats (Merit quota) are filled through open selection on the basis of merit.
- ❖ 10 percent seats (Community quota) are reserved for the Syrian catholic students of the Diocese of Kanjirappally.
- ❖ 20 percent of the seats (Reservation quota) are reserved for the students belonging to the SC/ST/OEC/OBC. 2 seats are reserved for sports persons and 1 seat for physically challenged.
- ❖ 20 percent seats (Management quota) are filled by Management's choice.

In the **self-financed courses**, different norms are prescribed by the Govt. of Kerala and the University.

- ❖ In MCA, from the year 2008 onwards **85 percent** of the seats are filled from the **Kerala State Entrance Examination** rank list and 15 percent seats are filled from NRI applicants.
- ❖ Prior to 2008, 50 percent seats were filled through centralized common entrance test conducted by the state govt. and remaining 50 percent seats were filled by the Management from the rank list published by the Government.
- ❖ In the MSW course, 50 percent seats are filled through centralized common entrance test conducted by the University and the remaining 50 percent seats are filled by the Management from the pool of students who appeared for the common entrance test.
- ❖ Prior to 2007, the admission procedure in MSW program was based on scores obtained from admission test, group discussion, marks at the qualifying examination and personal interview.
- ❖ The M.Com admission is based on the marks obtained in the qualifying exams, scores in the Entrance Test and the personal interview conducted by the department.
- ❖ The monitoring of admissions to these courses is done by the University through its audit mechanism.

The College gives due consideration in the admission process to candidates with outstanding records in sports and games.

Table No: 2

Cut off percentage for admission to the courses:

	Category	2008-09	2007-08	2006-07	2005-06	2004-05
B.Com	General (in %)	87	85	84	83	84
	Management's choice	60	60	60	60	60
B BA	General (in %)	70	72	71	73	70
	Management's Choice (in %)	58	50	55	58	60
B C A	General (in %)	81	69	69	60	65
	Management's Choice (in %)	60	52	55	50	54
MCA	General (in %)	75	58	72	74	76
	Management's Choice (in %)	60	57	62	64	63
M.Com	General (in %)	50	56	52	54	51
	Management's Choice (in %)	49	53	52	53	52
MSW	General (in %)	55	50	58	57	56
	Management's Choice (in %)	55	50	52	55	52
MMH	General (in %)	70	51	63	65	60
	Management's Choice (in %)	50	50	55	52	50

2.1.3 How does the Institution ensure transparency in the Admission process?

- ❖ When the admission process is declared open by the University, **wide publicity** is given to the courses offered at the College and the applications

are invited. This is generally done when the results of the qualifying examinations like plus two/degree are out.

- ❖ The admission process at the College is **automated**. Applications received in the college will be entered in the computer and a rank list is generated based on the norms mentioned in 2.1.2.
- ❖ The **rank list is displayed** on the college notice board and in the website for the verification of all concerned. **Admission card** is sent to candidates on the basis of their rank in the merit list under registered post.
- ❖ The **Principal** and **Director/HOD interview** the eligible candidates and mark lists and other certificates are verified before admitting the student. This is the process for the aided streams.
- ❖ In the MCA and MSW programmes, students are admitted on the basis of the rank obtained in the common entrance test conducted by the Government/University.
- ❖ In the seats available under the management quota students are admitted by a Committee comprising of the Manager, Principal and a member nominated by the Governing Board of the College.

2.1.4 How do you promote access to ensure equity? a) Students from disadvantaged community. b) Women. c) Differently-abled. d) Economically-weaker sections. e) Sports personnel. f) Any other (specify)

- ❖ Being an affiliated College the admission procedure is governed by the University/Government norms. Access to ensure equity is in-built to a large extent in these norms. Scholarships for weaker sections such as Government scholarships, One girl child scholarship from Union Government, Scholarship for minority student from Union Government, Kerala Piravi Suvarna Jubilee scholarship, Muslim Nadar Scholarship for girls, University merit Scholarship etc. are made available to our students also.
- ❖ Besides these, in all programs, the students from the disadvantaged community are given due consideration in admission and support. They are supported financially from '**Life in Abundance Fund**'; **Scholarships for Economically Backward Students**, special tuition fee waivers and

free/subsidized food and hostel accommodations are given to economically disadvantaged students.

- ❖ The college gives due consideration to candidates with outstanding records in sports and games. In UG section, two seats from each batch are reserved for sports personnel and one seat is for physically challenged candidates. Those students who are admitted under sports quota are given **free food and accommodation** in the hostels.
- ❖ The Management spends about 4 lakhs rupees per year for promotion of sports.
- ❖ About 64 percent of our student population of the college is women. The college offers admission to women from various social economic, religious backgrounds.
- ❖ The Principal of the College maintains a 'Life in Abundance' Fund. The amount in this fund is used to support financially weak students for purchasing uniforms, text books and other study materials. (Details given under 5.2.2)
- ❖ A significant number of students of Tamil origin study in the College. Most of them belong to families of plantation laborers working in tea plantations.
- ❖ As a policy, the management ensures that no brilliant student is denied opportunity to learn just because s/he is financially poor. These requirements are met from "Poor Aid Fund" and "Scholarship Fund" for economically backward students.

2.2 . Catering to Diverse Needs

2.2.1 Is there a provision for assessing the students' knowledge and skills before the commencement of the programme? If yes, give details on the strategies of the institution to bridge the knowledge gap of the incoming students for enabling them to cope with the programme to which they are enrolled.

The institution adopts methods for assessing student's knowledge and skills before the commencement of the programme. The knowledge and skills of the students seeking admission in UG programs is assessed mainly on the basis of marks obtained in the qualifying exam. It is further verified and the learning needs of the students are

identified through an interview by the HOD and the class teacher. For PG courses, student's knowledge, needs and skills are assessed through a combination of marks/grades obtained in the qualifying examination, the student's score on the specific **entrance test, group discussion** and a process of personal interview.

At the time of admission, a **personal interview** of the candidate along with the parent helps the teachers in gathering information about the personal needs of the students. The college also conducts **induction program** for the newly admitted students. During the induction program, various needs and skills of the students are identified by the trainers and shared with the class teachers. In courses like MSW, shortly after the commencement of the course, **15 days long induction programme** and **10 days rural camp** is organized as living-learning experience. This is also a occasion for helping the teachers in assessing skills of each student and the information is passed on to other teachers and discussed in the department staff meeting.

In the UG courses, the language dept. conducts a **standardized language skill test** in English and based on the scores, students who require help is identified and remedial support is given all through the year. For enhancing the English communication skills of the PG students, a general language skills training is given to all students throughout the course.

In the UG Departments, **bridge courses** are offered in Mathematics, Statistics and Accountancy. The MCA students are given **one month training** in basic computing immediately after the induction programme. Students from non-IT streams are given orientation in IT.

2.2.2 How does the institution identify slow and advanced learners? Give details on the strategies adopted for facilitating slow and advanced learners

Advanced (fast) and slow learners are identified using a combination of aspects like marks/grades obtained in the qualifying examination, induction and orientation programs etc. The College has specific strategies for the advanced (fast) and slow learners. At the UG level, the departments conduct tests to identify the slow and fast

learners. Slow learners are offered **remedial education** making use of the UGC fund for this purpose. In addition to these, the slow learners and those with special needs are helped through **peer tutoring, mentor guidance, and tutorials**. Fast and slow learners are **teamed in** groups and assignments are given. In this process both benefit a lot.

Gifted students are given higher challenges during their academic pursuit in the college under the “**Talent Marian**” and those who require support will be given additional help. The fast learners are identified from every class and they are put under the care of one of the senior teachers. They are given leadership training for undertaking social/extension projects. The fast learners are encouraged to take part in external competitions/quiz and/or seminars/workshops. In-house projects are assigned to students talented in programming skills, and certificates and cash prizes are given upon completion. They are sent outside as resource persons. They get challenging assignments like leading seminars, doing additional projects; organizing seminars by external resource persons from industry and IT field, conducting subject based multimedia quiz competitions, organizing various co-curricular events like “Navigator”, “Radiance”, “Comfest”, “Spectra”, “Ignite” etc. Here are the names of a few of our fast-trackers drawn from different disciplines. Mr. Jince Michale, (MSW), Mr. Dibin B, Mr. Kiran Ganga and Mr Sreenath V.S (MCA), Ms. Manju K.S, Mr Giju Mary Joji and Ms Resmi Tom (M.Com), Ms. Tena J.K and Vidhya Vilasan (BBA)

2.2.3 Does the institution have a provision for tutorials for the students? If yes, give details.

Each member of the faculty allots specific hours outside the regular class hours for tutorials. Tutorial hours are shown in the time table and it is also published in the **student’s achievement diary**. Students also meet the teachers after the regular class hours as some of the teachers remain in the campus up to 8 p.m. A few are residing in the campus and they could be approached anytime with prior appointments.

2.2.4 Is there a provision for mentoring of students or any similar process? If yes, give details.

- ❖ Each class is under the **guidance of a teacher (class teacher)** who monitors and co-ordinates all the activities of the class. The class teacher regularly

interacts with each student and tries to resolve any difficulties faced by the students. If required the class teacher refers needy students for counseling.

- ❖ Some students who are in need of financial assistance are referred to the Principal for availing the scholarship funds.
- ❖ The college has instituted **mentoring system** as well and it is a part of regular activity of the teaching-learning process. Each Department prepares a list of mentees and they are introduced to their mentors. One teacher is in charge of 20-25 students. In MMH and MSW the ratio is 1:10. Group mentoring is also arranged at least once in a term. During the mentoring process, the mentees are given guidance, motivation and assistance to find a solution to overcome their difficulties in learning process and personal problems.
- ❖ **Orientation programs** are arranged to equip the teachers and a 'mentoring manual' is prepared and distributed among the teachers to help them in the mentoring process.
- ❖ **"Walk and Talk"**, a unique program initiated by the PG. Department of Computer Application, where the students of a batch along with their faculty members go out for a stroll in the scenic vicinity. During this walk, students are encouraged to discuss/share their issues/problems openly.
- ❖ In addition to this, the service of a full time **professionally trained counselor** is available to all students.
- ❖ Training on mentoring is conducted for the faculty frequently.

2.2.5 How does the institution cater to the needs of differently-abled students?

HOD/faculty member meets the differently-abled students admitted in their department and the requirements of the students are identified. Suitable measures are taken on the basis of these discussions.

- ❖ Depending on the nature of needs, special toilet facilities are provided.
- ❖ Differently-abled students are accommodated in the ground floor of the hostels and given attached toilet facility.
- ❖ Similarly, they are given preference to choose their seat in the class room.

- ❖ They are also given a special permission to collect books from the library through authorized persons.
- ❖ Special arrangements are provided for writing examinations including extension of time.

2.3 Teaching - Learning Process

2.3.1 How does the institution plan and organize the teaching-learning and evaluation schedules? (Academic calendar, teaching plan and evaluation blue print, etc.)

- ❖ The College has an effective and systematic planning process to organize the teaching-learning and evaluation schedules. Draft academic calendar for the succeeding year is prepared and discussed within the individual departments before the annual vacation. In PG department of Commerce, annual plan is prepared during an academic retreat organized for two days outside the campus. After necessary modification, the same is presented in the **Annual Academic Retreat (AAR)** for the finalization. AAR is a two days residential academic exercise and this practice started since 2007. Each department will also be presenting their next year's plan and the budget. During this retreat, the Marian faculty collectively looks back and reflects on the activities done during the year and learns lessons and incorporates these lessons in the next year's planning. The Manager, Principal, Vice-Principal, hostel directors and the entire teaching faculty actively participate in this exercise.
- ❖ When the College reopens, the respective **class teachers present the annual plan before the students** for their understanding and invites suggestions. Dates for each programme and the faculty in charge as well as students' coordinators are decided in the departmental meeting to ensure proper implementation.
- ❖ Based on the annual plans of the departments, the college brings out a **detailed academic calendar** and a corporate plan for better coordination of various activities of the College. The highlights of the corporate plan are carried in the College Calendar and are given to all the students and staff.

- ❖ **A detailed course plan** for every subject is prepared and it is given to the students by the faculty member concerned. A copy of the course plan prepared by the teachers is kept in the Department for follow up.
- ❖ **Internal evaluation criteria** are intimated to the students through students hand book, campus companion and personally by each faculty. In the UG Department of Commerce test papers are conducted after each module is taught. Mid-term Examinations and Model Examinations are conducted in every Department on dates specified in the Academic calendar. Internal marks are published on the Department notice boards and 10 days time is given to students to have discussions with the faculty regarding the evaluation process.

2.3.2 What are the various teaching-learning methods (lecture method, interactive method, project-based learning, computer-assisted learning, experiential learning, seminars and others) used by the teachers? Give details.

Since the last accreditation, the teaching-learning in the campus has undergone a lot of improvements from the conventional lecture method to student-centred and ICT enabled methods. Marian takes pride in implementing the latest teaching-learning methods and using the modern teaching aids and tools.

College promotes computer-assisted learning and project-based teaching-learning. Discussions, seminars, project works, quiz based learning, case study, role play, activity assignments, business games, industrial visits etc are frequently used by the teachers. Multimedia presentations, Seminars by experts from industry, Buzz group discussion, video clippings, Poster and collage are also used by the faculty.

In MMH program project-based learning is highly emphasized. Five major projects are undertaken during the course. In addition to this lot of practical sessions are organized in food and beverages production and service, front office management etc. Moreover students go to companies and learn by doing. The course plan contains the methodology used for the curriculum transaction.

Some of our faculty members make use of Theme Centered Interaction (TCI).

The college endeavors to acquaint all its teachers to TCI based pedagogical practices in the near future. As the first step to this, two faculty members have received advanced training certification in TCI from Ruth Cohn Institute of TCI international, based in Germany. They belong to the first batch of 20 internationally certified TCI facilitators in the whole of India. Several teachers of the college have also attended the introductory workshops in TCI. The college has hosted an international conference in TCI and also offered a certificate course on TCI.

The School of Hospitality Management has introduced a teaching-learning innovation called ASK, (Attitude, Skills and Knowledge) with a view to offset the limitations of the syllabus strait-jacket and to ensure holistic development through student initiative and enterprise.

2.3.3 How is learning made student-centric? What are the institutional strategies, which contribute to acquisition of life skills, knowledge management skills and lifelong learning?

- ❖ **The use of Course Plan:** This tool helps each student to know clearly the learning expectations vis-à-vis each paper of the syllabus. The course plan among other things contains the course objectives in behavioral terms as well as the recommended learning methods. The course plan contains the method of internal evaluation of the course taught. The students at Marian are therefore not taken by surprise regarding what to study and how to study.
- ❖ **Provision of wide range of learning materials:** Appropriate learning materials are developed by teachers to develop student's interests in the subject.
- ❖ **Experiential learning:** In programs like MSW, MMH, lot of learning takes place through field practicum and project assignments.
- ❖ **Personal attention for each student:** This is ensured through the mentoring and tutorial system established in each department. In addition to this, there is a class teacher for every class. S/he knows every student by name, and knows his/her background and learning style. Since majority of the students are in the hostels, the hostel warden is also available full time to take care of his/her physical and psychological needs.

- ❖ **Remedial education and Counseling service:** For students who are weak in a subject, there are remedial sessions. For those who have problems related to motivation/concentration, inter-personal communication etc, there is professional help available in the campus itself. Some departments offer Communicative English workshop for those who are weak in English.
- ❖ **Life- skills education:** Marian management is never tired of offering personal development programmes to students. The services of professional HRD trainers are hired for this purpose in addition to the sessions offered by our own faculty (MAGIS). Study skills and knowledge management skills, goal setting and inter personal relationships are among the major thrust areas. M.Com Department goes to the extent of offering a two day academic retreat every year. This is a time for self review and growth plan.
- ❖ **Talent time:** This is a favorite programme among students of all classes in the undergraduate level. 12 hours spread over every academic year are devoted to overcoming stage fright, strengthening of self confidence and facilitating self discovery.
- ❖ **Developing organizational skills.** We have learning festivals of two/three days for every discipline every year. The mega events known by names such as Com Fest, Navigator, Radiance, Spectra, Ignite and Eclat offer students' lots of opportunities to learn to organize, participate and to evaluate. Students own these programmes almost totally.
- ❖ **Learning by doing.** By virtue of Marian's location and infrastructure facilities, a number of National/international conferences happen to take place every year. This provides opportunities for our students, particularly MMH or NCC/NSS to assist in the logistics and thereby learn beyond the curriculum.
- ❖ **Exposures and inter faces.** Exposure to rural realities is something which every student of Marian gains through activities such as Home for the Needy, Caps, M-Cat, Home stay camps, visits to destitute and rehabilitation centers.
- ❖ **Interface with industry** is also an important thrust. Visits, internships and placements are part of the institutional strategy for making our students professionally competent.

- ❖ **Opportunities galore.** The teachers at Marian have over a period developed an orientation which makes them think beyond the syllabus. Therefore opportunities such as book reviews, small research projects, debates, current affairs analysis, quiz, brainstorming, simulation exercises etc. are provided in plenty. This makes learning a pleasurable activity for students, and also enhances their communication skills and team- spirit

2.3.4 How does the institution ensure that the students have effective learning experiences? (Use of modern teaching aids and tools like computers, audio-visuals multi-media, ICT, CAL , Internet and other information /materials)

As a new generation college, the management has consciously made available the modern teaching aids. **All the class rooms are fitted with LCD and computers/laptops.** OHPs are also available in sufficient number. Generally, student-centered teaching methodologies are followed. The library and information services have been upgraded and automated. For encouraging the use of online resources, the college has subscribed for DELNET. The college is providing 24 hours free high speed internet facilities to students and teachers. The campus is wi-fi networked.

The College has a very resourceful library with over 15,000 volumes; most of them are latest books in various subjects. The College also subscribes to 10 international journals and is slowly building up e-books and multi media resources. **The College Library functions from 6.30 am to 10 pm and practices open access system.** The library is open on all days except Sundays and public holidays. In order to manage the extended hours of the library, the management has employed additional staff.

The Computer Lab for the P.G. students is functioning round the clock. The general computer lab is open from 6am to 8 pm. The Management has facilitated separate computer lab for conducting certification courses. The College has a separate audio-visual room for screening video clippings, feature films and educational documentaries.

The students of computer applications are given specific in-house projects which gives them practical experience. Some of these projects were made use of in the campus automation process.

The management financially supports the teachers for undertaking research studies on relevant social issues. Students are actively involved in these researches. For example the studies on suicide and aging were conducted by the students of the School of Social Work under the guidance of the faculty.

2.3.5 How do the students and faculty keep pace with the recent developments in the various subjects?

- ❖ The teachers and students periodically attend and present papers in national and international seminars and conferences. The management provides financial support for attending such programmes. The summary of their experiences and learning are shared in the staff meeting.
- ❖ The different Departments organize several seminars and workshops in the college, and these are partially supported financially by the Management. Teachers also attend Orientation and Refresher courses periodically.
- ❖ The teachers undertake periodically minor and major Research projects. They also undertake consultancy work from Government, National and international organizations. (for details see Criterion III) This equips the teachers with latest knowledge and leads to skill enhancement. Some of the teachers have authored books and published articles in their respective domains. Broadband internet facility is available in all the departments round the clock.
- ❖ Students are encouraged to make use of the library resources and library hour is scheduled in the timetable itself for some courses. Articles on new developments in the field are given to the students for review and sharing in the class.
- ❖ The Departments invite well placed alumni, experts and field practitioners for experience sharing and to discuss on the new developments in the field.

- ❖ The part of the regular staff meeting is set aside for presenting book reviews and academic discussions. This is an effective forum which facilitates intellectual debates and promotes peer learning.
- ❖ The Management also invites accomplished academicians, intellectuals and entrepreneurs to interact with faculty and students. This has great learning value for the Marian community.
- ❖ The Management supports the faculty to visit institutions of repute and interact with the faculty there. It is yet another source of intellectual inspiration for treading newer path.
- ❖ Interaction with exchange students and faculty from abroad who come to Marian under our academic collaboration greatly helps in widening the intellectual horizon and worldview of our students and faculty.
- ❖ All the teaching staffs are authorized by the Management to purchase latest books in their respective field to the general library.

(The details regarding seminar attended, papers presented etc. are cited in Criterion III)

2.3.6 Are there departmental libraries for the use of faculty and students? If yes, how effectively are they used for the enhancement of teaching and learning?

The UGC/Govt. rules stipulates that the College to maintain a Central Library. Therefore, we have a centralized library and all faculty and students have open access to this library. However, the library has separate sections for commerce, computer science, social work and management books and journals. However, MCA department has taken an initiative to develop a book bank of 350 books with the help of alumni primarily to help resource poor students.

There is an 'arrival alert service' from the library to all faculty to inform about the new books arrived in the library. The new arrivals are displayed for two weeks in the entrance of the library to help the faculty and students to take notice. Upon informing, the Librarian also helps in bringing the information/ articles of his/her interest to the notice of the faculty.

In the beginning of the course, the librarian organizes an exhibition of the books in a particular course and gives an orientation to students for the effective use of library information system.

2.3.7 Has the institution introduced evaluation of the teachers by students? If yes, how is the feedback analyzed and implemented for the improvement of teaching?

Evaluation of the teachers by students is regularly done (twice a year) using a structured format. The feedback system (teacher evaluation) is incorporated in the 'Campus Net' - an automated integrated software system with several modules. For maintaining the objectivity and transparency in the curriculum transaction feedback, the College has established a Feedback Cell, an independent function under the direct supervision of the Principal. At the beginning of the year, the Cell prepares an annual schedule of feedback process based on the dates mentioned in the course plan and also in liaison with the concerned Department Heads/ Coordinators. The course plan includes dates/sessions for feedback during the middle and end of the semester. Once the feedback schedule is finalized, only the Head of the Institution is authorized to make amendments if required. This function of the Cell is highly confidential and facilitative in nature.

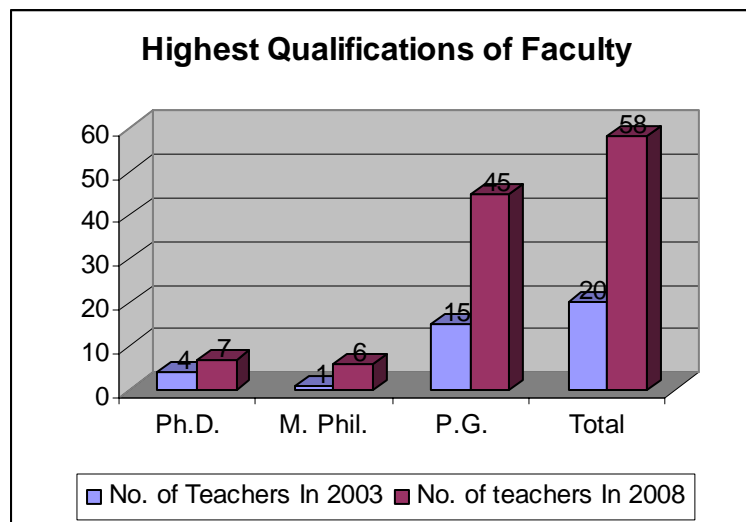
Once the data is entered by the students, the feedback module of the 'Campus Net' automatically generates an analytical report and graph. The authority to access the analyzed data of the feedback is vested with the Head of the Institution and the concerned teacher. If a faculty is consistently performing below the expectations, it is the prerogative of the Head of the Institution to call for a personal meeting and facilitate an action plan for improvement. If the feedback reflects the need for an intervention the Principal addresses the concerned class and apprise them of the remedial steps taken.

The Head of the Institution occasionally visit classes and collect the feedback directly from the students. The same also processed and communicated to the concerned teacher. Besides this, individual teachers also used to administer feedback forms for taking corrective measures.

2.4 Teacher Quality

2.4.1 How are the members of the faculty selected? Does the college have the required number of qualified and competent teachers to handle all the courses? If not, how does the institution cope with the requirements?

At present, the college has **58** teachers against the sanctioned strength of 52. In addition, the Management has appointed 3 Directors on contractual basis and pays them from their own resources. Faculty is selected strictly on merit basis following the guidelines of UGC/AICTE, the university and the State Government. Presently all the departments have the required number of qualified and competent faculty.



2.4.2 How does the college appoint additional faculty to teach new programmes/ modern areas of study (Biotechnology, IT, Bioinformatics etc.)? How many such appointments were made during the last three years?

- ❖ All the programmes offered at the College have Management and Information Technology thrust. Those programmes in the aided stream have sufficient number of teachers paid by the Government. However when vacancies arise, it is filled as per the Government norms.
- ❖ In the self funded programmes, the management has appointed sufficient teachers as per UGC/AICTE norms.
- ❖ For imparting the advanced and practical/technical knowledge in both aided and self funded streams, the management brings experts from the field/industry from time to time. The cost incurred for bringing such guest faculty is as follows:

Table No.3

Guest/Adjunct faculty Expenses

S.No	Year	Amount spent in Rs.
1	2004-05	58,073.00
2	2005-06	7,11,680.00
3	2006-07	3,90,990.00
4	2007-08	3,08,822.00
5	2008-09	97,299.00

Management is keen to ensure the presence of a few academic veterans among the teaching staff. Now we have with us:

- ❖ Mr. Vijayachandran, former Director, KTDC and CEO, Travencore Cements
- ❖ Dr. V.T. Samuel, Former Dean and Professor of the School of Social Work, Gambling State University of Louisiana, USA.
- ❖ Dr. Mendus Jacob, Former Director, School of Applied Mathematics, M G University, Kottayam.
- ❖ Dr. C Thomas Abraham, Winner Indira Gandhi NSS Award, Founder-President of Ruth Cohn Institute for TCI, Editor, Indian Journal of TCI
- ❖ Dr. Cherian P. Kurien, Former founder Principal of Yashwantro Chavan Institute of Social Sciences, Satara (Shivaji University, Kolhapur) and former Director, Karve Institute of Social Services, Pune (Pune University).
- ❖ Mr. Mathew Kurien, formerly with the Taj group, and IHM Mumbai.
- ❖ Ms. Shaila Mathew, formerly with the Oberoi group, and IHM Mumbai.

2.4.3 What efforts are made by the management for professional development of the faculty? (eg: research grants, study leave, deputation to national/ international conferences/ seminars, training programmes, organizing national/ international conferences etc)? How many faculties have availed these facilities during the last three years?

- ❖ The management is encouraging the faculty to avail **research grants from funding agencies and study leave for higher studies**. During the last five years, 4 faculty members (Mr. Jojo K. Joseph, Mr. Chackochan J. Njavallil ,Mr. K.V. Thomas and Mr. Gladston Raj) have availed study

leave to pursue study under FIP. Currently one faculty from the School of Social Work (Mr. Henry Poduthas) is pursuing his doctoral studies at the University of Utah, U.S.A. One year study leave was availed by Mr. Jojy George of Department of Business Administration.

- ❖ Over the past three years more than 16 in-house faculty improvement programs have been offered in areas such as mentoring, project writing, value education methodology, quality assurance in higher education, effective use of library and professional development.
- ❖ The Management provides a study grant (seed money) of **Rs. 10,000 to teachers** for purchasing books and journals related to their field of research. Seven of our faculty members have availed this facility.
- ❖ As an incentive the Management is giving a sum of Rs. 1,000 to each teacher who publishes articles in refereed journals.
- ❖ The Management is also **funding up to Rs. 10,000** each for faculty who is taking up minor research project in the area of social development. So far seven teachers have availed this fund.
- ❖ Two teachers, Mr. Anish K.R., and Mr. Joby Cyriac went abroad and presented papers in **international conferences** and the Management partly supported them for travel expenses.
- ❖ Three faculty members of the BCA and B.Com departments have been deputed to Sherubtse College, Royal University of Bhutan through the Department of Economic Affairs, Ministry of Finance, Government of India under the Technical Co-operation Scheme (TCS) of Colombo plan.
- ❖ As a policy, Management provides duty leave and traveling allowance for attending seminars and conferences.

2.4.4 Give details on the awards/ recognitions received by the faculty during the last five years?

The following awards / recognitions were received by the faculty members during the last five years:

- ❖ Ph.D. Conferred:
 - Dr. Sunny Joseph (2004)- Commerce
 - Dr. Jikcey Isaac (2006)- Statistics

- Dr. Chackochan J. Njavallil (2008). Commerce
- ❖ Other recognitions
 - Dr. Mendus received an award at the national level for Business achievements in 2008
 - Dr. Thomas Abraham (For details see 3.4.7)
 - Dr. Raju George, Selection Grade Lecturer in Department of English was selected as Principal, Mary Matha College, Mananthavady, Wynad.
 - Dr. Joseph Sebastian Co-ordinator of MSW programme was selected as the Executive Director of an international funding agency. (Indo Global Social Service Society).
- ❖ Three teachers, Mr. Sajimon Abraham, Mr. Ajimon George and Mr. Binu Thomas were selected by the Government of India under the Colombo plan to go on deputation to Royal University of Bhutan.

2.4.5 How often does the institution organize training programmes for the faculty in the use of?

- a. Computers Internet
- b. Audio Visual Aids
- c. Computer-Aided Packages
- d. Material development for CAL, multi-media etc.

The College management has ensured that the faculties appointed are computer literate. Since the college has large pool of faculty related to computer and IT, the computer/IT skills are imparted formally and informally among the faculty. In addition to this a large number of teachers availed the Orientation Programme in IT organized by the Academic Staff Colleges. All faculty are computer literate and continuously make use of the state of the art IT infrastructure available in the campus. The department is connected to internet and all the class rooms are equipped with audio visual aids including LCD projector. However periodic training /workshops are organized to equip the faculty of the latest developments in the field.

2.5 Evaluation Process and Reforms

2.5.1 How are the evaluation methods communicated to the students and other institutional members?

At the beginning of the semester, evaluation policy and schedule, course plan and evaluation blue print are published in the intranet. The same is published in the students' hand book, calendar and class notice board. These evaluation methods are further explained to the students during the induction program by the concerned faculty member.

2.5.2 How does the institution monitor the progress of the students and communicate it to the students and their parents?

The evaluation system is transparent. The internal assessment marks as per University are displayed in the class room notice board. The institution monitors the progress of the students through centralized class tests and terminal examinations which are conducted regularly. The concerned class teacher has a pivotal role in monitoring the progress of the students. Marks obtained in various exams (internal, terminal etc.) are intimated to individual students, hostel wardens and parents through progress report. The result of University examination is published in the college notice board.

Every year PTA meeting is held. The results and overall progress are discussed there. The teachers communicate the progress of the student to their respective parents. Apart from the regular PTA meetings, parents are encouraged to contact teachers frequently. They are encouraged to contact the HOD and teachers, over the phone or by email. Majority of them visit the college periodically. The number of parents who visited the college on their own during the current academic year for meetings other than admission interview is as high as 70 per cent. There are also few occasions when parents are required to come and meet the teachers to receive important feedback related to studies or discipline.

Since the college has a sizable group of NRI students, the College has taken steps to allow the parents to access the progress of their ward through the College web portal. As part of the automation software a module on student progression is included and the parents can monitor the progression of their ward from home.

2.5.3 What is the mechanism for redressal of grievances regarding evaluation?

There is a four member Grievance Redressal Cell (GRC) under the Chairmanship of a senior faculty of the College. The members of this Cell are nominated by the Principal as per the norms. Information about this Cell is communicated to the students through the College Calendar and the Marian Companion. The webs site of the College gives the address and email id of the GRC Chairman. Grievance of any nature, including evaluation, can be brought to the notice of the GRC. The appellate authority is the Principal.

Apart from this, a few Departments conduct 'open forum' for airing the grievances of the students in curricular co- curricular and other matters. The U G Department of Commerce has a grievance redressal mechanism consisting of subject teacher, class teacher, and the HOD to entertain complaints regarding evaluation. In the U.G. Department of Computer Application, students can make the complaint through a phone call or SMS. The Coordinator will be available in the dept. to listen the grievances on all second Tuesdays of every month from 3.30 pm to 4.30 pm. Open houses are arranged every year for each class and the for the whole department. Complaint Book is provided in the dept and it is kept by the Coordinator.

2.5.4 What are the major evaluation reforms initiated by the institution/affiliating University? How does the institution ensure effective implementation of these reforms?

In the affiliated system, the evaluation related reforms are entirely under the Board of Studies and Academic Council of the University. These norms are strictly followed by the departments. However, wherever possible the Departments make creative modifications for enhancing learning. For example in the U.G. Department of Commerce students identify resource persons in consultation with faculty and arrange extension lectures under the 'assignment' component of the evaluation criteria stated by the University. Similar adaptations are made in many other departments. In the School of Social Work a self evaluation by the students is introduced in the assessment of field practicum. The faculty supervisor also makes a similar evaluation and the final assessment is done in a joint meeting. Seminar presentation is a component of the internal assessment and this is evaluated both by

the peers and the faculty. Students who are participating in the sports and games competitions at the district and state levels are given grace marks up to ten for encouraging them.

2.6 Best Practices in Teaching - Learning Process

2.6.1 Detail any significant innovations in teaching/learning/evaluation introduced by the institution?

❖ Course Plan for all subjects

A detailed course plan for every paper is prepared and given to the students. The course plan contains, course objectives in behavioural terms, the themes/topics to be learned, the method of learning/ teaching-learning delivery, books and journals to be referred before coming to the class and recommended reading for learning the topic in detail. The course plan also contains the method of internal evaluation of the course taught.

❖ Induction Programme

At the beginning of a course, the students are given an induction of a minimum of five days. In some departments, this is extended to up to 2 weeks.

❖ Professional and Personal Excellence Plan (PEP)

A three sixty degree evaluation of teacher quality is practiced at Marian. It is facilitated by an automated system developed entirely by the faculty of the institution. All aspects of teacher quality are identified and through a process of self assessment, peer evaluation, students' feedback and assessment by the Head of the Institution the teacher quality dimensions are evaluated.

❖ Institutional/Social Audit

This newly started initiative is based on the values of trusteeship and accountability. The audit was done from three perspectives, namely academic performance, social commitment and value inculcation. The auditors were from outside the college.

❖ Academic Audit

This is similar to the social audit. The difference is that this exercise looks at the effectiveness of the institution as a whole, particularly the teaching-learning process. We are assisted in this exercise by eminent external educationists.

❖ **Best Class Award**

This is an innovative practice initiated at the UG level for motivating the students to perform in diverse areas. The best class is chosen on the basis of a detailed evaluation encompassing all aspects of academic life, like studies, performance in sports and co-curricular activities, behavior in the campus and the hostels, attendance, performance in talent time programme etc.

❖ **Automated evaluation of the faculty by the students**

An automated feedback system is in place for evaluating the curriculum transactions. This is a comprehensive instrument with 43 variables taking care of all the aspects of the teaching -learning process. For keeping the objectivity and confidentiality of the students' feedback system a separate cell under the direct supervision of the Principal is functioning.

❖ **Introduction of LCD projector in the class**

All the classes are provided with computers, mounted LCD projectors and wide screens. White boards are also provided in most classes. The students and faculty make wide use of these facilities.

❖ **Computer lab and college library are open to students from 6 a.m to 10.p.m**

Students are given maximum opportunities to make use of the facilities in the campus. The College provides extended hours in the library and the computer lab. The PG lab is open round the clock.

❖ **The practice of making industrial visits.**

- ❖ For supplementing theoretical knowledge, the students are taken to the industries and organizations for direct exposure, observation and learning. They will also have an exposure to corporate culture and working conditions.

❖ **Book review by faculty and students**

Staff meetings at Marian are not merely for transacting the academic and administrative businesses but a forum where intellectual feasting is also carried out. To enhance teacher quality and facilitate learning, the teachers are encouraged to present reviews of books in the monthly staff meetings. This has encouraged many teachers to read some of latest best sellers and share their newly gained understanding/information with other faculty members. Similarly, the students are also required to present reviews in the class room.

❖ **List of books reviewed during the current year.**

S.No	Title of the Book	Author	Name f Faculty
1	“Ulkazhcha Jeevitha Vijayathine”	B. S Warriar	Gladston Raj
2	Purpose Driven Life	Rick Warren	Joby Cyriac
3	What is Patriarchy?	Kamala Basin	Soosy Joseph
4	The Power of Now	Eckhart Tolle	Biju P. Mani
5	Magic of Thinking Big	David J. Schwartz	Win Mathew
6	Practical Wisdom	Kochuoseph .C	Raji R. Nair
7	The monk Who Sold His Ferrari	Robin S Sharma	Bennymol Jose
8	Finding your strength in Difficult Times	David Viscott	Melby oseph
9	Unto This Last	John Ruskin	Dr. A. J. George
10	The Ultimate Gift	Jim Stovall	Lumy Joseph
11	How to get from where you are to where you want to be	Jack Canfield	Joshy John
12	How to enjoy your life and your work	Dale Carnegie	Amruth K. John
13	How to be your own best friend.	Mildred Newman	Rajimol A.

❖ **Recognizing meritorious students, prizes for rank holders, best outgoing student’s award and top scorers.**

To encourage and inspire advanced learners and achievers, a system of recognition and appreciation is followed in all the departments.

❖ **Organizing national seminars**

Generally seminars and conferences are organized in the emerging fields. The college management gives full support in organizing such events. Students are actively involved in the organization of National Seminars and they learn a great lot by taking up responsibilities in all the events in the seminars. This is also helping the students to develop an attitude to seek knowledge, thus enhancing ownership and authenticity in the learning process.

❖ **Mentoring**

The college has instituted mentoring system and it is a part of regular activity of the teaching-learning process. One teacher is in charge of 20-25 students. Students are encouraged to meet their mentors at least once in a week. Group mentoring is also arranged at least once in a term. In addition to this, the service of a full time professionally trained counselor is available to all students. A mentoring manual is prepared for helping all the teachers to orient them in mentoring process.

❖ **Academic Retreat and Corporate as well as Departmental Academic Calendar**

The College has an effective and systematic planning process to organize the teaching-learning and evaluation schedules. AAR is a two days residential academic exercise and this practice started since 2007. During this retreat, the Marian faculty collectively looks back and reflects on the activities done during the year and learns lessons and incorporates these lessons in the next year's planning. The manager, principal, vice-principal, hostel directors and the entire teaching faculty actively participate in this exercise.

❖ **Centralized Internal Examinations for all the batches.**

To make internal examinations effective a centralized system is in place. The examination schedule is included in the corporate plan of the College.

❖ **Monitor's Diary for all the UG classes**

Monitor's diary is an innovative practice followed in the UG Departments. This is a very effective mechanism to document all events that happens in the class room. This is maintained by the student leader (Monitor). These documents can be aptly termed as a teaching-learning chronicle. For ensuring the quality of the monitor's diary it is assessed periodically and marks are awarded in the 'Best Class' evaluation process.

❖ **Individual subscription of business related newspapers.**

The students are encouraged to individually subscribe Business Line under student's subscription scheme. 92 students of BBA, B.Com. M.Com and MMH are availing this facility. A faculty is coordinating this scheme.

❖ **Teacher Diary**

Teacher's diary is yet another mechanism to document all the activities of a teacher in connection with academic and administrative responsibilities held by him/her.

❖ **Current Affairs analysis**

Students are encouraged to analyze the current news pertaining to their area of learning and present the same in the class. This practice helps to increase their general knowledge on the various issues that is related to their area of study.

❖ **Digital reference library**

The MMH department has organized a Digital Library for the benefits of their students. Through this, they were able to access numerous books available in the open access.

❖ **Attitude and Values, Skills and Knowledge (ASK)**

The School of Management and Hospitality follows the ASK (Attitude and Values, Skills & Knowledge) approach to Teaching and Learning for the MMH Course. The department has identified and delineated the components of these three aspects of learning to be achieved during the four semesters.

- The Knowledge level to be attained (This implies not only the courses prescribed in the syllabus but also general knowledge, and industry specific knowledge requirements)
- The Skill sets to be developed (The primary skill sets are Communication skills, Managerial and leadership skills, Emotional/interpersonal skills/human relations skills, Logical and thinking skills, Technical skills- ICT, Job related etc.)
- The Values and Attitudes to be imbibed. (This involves developing Emotional Intelligence, Self Awareness, Confidence, Clarifying Personal Values & Mission, Living the core values of the department etc.)
- A student coordinator is selected by the students themselves to organize and lead the ASK learning activities of each class. The class is divided into groups and areas are assigned to the students by this leader. Student teams in turn plan and present learning sessions as per the ASK syllabus, outside the regular class hours. Evaluation: Each student is evaluated at least twice during a semester in MMH. All the three aspects of the *ASK Approach* are

covered in the evaluation. Appropriate methods and tools like Faculty evaluation, Mentor evaluation, Peer evaluation, examinations, quiz, assignments, personality assessment scales, etc., are adopted for this purpose.

- ❖ **BBA Canon:** BBA canon is a best practice initiated in the Department of BBA during the first year. The students are given library assignments for each day, week and month. They are required to read newspapers, magazines and books in the library and to submit a report to the class teacher at the end of each month.

Action taken on the suggestions given by the NAAC Peer Team during last accreditation

Suggestion	Action taken
Since the College is already 70% residential and is likely to become 100% residential in the next few years, innovations in the teaching-learning process and curriculum design by offering skill based courses throughout the period of stay in the College using online and virtual learning facilities can be thought of.	<p>Since a sizable number of students in the UG programme are coming from the vicinity of the College making 100% it residential is not socially and ethically viable in the immediate future. Majority of these students are from low and lower middle class families. If the institution insists on 100% residential norm these students may be deprived an opportunity to learn at Marian.</p> <p>Taking the advantage of 70% residential students, the College has introduced nearly 16 skill and knowledge based Certificate courses in order to strengthen the existing curriculum. Postgraduate students avail the lab facilities even as late as midnight.</p>

70% students in Hostels: a great opportunity.

Considering the large number of students residing in the campus, the College has initiated the following practices in the teaching-learning area.

- ❖ 24 hours lab facility for PG students.

- ❖ Frequent weekend workshops and seminars by experts from industry and organizations.
- ❖ Extended library hours.
- ❖ Classes hours are diversified and they range from 8.30 am till 8 pm
- ❖ Strike-Free campus
- ❖ Opportunity to gain an additional degree/diploma from IGNOU.
- ❖ Co-curricular activities
- ❖ Recreation and physical fitness through sports and gym.

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

3.1.1 Is there a Research Committee to facilitate and monitor research activity?

If yes, give details on its activities, major decisions taken (during last year) and composition of the Committee.

The college has established *Marian Research Centre for Social Development (MRCSD)* in the year 2007. There is a 8 member executive committee including an external expert to plan and monitor the research activities in the College.

The major objectives of the committee are:

- ❖ To act as a nodal agency for research and consultancy in collaboration with external academic, research, consultancy and industrial organizations.
- ❖ To invite Fund from external funding agencies to contribute to *MRCSD*, which in turn can be utilized for internal research and Development activities.
- ❖ To promote a better research climate in the institution by encouraging faculty to take up minor and major research projects from external funding agencies and to support with initial expenditure for project proposal.
- ❖ To constitute an internal academic research fund to promote faculty and students to pursue applied research in science & technology, social sciences, humanities for the ultimate development of people in rural areas.

Composition:

Executive Committee:

- Rev. Dr. A.J George, Principal (Chairman)
- Dr. Mendus Jacob , Director, Department of Computer Applications
- Dr. Thomas Abraham , Director, Marian Community College
- Dr. Cherian P Kurien, Director, Marian School of Social Work
- Prof. P. Vijayachandran , Director, Marian School of Hospitality Management.
- Rev. Dr. Hubbi Mathew, Executive Director, Peermade Development Society (External Member)
- Mr. K. R. Anish, School of Social Work

- Mr. Gladston Raj, U.G Dept of Computer Applications.

Advisory Committee Members:

- His Excellency Mar Mathew Arackal (Patron)
- Rev. Fr. Ruban J Thannickal , Manager
- Dr. Sunny Joseph, St.Thomas College, Palai
- Dr. Raju George, Principal, Mary Matha College, Mananthavady
- Dr. P Sojan Lal, SAP Consultant (UAE) & Research Guide of School of Computer Sciences, MG University, Kottayam.
- Dr. Marykutty Joseph, Department of Languages, Marian College

Major Decisions:

Established a scheme for **research funding for social development** and decided to fund minor researches initiated by faculty members with active participation of students. For administering this fund a 5 member Marian Research Committee (MRC) was created. The College has disbursed Rs. 70,000 in 2008-09.

3.1.2 How does the institution promote faculty participation in research? (providing seed money, research grants, leave , other facilities)

- ❖ The Management supports the research scholars with a **lump sum grant** of Rs. 10,000, each towards purchase of books and journals. Seven faculty members availed this grant in the last five years.
- ❖ The faculty members are encouraged to take up social projects relevant to society is funded by the college management under the aegis of **Marian Research Centre for Social Development (MRCSD)**. Seven projects were sanctioned in the year 2008-09.
- ❖ The management provides **financial support for attending** research methodology & SPSS workshops. Six faculty members availed this facility during the previous years
- ❖ **Internet and library facilities** were given free of cost to the faculty for their research activities. The institution subscribed for DELNET and a number of print journals for supporting faculty research endeavors.

- ❖ **Study Leave on FIP scheme** was given to the faculty for doing research on time. Three faculty members from B Com department and one faculty member from BCA department availed this facility.
- ❖ Other than FIP, flexible timing and **work load reduction** were given to faculty for pursuing their doctoral research
- ❖ Faculty members are **supported financially to publish** and present their research findings in national and international journals and conferences. Most of the faculty members are availing these facilities. Rs. 1000 is provided as incentive to the faculty for their publications in refereed journals. **The faculty members are encouraged to publish their research findings in the College interdisciplinary journal (ACUMEN) also.**
- ❖ Faculty members are supported and encouraged to take up **Minor projects** of the UGC and other funding agencies. Currently six faculty members have got minor project grants from UGC.
- ❖ The MRCSD give training to prepare projects and provide all facilities. It also makes available **information about sources of funding** for preparing the same. The college has organized two workshops for project preparation.
- ❖ The college has established **academic tie-up** with foreign Universities with research collaboration. One faculty member from the school of social work is at present doing doctoral research in the University of Utah, USA under exchange programme.

3.1.3. Does the institutional budget have a provision for research and development? If yes, give details.

The Research and development is one of the priority areas of the management. The institutional budget has provision for research viz.

- ❖ Marian Research Centre for Social Development
- ❖ Provision for Faculty development funds in all department budgets. The annual budgets of UG (1 lakhs) and PG (2 lakhs) includes funds for research activities.

3.1.4 Does the institution promote participation of students in research activities? If yes, give details.

- ❖ Dissertation (Research Projects) is compulsory for MSW, M Com, and MMH courses. BBA students have social project and management project as part of the curriculum. The research activities are **well structured with periodic inputs** for the successful completion of the research activities. Each student has a guide to **support and monitor their research**. Periodic **training programmes** are organized on research methodology and Software packages for Quantitative analysis like SPSS. BBA students are given a certificate programme in research methodology in collaboration with the school of social work.
- ❖ The school of social work also encourages the students to take up **mini research project** as part of their field work programme.
- ❖ Students are involved in all the **research consultancies** (school of social work) of the department and management funded research (MRFPD) as investigators.
- ❖ PG department do (Commerce and Social Work) **Weekly article reviews** to enhance the student's research aptitude and knowledge.
- ❖ Free Internet and computer facility is available for research.
- ❖ The library is equipped with 130 journals.

3.1.5 What are the major research facilities developed on the campus?

The following facilities are available for research in campus

- ❖ Subscription of DELNET
- ❖ Subscription to 130 Print journals and magazines
- ❖ Well stocked library on various subjects including 512 Research methodology books with open access system.
- ❖ Computer lab facilities (MICAS lab for MCA research activities), open 24 hours.
- ❖ Statistical Package for Social Sciences (SPSS) and Statistical Analysis Software (SAS) in lab available to the faculty and students
- ❖ **24 hours Broadband internet connectivity** available.
- ❖ The electronic and print dissertations of previous years are available in the library for reference.

3.1.6 Give details of the initiatives taken by the institution for collaborative research (with national/ foreign Universities/ Research/Scientific organizations / Industries / NGOs)

The institution strongly supports collaborative research activities with various organizations. School of Social Work and School of Hospitality management have undertaken several collaborative research activities with various governmental and non governmental organizations.

No	Collaborative organization	Project	Year	Faculty In-charge/PI
1	IIM-K	Need Assessment for Thanima Project (Revival of handloom industry)	2003	Mr. Anish K.R.
2	World Malayalee Council	Evaluation of Navakerala Project, Trivandrum	2003	Dr. Joseph Sebastian
3	World Malayalee Council	Need Assessment for Village Adoption programme, Marangattupalli, Palai	2004	Dr. Joseph Sebastian
4	World Malayalee Council	Need Assessment for Village Adoption programme, Kanjar, Thodupuzha	2004	Mr. Anish K.R
5	CAPS	Need assessment for student support project at Kumily	2005	Mr. Henry Poduthase
6	NIMHANS – ICMR	Reproductive Health Consequences of Domestic Violence	2006	Mr. Anish K.R.
7	Azhutha Block Panchayath	Total Sanitation Survey at Kokkayar	2007	Mr. Ajesh P Joseph
8	Kudumbashree Mission	Evaluation of Ashraya project	2007	Mr. Henry Poduthase
9	Centre for Education and Communication	Alternatives to closed and abandoned tea garden in Kerala	2007	Mr. Jacob Bose
10	Department of tourism, Govt. of Kerala	Grihasthali Evaluation Study	2008	School of Hospitality and Management
11	Department of tourism, Govt. of Kerala	Resource Mapping & Need Assessment for responsible tourism	2008	School of Hospitality and Management
12	Government of Kerala	The crisis faced by the tea estates in the Peermade taluk	2002-04	PG department of commerce
13	Indian Oil Corporation	Market potential of LPG fuel for automobiles in Idukki District	2008	PG department of commerce
14	Manvish Infotech Solution Ltd.	Market Analysis & development- A field project done for Tally solution	2005	PG department of commerce

15	ICDS, Azhutha	Child rearing practices of women in Peermade	2008	School of Social Work
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School of Social Work signed MoU with University of Utah and University of Texas at Arlington and School of management and Hospitality with University of New Orleans for research collaboration. Collaborative research projects with University of Utah is under discussion..

Mr. Henry Poduthase from the School of Social Work is doing doctoral research at University of Utah as part of the exchange programme.

3.2 Research and Publication Output

3.2.1 Give details of the research guides and research students of the institution (Number of students registered for Ph.D. and M. Phil., fellowship / scholarship, funding agency, PhDs and M. Phil awarded during the last five years, major achievements, etc.,)

The College do not have a research centre. Dr. Cherian P Kurien is a research guide of Shivaji and Pune University and Dr. Thomas Abraham is research guide of MG. University.

❖ Faculty members awarded PhD



No	Name	Department	Year
1	Dr. Sunny Joseph	Commerce	2005
2	Dr. Jiksey Isaac	Statistics/Business Administration	2006
3	Dr. Chackochan J Njavallil	Commerce	2008

❖ List of faculty members actively involved in research

No	Name	Department	Remarks
1.	Dr. A J George	Commerce	Ph D
2.	Dr. Marykutty	Malayalam	Ph D
3.	Mr. Jojo K Joseph	Commerce	Thesis submitted to the University, availed FIP leave
4.	Mr. Thomas K.V.	Commerce	Thesis submitted to the University, availed FIP Leave

5.	Mr. Ajimon George	Commerce	Ph D work in progress
6.	Mr. Joji George	Business Administration	Ph D work in progress, one year study leave availed
7.	Mr. Gladston Raj	Computer Applications	Ph D work in progress, availed FIP leave
8.	Fr. Roy Abraham P	Hospitality Management	Ph D work in progress
9.	Mr. Joby Cyriac	Hospitality Management	Ph D work in progress
10.	Mr. Jacob Bose	Hospitality Management	Ph D work in progress
11.	Mr. Sabu Augustine	Mathematics	Ph D work in progress
12.	Mr. Sajan N Thomas	Hospitality management	UGC Minor Project
13.	Mr. Anish K.R.	Social Work	Ph D work in progress, UGC Minor project
14.	Ms. Soosy Joseph	Hindi	Ph D work in progress, UGC Minor Project
15.	Mr. Siju P.T.	English	Ph D work in progress
16.	Mr. Sajimon Abraham	Computer Applications	Ph D work in progress, UGC Minor Project
17.	Ms. Rajimol A	Computer Applications	Ph D work in progress
18.	Mr. Binu Thomas	Computer Applications	Ph D work in progress
19.	Ms. Juby George	Computer Applications	M Phil
20.	Ms. Amruth K John	Computer Applications	M Phil
21.	Ms. Lumy Joseph	Computer Applications	M Phil
22.	Ms. Reni Jose	Computer Applications	M Phil
23.	Ms. Benymol Jose	Computer Applications	M Phil
24.	Mr. Brijesh Joseph	Computer Applications	M Phil
25.	Mr. Joshi John	Business Administration	M Phil
26.	Ms. Melby Joseph	Business Administration	M Phil
27.	Fr. James Kozhimala	PG Dept of commerce	M Phil
28.	Ms. Jaya Jacob M	PG Dept of commerce	M Phil, Ph D in progress

3.2.2 Give details of the following:

a) Departments recognized as research centres:

School of social work has applied to the University (Mahatma Gandhi) for approving the Department as a research centre in Social Work

b) Faculty recognized as research guides:

Dr. Cherian P Kurien, University of Pune and Shivaji University, Kolhapur.

Dr. C Thomas Abraham, Mahatma Gandhi University, Kottayam

c) Priority areas for research

Mental health, Social development, Hospitality, Data mining, Image processing, Spatial database, Web intelligence, training and development, IT industry, Turn around management etc.

d) Ongoing Faculty Research Projects (minor and major projects , funding from the Government, UGC, DST, CSIR, AICTE, Industry, NGO or International agencies)

UGC Minor projects:

No	Title/Area	Amount	Principal Investigator	Department
1	E- learning	75000	Mr. Sajimon Abraham	BCA
2	Data Mining(Fuzzy C- means Clustering)	90000	Ms. Juby George	BCA
3	Calibration and its application	45000	Dr. Jicksey Isac	BBA
4	Dalit literature in Hindi	50000	Ms. Soosy Joseph	B Com
5	Psychiatric Rehabilitation	50000	Mr. Anish K.R	MSW
6	Alternative Tourism	35000	Mr. Sajan N Thomas	MMH

College Funded Minor projects: the management funded Rs. 10000 each to the following minor projects in the year 2008-09 under the scheme of MRFPD

Project No.	Title	Principal Investigator	Dept.
MRC.P.01/08	A Knowledge Attitude Practice (KAP) study on Epidemic Fevers	Ms.Nycil Romis Thomas	M.S.W
MRC.P.02/08	A study on Socio-economic and psychological correlates of suicides in Meppara Village	Mr. Anish K.R.	M.S.W
MRC.P.03/08	A study on health and life satisfaction of elderly	Mr. Ajesh P Joseph	M.S.W
MRC.P.04/08	A study on the actual benefit of local people through tourism in Idukki district	Mr. Sajan N Thomas	M.M.H
MRC.P.05/08	Systematic accounting system for local self government	Mr.Lins K John	M.Com
MRC.P.06/08	A study on training needs of school students	Mr.Robins A. Kattoor	M.C.A
MRC.P.07/08	E-literacy to people in tea estates	Ms.Amruth K. John	B.C.A

Other External funded Projects/Research Activities:

- ❖ A KAP study on HIV/AIDS, For World Vision India, Kattappana, - Rs.10,000, Mr. Anish K.R.
- ❖ Alternatives to Closed and abandoned tea gardens in Kerala, CEC, New Delhi- Rs. 16,500 – Mr. Jacob Bose, MMH

e) **Ongoing Student Research Projects (title, duration, funding agency, total funding received for the project).**

The college is awaiting approval for a research center from the M.G. University. However, we have a strong research bias in our MSW and MMH programmes. In 2008 -09 the students of these departments as part of the course requirement completed the research projects as indicated below;

25 research projects in school of social work

25 research projects in School of Management and Hospitality

58 Social projects in BBA department

3.2.3 What are the major achievements of the research activities of the institution (findings contributed to subject knowledge, to the Industry needs, community development, patents etc.)?

- ❖ Need assessment study conducted for IIM-K at Trivandrum among handloom workers paved way for formation of **“Thanima” project for revival of handloom industry**
- ❖ Needs assessment for World Malayalee Council resulted into starting of **village adoption programme** at Kanjar (Idukki District,) and Marangattupally (Kottayam Dt.)
- ❖ ICMR study helped in the **policy level decisions** of central govt. regarding domestic violence in India
- ❖ The total sanitation survey conducted by the School of Social Work helped the Kokkayar Gramapanchayath to receive Nirmal Puraskar from the president of India
- ❖ The study conducted in Meppara led to initiation of a **community based project for prevention of suicide and prevention and treatment of substance abuse.**
- ❖ Significant findings made by Dr. Chackochen J Njavallil through his Ph D research on Training and development of banking employees contributed to the **human resource development in banking industry.**
- ❖ All the faculty and student research activities added knowledge to various disciplines/local bodies/public in undertaking developmental work.
- ❖ Research Journal of our own – ACUMEN for disseminating the research findings.

3.2.4 Are there research papers published in refereed journals by the faculty? If yes, give details for the last five years including citation index and impact factor.

Gladston Raj S. (2008), Study on the Choice of Wavelet Filters for Image Compression Using Neural and K-Nearest Neighbor Classifiers, *Journal of Wavelet Theory and Applications* (JWTA), 2 (1).

Jickcey Issac (2007), Single use confidence region in Multi- Variate controlled Calibration, *Journal of Statistical Planning and Inference*, 137, No. 4, 1226-1235

Anish K. R., Santhosh, J. (2008). An Innovative Rehabilitation Model for Homeless Mentally Ill. *Acumen* 1(1). 80-87.

Mani M. P. & Anish K.R, (2005). Industrial Mental Health: A Social Work Perspective, *Social Work Review*, Baroda: MS University

3.2.5 Give list of publications of the faculty.

The college publishes its own **interdisciplinary research journal, ACUMEN**. The first issue was released in 2007 with “Health and Mental Health” as the theme which contain articles written by teachers, students and faculty from other institutions.

1. Books

The college has a publication division. The Marian Publications published the following books

Marian Publications:

Mani, M.P., (2005)(Eds.), Development Management: A Holistic Approach, Kuttikkanam: Marian Publications

Prema K Thomas (2006). Go Global with Good English, Kuttikkanam: Marian Publications

Samuel V.T. (Eds.) (2007). Perspectives on Family Empowerment. Kuttikkanam: Marian Publications

Joseph M.A.,(2007).Yoga Siddiyum Sadanayum, Kuttikkanam: Marian Publications

Books of Marian faculties from Other Publishers:

C Thomas Abraham (Editor), (2008), Indian Journal of Theme Centered Interaction, Ripples: Kottayam

Ajimon George, (2005), A text book on banking Theory and Practice, Changanacherry: Prakash Publications.

Biju P Mani, (2008) A Textbook on Business Laws, Changanacherry: Prakash Publications.

A.J George & Anish Thomas, (2008) A Text book for MG University B Com students on Capital market and Financial Services, Changanacherry: Prakash Publications.

A J George & Anitha Thomas, (2008) A Text Book for M Com students on International Business, Changanacherry: Prakash Publications.

Annie Maria and Joby Cyriac (2006) Mental Map - A book on NLP Psychology, Changanacherry: Prakash Publications.

2. Articles

Ajimon George, “A Bid to woo the middle class” in Southern Economist dated March 15th 2003

Ajimon George, “Impact of Economic Reforms on Macro Economic Variables in India- A Critical Assessment” published in Southern Economist dated January 15th 2007

Thomas KV, “Budget 2004-05 : Tax Planning avenues to the salaried class in southern economist dated March, 2004.

Thomas K.V., “Budget 2007-08 Salaried class: only sops in disguise” in southern economist dated March, 2007.

Joshy John, ‘Destination Marketing - Key to sustained tourism development’ (published in Readers Shelf, July 2005.

Joshy John, ‘Celebrity Endorsement –New face of Indian advertising (published in Readers Shelf, December, 2005.

Joshy John, “Mall Tailing” and Shift in Influencing Factors in Consumer buying Behaviour. (Published in Readers Shelf), February 2008.

Anish K.R., (2007).Families and Severe Mental Disorders: From Burden to Resilience: In Samuel V.T. (Eds.), *Perspectives on Family Empowerment*. Kuttikkanam: Marian Publications

Mani, M.P., & **Anish K.R.**, (2005). Managing Stress in the Workplace: Towards Prospective Development Management: In Mani, M.P. (Eds.), *Development Management: A Holistic Approach*: Kuttikkanam: Marian Publications

Sajimon Abraham , “Inquiry Training Model- Opportunities in e-learning, published in the Journal of University News, May 6, 2004.

Brijesh Joseph, Writing column in *Mathrubhumi Thozhil vartha* on topic "*Campasill ninnu Jolliyilaikku* " on a weekly basis.

Brijesh Joseph,Writing column in Techvidhya IT magazine on "*Career Guidance* " on a montly basis.

Brijesh Joseph,Writing columns in *Dhanam Magazine* on Campus placements related topics occasionally.

3. Conference/Seminar Proceedings

Anish K.R., (2004). “The Role of Spirituality in the care of Persons Living with HIV”. Community Care and Support for Persons Living with HIV/AIDS: Challenges for the New Millennium, An International Social Work Conference. Mumbai: India. (December 07-09, 2004)

Anish K.R., (2003).”Sexuality of Mentally Challenged: the missing Factor”. Souvenir, AWH, Calicut: India.

Anish K.R., (2003). “Psychiatric Rehabilitation: An Overview”. Souvenir, PCSJ, Cochin: India.

“A study of International Trade Pattern among SAARC Countries” in the International Conference on Commerce held on January 14th 2006 at Trichur by Mr. Ajimon George

Joshy John (2006). ‘Theories of International Trade’ presented at the national conference in international trade at Karunya University, Coimbatore on 24 March 2006.

Joshy John (2006). ‘New Product Development’ presented at the international conference on ‘Emerging Paradigms in Managing Business’ at Holy Grace Academy of Management Studies, Mala, Kerala on 15 December 2006.

Sajimon Abraham, “GIS and Data Bases” Presented in the International Work shop on “GIS, Remote Sensing and Global Positioning System” conducted at Sherubtse College, Bhutan on 5-8 June 2005.

Sajimon Abraham, “Spatio-Temporal data bases for managing moving object” published in the Proceedings of UGC Sponsored national seminar on Emerging Trends Challenges and Opportunities in Data Base System, organized at Marian College Kuttikkanam on 17-18 March 2006.

Sajimon Abraham “Moving Object Data Bases for location based Services” published in the Proceedings of the International Conference on b-GIS conducted at Techno Park, Trivandrum on 11-13 December 2006.

Sajimon Abraham “Modeling and Querying of Current Movements in Moving Object Data Bases” published in the Proceedings of the UGC Sponsored National Seminar on Data Mining Techniques and Applications conducted at Marian College Kuttikkanam on 15-18 March 2007.

Sajimon Abraham “A Survey on the modeling of Moving Object Databases for Road networks” presented and published in the international Conference on Data Engineering and Management organized by Bishop Heber College, Tiruchirappally, on 9,10 Feb 2008.

Win Mathew John (2006). Spectroscopic Studies of Fe⁺ ion implanted Lithium Borate Glass System. National Academy of Science, 76th Session at IIT Mumbai October 6-8.

Win Mathew John (2005). Effect of gamma ray irradiations on Spectroscopic properties of rare earth doped Lithium Borate Glass System, International Conference on Optoelectronic material and thin films for Advanced Technology(OMTAT-2005) at CUSAT, Cochin, October 24-27.

Win Mathew John (2006). Effect of Gamma –rays irradiation on the Band gap energy of doped Lithium Borate Glass System, Eighth International seminar on opto-electronics, Fiber Optics and Photonics, University of Hyderabad, Dec 13-16.

4. Course materials (for Distance Education)

Sajimon Abraham, “ Trigger Based Security Alarming Scheme for Moving Objects on Road Networks” accepted in the IEEE international Conference on

Security Informatics 2008 held at Taiwan on 17-20 June 2008 and published in the Springer-Verlang series of Lecture Notes in Computer Science (Page No 92-101)

Ajimon George, For M G University Kottayam- Course material on Taxation laws for Fifth Semester BBA and on Entrepreneurship for Sixth Semester BBA- by

Thomas K.V., For M G University Kottayam- Course material on Marketing Management for Fifth Semester BBA

Joshy John, BBA programme, School of Distance Education, Mahatma Gandhi University, Kottayam. –

- ❖ Course material for Business Communication, 3rd Semester BBA
- ❖ Marketing research and social project manual for 4th Semester BBA
- ❖ Industrial relations and management project manual for 5th semester BBA
- ❖ Advertisement and Publicity management for 6th semester BBA

Biju P. Mani, For MG University, School of Distance Education. Corporate Laws, Labour Laws.

5. Software packages or other learning materials

Mr. K.V. Thomas “Tax planning Software in MS Excel”

3.3 Consultancy

3.3.1 List the broad areas of consultancy services provided by the Institution during the last five years (free of cost and/or remunerative). Who are the beneficiaries of such consultancy?

MAGIS - Centre for Training and Development

Marian college has institutionalized its **consultancy services in the field of HRD** through the establishment of MAGIS, centre for training and development. Magis under takes training projects within the campus and outside. All the HRD & personality development training conducted in the college, including ‘Setsail’ the Induction programme are planned and executed by the Centre.

Over the last five years MAGIS has conducted **more than a thousand Training and development programmes** at the regional, state, national and international levels. The facilitators of Magis have received advanced training and national/international certification in areas like TCI, Transactional Analysis, Neuro- Linguistic Programming, Participatory Appraisal, Counseling, Organizational Development, various management areas like HRM, Project Management, Leadership etc.

An indicative list of international programmes offered is given.

	Programme title	Target group/ organization	Facilitator/team leader	Duration and date
International				
1.	JYIAT Bankok	25 Youth Animators from different Countries	Dr. Chackochan Njavallil	2/15 days, 6 and 7 August 2008
2.	JYILT Singapore	25 Youth Leaders from different Countries	Dr. Chackochan Njavallil	1/15 days, 5 th Aug. 2008
3.	DFP Kuwait	Youth Volunteers from Kuwait	Dr. Chackochan Njavallil	18/18 days, 3 rd May to 23 rd may 2008
4.	Colombo , Sreelanka	Youth Volunteers from Different parts of the world	Joby Cyriac	June 2007
5.	Jamaludheen school, Maldives	Personal and professional effectiveness workshop	Dr. Thomas Abraham	July 07 3-5 days
6.	Iskandar school, Maldives	Personal and professional effectiveness workshop	Dr. Thomas Abraham	Aug 07 3-5 days
7.	Focus educational consultants, Maldives	Personal and professional effectiveness workshop	Dr. Thomas Abraham	Aug 07
8.	Innsbrook university, Austria	Personal and professional effectiveness workshop for teachers & parents	Dr. Thomas Abraham	April 08 3-5 days
9.	Chin Chung High School, Brunei	Personal and professional effectiveness workshop for teachers & parents	Dr. Thomas Abraham	May 07

Other Specialized areas of Consultancy and Training

No	Area of Consultancy	Nature of Consultancy	Organizations/Beneficiaries
1	HIV/AIDS	Project Evaluation, Capacity Building, Documentation Research, Mentoring Mr. Anish K.R	Kerala State AIDS Control Society
2	Public Health	Documentation, Organization of national Seminar, translation etc. Mr. Anish K.R	National Rural Health Mission (NRHM) – Kerala Arogyakerlam
3	Counseling , HRD	Employee Assistance and Capacity Building programmes Mr. Anish K.R	Humandynamic Asia Pacific,
4	Counselling	Counseling Ms. Princy T Sebastian	St Pius School
5	Share trading	Share Trading	UAE Exchange & Finance Ltd., Kochi
6	Taxation & Accounting	Taxation and Accounting	Mr. M.C Jacob and Associates
7	Capacity Building	HIV/AIDS, Counseling , personality Development Anish K.R.	State training resource Centre (STRC), NACO Name+ Corporetta Training resources
8	Mental Health and rehabilitation	Rehabilitation Process, Capacity Building Anish K.R.	Mariasadanam Charitable trust
9	Social Audit	Conduct of social audit for the Block panchayath Ms. Princy T Sebastian	Nedumkandom Block panchayath & Govt. of Kerala
10	Personal & Professional Effectiveness	Employee Capacity Building Dr. C Thomas Abraham	Bharath Petroleum, Kochi Refinery
11	TCI-based Social Development Initiative	TCI workshop for rural people Dr. C Thomas Abraham	Medical Mission Sisters and Koruthodu Gramavikas Kendra

CTIPS is a consultancy service provided by the college to its students and students from other colleges.. CTIPS KERALA is a Consortium of Technical Institutions for Placement Services. It is a TEAM of 16 professional colleges in Central Travancore who have come together for campus placement activities without any profit motives. It mainly aim at making students employable and helping them to find placements by focusing on 2 main areas - Conducting student grooming programmes (Technical and Soft skills) and Attracting prospective employers.

3.3.2 How does the institution publicize the expertise available for consultancy services?

The expertise available for consultancy is publicized through the college website and college/department brochures, newsletter etc.

3.3.3 How does the institution reward the staff for the consultation provided by them?

The HR policy of the College provides the framework for consultancy services. The faculty members are encouraged to take up consultancy services and are given up to 15 days duty leave for the same. The revenue generated through consultancy is shared between the college and the consultant on 30: 70 ratio.

3.3.4 How does the institution utilize the revenue generated through consultancy services?

The revenue generated through consultancy is ploughed back for promoting further research through MRCSD.

3.4 Extension Activities

3.4.1 How does the institution promote the participation of students and faculty in Extension activities? (NSS, NCC, YRC and other NGOs)

Marian College has a wide variety of involvements in this area. The college has appointed a **full time Director for Extension**. All the extension activities of the various departments are facilitated and coordinated through the Extension Department. **Extension activities are made compulsory** for all the students of the college. All the students are expected to perform at least one extension programme/outreach activity every year. The minimum number of such activities held every year is 18. The extension department extends its support in identifying appropriate task for each batch of students. The students are accompanied by faculty members for all the extension/outreach activities. The extension department has separate committees for each extension activity consisting of the faculty members and students.

1. The extension department has **partnered** with three institutions in the locality; CPM Higher Secondary School and Peermade Grama Panchayath. A detailed need assessment is performed to devise specific programmes for each partnership institution. The students have arranged Midday meal programme in the taluk hospitals for the patients and caregivers.
2. The college **NSS unit** is doing commendable performance in the social service activities. At present the college has an NSS unit with 100 members. The NSS unit along with the Extension Department is providing support to one family for constructing a house under the “**House for the needy**” scheme. Three such homes were built in the last three years. Students from all the departments actively participate in the manual labor for the same. **Marian–Mlamala partnership:** the NSS unit identified Mlamala, a remote and backward village in Elappara village as partnership village and extends several programmes for the benefit of the people. The volunteers stayed with the people in their homes during 10-day camp.
3. The college has a very active women **NCC unit**. All first year undergraduate girls are members of NCC. The NCC unit hosted the state level camp of women cadets in the campus in 2008.
4. The School of Social Work based on a need assessment initiated three extension programmes, viz. Marian Rural Health Programme(MRHP), Marian Student Sponsorship Project (MaSS), De-addiction Awareness Renewal, rehabilitation, research and Education Centre (DARE). The students take active role in the conduct of all extension programmes. Faculty members are involved in the activities as faculty coordinators and advisors and take active role in every aspect of the extension projects. One full time Project Officer is appointed for the supervision of extension activities in the school of social work.
5. The School of Social Work along with Chazhikkadan foundation launched the **Marian Rural Health Programme (MRHP)** in October 2005. This programme aims at providing quality health care to people and create a database on health needs of people in Idukki district. MRHP conducted a survey of health needs of people in

three Panchayaths and conducted more than **30 specialist consultation camps** and distributed free medicines worth 2 lakhs for the rural people since 2005.

6. Marian Student Sponsorship Project (MaSS). This project is envisaged to support educational needs of children from lower socioeconomic background. The project based on detailed need assessment of applications received, selected 50 students for educational support mobilized through contributions from well wishers. The selected students are supplied with educational materials and ongoing capacity building activities.

7. DARE works as a collaborative live lab of the School of Social Work. The programme supports many individuals and families through deaddiction treatment and rehabilitation. The students play active role in the therapeutic process and community sensitization programmes. DARE Institute for Addiction Studies is offering Diploma in Addiction studies from 2008.

8. Marian – Kudumbashree collaboration. Marian College has collaborated with the government agency for involvement in the community development initiative of Govt. of Kerala. The students of School of Social Work supported the Kudumbashree activities as Voluntary Executives of Kudumbashree.

9. The students of School of Social Work are involved in the first ever comprehensive **Social Audit** of Panchayath Raj Institutions in Nedumkandom block panchayath for Govt. of Kerala.

10. SAMARITANS: Social Work Association of Marianites abbreviated as SAMARITANS is the association of students and teachers of school of social work. The main foci of the association are the holistic development of the students by enlightening their professional and social work aptitude and taking up **community oriented initiatives** for enhancing general well being of the people around the college. Previous programmes include observation of the World Mental Health day by giving opportunity to the mentally challenged people to perform a 'Ganamela' in the college. Programmes like **Clean Kuttikkanam, Blood donation campaign,**

Anger management workshop, Community sensitization programmes and so on helped the students to develop potentials in them.

11. Mariajyothi is a computer education programme conducted by the students of BCA for the students of nearby tea estates. Around 40 students are benefiting out of this programme.

The objectives of the programme are

- ❖ To help overcome the barriers of ignorance and spread the importance of technology to the less fortunate.
- ❖ To inculcate values of compassion, love and respect to the less privileged

12. The department of BCA also conducts **Computer Awareness Programme for School children (CAPS)**

13. Epidemic relief activities: the students and faculty members of the commerce and social work department were involved in epidemic relief activities during the outbreak of Chikungunya.

14. M-CAT Marian Computer Aptitude test: Marian college Kuttikkanam in association with MATRIX(Marian Association for Technical Research and Integral Expansion)I,a school level Mega IT Aptitude Test across Central Travancore, to evaluate the skills of students and prepare them for building a career in the IT sector. The initiative is taken by the **MCA department**. The aim behind organizing an aptitude test like this is to induce a flair for IT, among the students and to train the top 10% of the total participants in IT related topics, thus equipping them to become IT professionals of tomorrow. Free training programmes for Winners and heavy fee discounts for all participants

15. In addition to this we have the **Marian community college** undertaking extension and continuing education (Please See 3.4.3)

3.4.2 What are the outreach programmes organized by the institution? How are they integrated with the academic curricula?

MSW students are linked to various NGOs for their field placement, project work, and social projects. The School of Social Work also promotes field work practice in local area for the benefit of the community. In the first semester every student spends at least 20 days in the field dealing with various issues of locality. The students conduct at least 8 outreach programmes as part of the field practicum. The students also take up activity based assignments towards fulfillment of their academic requirements. They also acquire knowledge and skills by organizing programmes in the community and college. The BBA students are linked to at least 60 organizations every year for their social project.

3.4.3 How does the institution promote college-neighborhood network in which students acquire attitude for service and training, contributive to community development?

For promoting college-neighborhood network we have 15 projects which are mentioned above in 3.4.1. The activities of these projects augment the development of positive values among the students and which in turn aims at fostering growth and development of people in need. In addition to the extension department, Marian has established a Community College and Centre for Continuing Education.

Marian Community College and Centre for Continuing Education (MCC&CCE).

The main focus is to address the **learning needs of the less-privileged people** around the college and the other focus is to **address the challenges of continuing education**. The rationale of community college is that we have a moral obligation to count our blessings and reach out to the un-reached. Marian does not want to be an island of excellence amidst problems which affect human beings in the immediate neighborhood- problems at personal, inter-personal and socio-political levels.

- ❖ Marian Community college responds to the learning needs of the underprivileged people in the neighborhood by offering innovative job-oriented courses. Today the flagship programme of the Community College is **Certificate Course in Cookery and Bakery**. This is a one-year intensive programme with 6 months theory and practice in the College and 6 months

placement with leading hotels in Cochin and Trivandrum. As part of the practical training the students are given on the job training in the well equipped kitchen of the College.

- ❖ Every year MCC offers a **Certificate Course in Effective Parenting**. This highly popular Course has the collaboration of School PTAs. Last year it was St. Philomina's High School, Upputhara. This year (07-08) it is Grace Garden, Ayyappancoil.
- ❖ **Re-orientation workshops for Self Help Groups (SHGs)**. This is perceived as the need of the hour. The MCC team goes to different NGOs to do this one-day workshop for SHG leaders on the theme: "SHGs: Where are we now? Where do we want to go?"
- ❖ **Consultancy Services**: MCC has been offering consultancy services and workshops for a number of institutions within India and abroad. Bharat Petroleum Cochin, Apollo Tyres Perambra, SIEMAT Trivandrum, etc. have benefited. Major clients abroad are Focus Computers, Maldives and Ministry of Education, Govt. of Maldives.
- ❖ **Theme Centered Interaction (TCI)**: The Centre for Continuing Education (CCE) attached to the Marian Community College has started offering Certificate Course in Theme Centered Interaction. Prof. Hermann Eppler and Prof (Rev). George Vom Berg, both from Switzerland are among the faculty members. Dr. C. Thomas Abraham, Director of MCC, holds an International Diploma in TCI and is qualified to offer courses in this innovative area. TCI is basically applied humanistic psychology for professional effectiveness.
- ❖ Marian College is the Third Institution in India (after MG University and Tata Institute Mumbai) to offer courses in TCI.

3.4.4 What are the initiatives taken by the institution to have a partnership with University / Research institutions / Industries / NGOs etc. for extension activities?

The college has tie up/association with the following organizations for extension activities.

- ❖ Govt. of Kerala – Department of Health for epidemic relief and prevention activities

- ❖ Peermade Block panchayath for the outreach activities of various departments
- ❖ Kudumbashree – Students of school of social work involved as Voluntary executives of Kudumbashree mission
- ❖ Chazhikkadan foundation for the MRHP programme
- ❖ Confederation Indian Industries (CII) for community college activities
- ❖ MSW, M Com, BBA students are linked to various NGOs for their field placement, project work, and social projects.

**3.4.5 How has the local community benefited by the institution?
(Contribution of the institution through various extension activities,
outreach programmes, partnering with NGOs and GOs)**

The Community, over the past 5 years, has benefited in a variety of ways:

- ❖ **Physical Facilities:** Every year one family among the most marginalized have received houses under the Scheme “House of the Needy”.
- ❖ **Health care needs of rural people:** 523 rural people benefited by the specialist medical camps conducted under the auspicious of Marian Rural Health Programme (MRHP). Free medicines also were distributed through medical camps.
- ❖ **Educational Needs of children:** 65 students were supported for their educational needs under the Marian Student Sponsorship Project (MaSS). The project gave attention to the overall development of socio-economically backward children from Peermade region.
- ❖ **Awareness Generation:** Parents of Children in Schools, members of SHGs in Villages, Functionaries of Gramapanchayat, School Children and the General Public have received a lot of awareness for more effectively facing their challenges.
- ❖ **Technical Know-how:** Through M-Cat, CAPS and Mariyajyothi our computer students have been able to reach out to the schools in the neighborhood. Teachers and students have benefited.
- ❖ **Professional Development:** Through the TCI courses and workshops a number of well-placed professionals have received a new light regarding organizing their lives and jobs more effectively. Among the beneficiaries are

faculty members from even far-away institutions such as NIMHANS and St John's Medical College, Bangalore.

- ❖ **A sense of purpose in life:** Community College Students who take the course in Cookery and Bakery have found a new meaning for their life by being offered jobs in Casino Groups of Hotels and Hotel City Palace. The families from which these children come are among the most backward ones, socially and economically.

3.4.6 How has the institution involved the community in its extension activities? (Community participation in institutional development, institution-community networking etc.)

Most of the programmes organized by the Extension Department is based on a need assessment in order to ensure local community participation. Community members and local leadership are involved in the planning and implementation of many outreach activities such as community college, MRHP, MaSS, DARE, house for the needy etc. Community, in turn has involved themselves in a number of ways in the extension programmes. The following are the most noteworthy among them.

- ❖ At Mlamela, 21 families came forward to provide accommodation for our students for 10 days in their own homes. Considering the fact that most of these are poor families, this is a remarkable gesture.
- ❖ SHG activists from Koruthode, 40 kilometers away, traveled twice all the way to Kuttikkanam to participate in our programmes. They are available and willing to collaborate in all our programmes.

3.4.7 Any awards or recognition received by the faculty / students / Institution for the extension activities?

Within the last five years some of our faculty members have received recognition/awards for extension activities.

Dr. C. Thomas Abraham received the following recognitions:

- ❖ Best Social Worker Award from Changanacherry Arch Diocese 2004.
- ❖ Chavara Seva Puraskar from Cyriac Elias Voluntary Association, Ettumanoor, 2005.
- ❖ Best Teacher Award from BAM College, Thuruthicad, 2006.
- ❖ Reception and Felicitation and Award at Koruthode Grama Vikas Kendram, 2007.

3.5 Collaborations

3.5.1 Give details of the collaborative activities of the institution with the following organizations:

Organizations		Purpose
local bodies/ community	Peermade Gramapanchayath, Kokkayar gramapanchayath,	Field placement of students Extension activities, research CAPS, Mariajyothi etc.
	District Child Welfare Committee	Seminar on Child rights
State	Kudumbashree Mission Govt. of Kerala – Department of health, LSG, tourism	Research, field placement etc. Tourism club under DTPC
	Kerala State AIDS Control Society	Consultancy in Project evaluation, research, capacity building etc.
	Arogyakeralam (NRHM)	Consultancy
	Centre for taxation Studies, Trivandrum	
	JRG Securities Ltd., Kochi	Technical support in matters connected with capital market and financial service
	Tally Academy	Computerized accounting training
National		
	Sexual health resource Centre	Organization of national seminar
	National Institute of mental health and Neurosciences, Bangalore	Research, Student Placement, Workshop on disaster management etc.
International	World Malayalee Council	Research and village adoption programme
	KUONI Academy of travel, Mumbai	Training of students
	Univerity of Utah, Salt Lake City, USA	Academic tie up various dimensions
	University of Texas at Arlington	Academic tie up various dimensions
	University of New Orleans	Academic tie up various dimensions
	Humandynamic Asia pacific Ltd.	Consultancy for EAP and HRD
Industry	CII, Kerala Builders forum	Community college activities, faculty development
	IPSR Software solution private limited	Certification and training programmes

3.5.2 How has the institution benefited from the collaboration?

(a) Curriculum development

The collaboration with CII has helped the Marian Community college in developing curriculum for its course on 'Soft Skill Development' for the rural unemployed.

(b) Internship

CII And BAI has agreed to accept interns of Marian Community College.

(c) On-the-job training

CII And BAI has agreed to provide on the job training to students of Marian Community College.

(d) Faculty exchange and development

Under this Collaboration faculty and students from University of Utah, Salt Lake City, USA has come to Marian College for taking sessions and for Field Practicum.

(e) Consultancy

Collaboration with Kerala State AIDS Control Society, Arogyakeralam (NRHM) and Humandynamic Asia pacific Ltd. has brought consultancy offers to the Marian Faculty.

(f) Extension

Many of the extension activities are the result of our collaboration with various agencies.

(g) Student Placement

Number of students got placement through our collaboration with the agencies mentioned above.

3.5.3 Does the institution have any MoU/MoC / mutually beneficial agreements signed with other academic institutions?

Academic institutions	Industry	Other agencies
University of Utah, USA	CII	Kudumbashree
University of Texas at Arlington, USA	Kerala Builders	mission
University of New Orleans	Forum	
Tally Academy		
Kuoni International		

3.6 Best Practices in Research, Consultancy and Extension

3.6.1 What are the significant innovations / good practices in Research, Consultancy and Extension activities of the institution?

- ❖ Marian Research Centre for Social Development (MRCSD): this enables the students and faculty to approach social issues with a research and documentation bias.
- ❖ Regular and mandatory out reach programmes through extension department: A student at Marian cannot afford to miss an opportunity to go the ordinary people, interact with them and productively involve in some activity beneficial to them.
- ❖ Community college: Marian is the 13th college in Kerala to start such a venture. Our MCC is part of network of community colleges at All India level.
- ❖ Field action projects – MRHP, MaSS, DARE: these initiatives help as social labs for exposure and intervention for our PG students.
- ❖ Academic tie up with several organizations: we take care to build tie ups with governmental bodies as well as institutions that the poor and needy are served.
- ❖ Earn while you learn from consultancy: the students are involved in the consultancy activities of faculty through which they could earn.
- ❖ MAGIS: This body empowers our teachers to do extension and consultancy services as well as benefits the community.

No	Recommendations of Previous NAAC Report	Action Taken
1	Funds from Department of Science and Technology, Department of Bio-technology and Department of Environment and Forests may be got for projects apart from the UGC grants for minor research projects.	<ul style="list-style-type: none"> – The college has taken active steps in initiating several UGC minor projects since the accreditation. – The College associates with its mother organisation PDS, in various projects of Department of Science and technology.
2	Separate Committee for research and projects may be constituted to explore and take up programmes.	The college has set up separate committee for research Marian Research Committee for People Development. The committee has established separate funding for minor researches with social relevance.

3	Linkages with institutions in India and abroad leading to student – teacher exchanges, use of laboratory and research facilities may be useful.	<p>The college has established academic tie up with four universities abroad for student and faculty exchanges. Research collaboration:</p> <ul style="list-style-type: none">– University of Utah, USA– University of Texas at Arlington, USA– University of New Orleans– Mid-Sweden University, Sweden <p>Three students from abroad completed their courses in the school of social work One faculty of School of Social Work is doing his doctoral studies at University of Utah on exchange. Under the exchange programmes four teachers from Utah has come to Marian College.</p> <p>In addition to the four universities mentioned above, we have collaboration with Ruth Cohn Institute (Switzerland) for TCI related courses.</p>
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Besides the above, the college has Collaborations with a number of institutions as answered in 3.5

Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 What are the infrastructure facilities available for :

a) Academic activities

Computer lab which is divided into three:

- ❖ PG lab –Air conditioned lab with 40 nodes with two servers as data base and domain controller
- ❖ UG lab – Air conditioned lab with 100 multimedia nodes connected to three servers running windows server 2003.
- ❖ MICAS lab – A special purpose lab meant for various certifications offered by Marian international centre for advanced studies. Most of the machines are on Redhat Linux operating system.

Intranet- Secured File Sharing Mechanism

The college provides 24X7 both wired and wireless internet and intranet solutions for knowledge sharing, storage and retrieval.

Internet

The College has well maintained internet connectivity and the specifications are given below.

- ❖ Internet Connection Three 24 x7 dedicated broadband connections of 2 mbps each
- ❖ BSNL business plan 9000 , 2 mbps connection x2
- ❖ Reliance dedicated broad band 512 mbps x1
- ❖ Many common areas like Library, computer lab, MMH department etc are provided with wireless fidelity (Wi-Fi) connection.
- ❖ All the staff rooms are included in the network

Language lab

An advanced Language Lab is an excellent learning resource available at Marian. 32 multimedia computers connected to a main server running

language lab software developed by the staff of this college. The lab can be used to test and train listening, speaking and communication skills of English, French and German languages. It has a total database of 542 audio and 105 video titles. This is the first of its kind in the State of Kerala. The trainer is able to supervise and test learning of any student from his/her terminal. The lab is designed in such a way that the students are able to make use of the lab with minimum support.

Hardware Lab

A hardware lab is set up with 25 computer systems with the intension of giving students a hands-on experience on assembling and dealing with computer trouble shooting. This enables the students to gain more confidence in learning computers.

Audio Visual Room

1000 sq feet of carpeted area using big screen LCD projectors and modern amenities like wireless key board, wireless mouse, sound systems and presentation mouse for special purpose training and training using multimedia content.

Conference Hall

An air conditioned conference hall with 240 seating capacity is used for common programs of departments and also for arranging seminars, guest lectures and personality development programs. The hall is fitted with LCD projectors, and audio video equipments.

Classrooms

UG Level – Each class room is fitted with sound proof roofing ceiling and has a capacity to accommodate 65 students. The class rooms have notice boards, Lecture stand, Cupboard, LCD ceiling mount projector and 6X4” screen for projection, uninterrupted power supply from the centralized UPS wooden tables and PVC chairs. Classrooms and premises are also beautified with indoor plants.

Ergonomic Furniture

PG level – Each class is fitted with ergonomic wooden tables and ergonomic revolving chairs to reduce fatigue of the students. The class rooms have notice boards, Lecture stand, Cupboard, LCD ceiling mount projector and 6X4” screen for projection, curtains on windows, ceramic vitrified tiled floor, uninterrupted power supply from the centralized UPS and computers in each classroom.

LCD Projectors and Screens

A total of 20 LCD projectors and projection screens are installed in different class rooms/seminar halls.

Laptops for 90% of teachers

90 per cent of the teachers use a laptop as an aid to teaching. Out of this 65per cent of the faculty members were given interest free loans by the management for purchase of laptops which is repayable in 24 months.

Food Production Lab

Food Production Lab for MMH program is fitted with 24 burners and kitchen tables. The Department has a Training restaurant, Training front office and bar counter. This facility is also used to train community college students. Students use special chef uniforms during lab hours. Students make use of world, regional and local maps for different learning activities.

Reprographic facility

The library has reprographic facilities (three machines) and students make use of this extensively.

Well furnished staff rooms

All departmental staff rooms are well furnished and adequate facilities are provided.

IQAC room

A separate room is provided as an office for the IQAC with adequate furniture and computer facilities.

IGNOU Office

In 2007, IGNOU study centre was opened at the College and the students are now making use of this facility to get an additional diploma/degree along with their regular courses at Marian.

Communication Systems

All the departments, office, hostels, labs, library etc. are connected through an EPBX system. There is a sophisticated public address system through which all the classes and departments could be reached. This is a computer integrated system which is also used to program and regulate session timings.

Well furnished guest house

One of the important components of the learning resources are the external experts from the industry and organizations. The management has thoughtfully invested in a well furnished guest house basically catering to the external resource persons.

b. Co-curricular activities

The following facilities are provided at the College for supporting the curricular activities of the college:

<ul style="list-style-type: none"> a. Auditorium (capacity 800 persons) b. Language Lab c. NSS office and facilities d. NCC office and facilities e. College Union Office f. Conference Hall g. Display Boards h. Talent Boards in each class room i. Roll of Honour 	<ul style="list-style-type: none"> j. His and her waiting rooms k. C-mart store l. Marian Community College m. Herbal garden n. Counseling Room o. Health Clinic. The service of a Doctor is available in the Clinic once in a week (Tuesday) and on demand. The service of a qualified nurse is available everyday.
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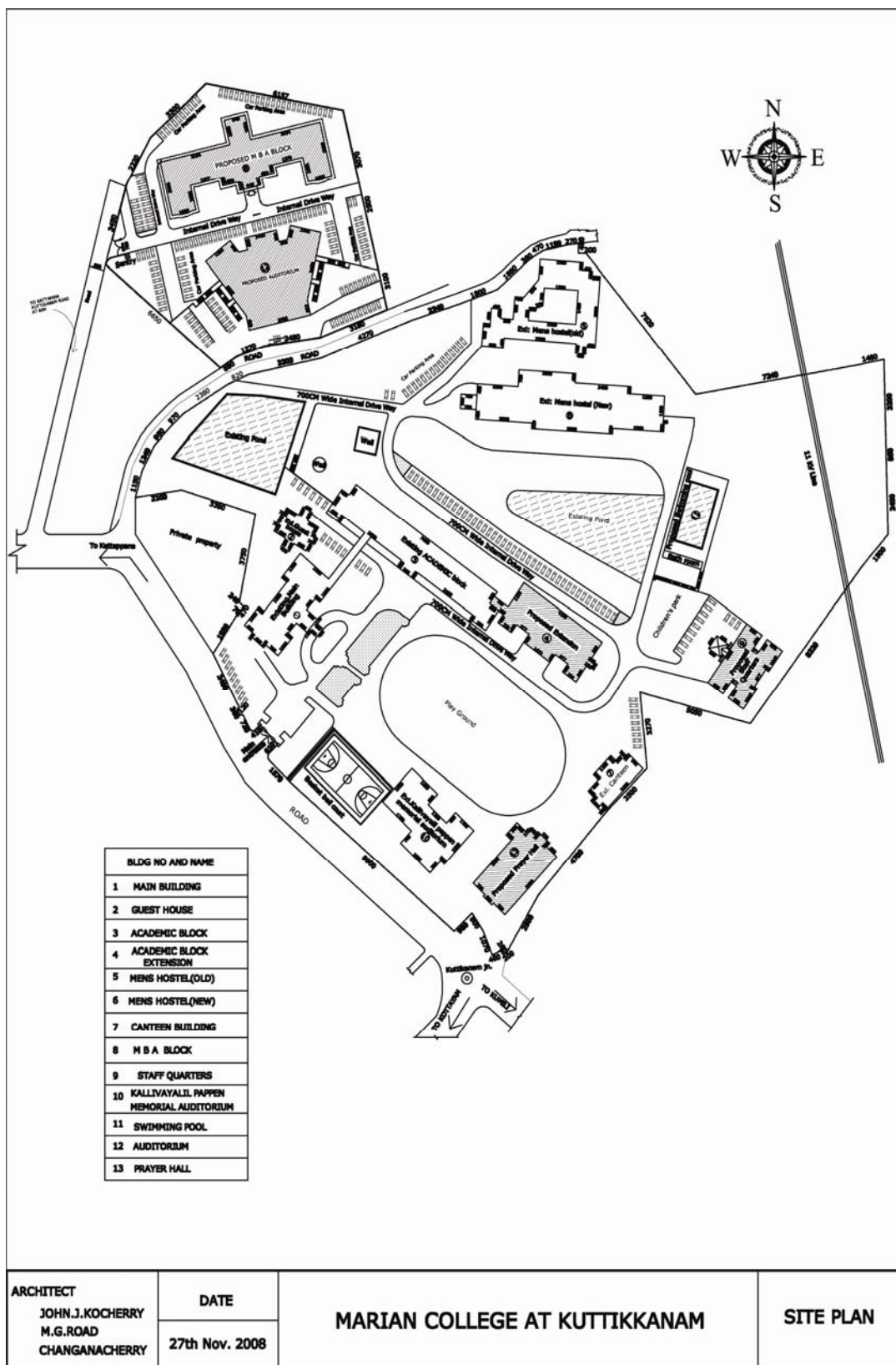
c. Extra –curricular activities and sports?

- ❖ Play ground- foot ball
- ❖ Tennis court
- ❖ Basket ball court
- ❖ Volley ball court
- ❖ Health club with fitness equipments
- ❖ Badminton- In-door court
- ❖ Table tennis
- ❖ Cricket- net practice facility
- ❖ Music instruments
- ❖ Cafeteria

4.1.2 Enclose the Master Plan of the college campus indicating the existing physical infrastructure and the projected future expansions

Spatial Plan

2008	2009	2010	2011	2012	2013
Starting of New Management Block Phase-I	Completion of Management Block Phase-I		Completion of Management Block Phase-II		Completion of Management Block Phase-III
		Construction Of Staff quarters 4 dwelling units- Ground floor	Completion of Staff Quarters 2 more floors 8 dwelling units		
	Start New Academic Block Building- Ground Floor- Phase-I	New Academic Block Extension- Construction of 4 class rooms Phase-II		New Academic Block- Extension Construction of 4 class rooms Phase-III	
	Maintenance of Men's hostel- for Increasing accommodation	Extension of Men's hostel			
		Construction of Swimming Pool			Start the construction Of Convention Centre



4.1.3 Has the institution augmented the infrastructure to keep pace with its academic growth? If yes, specify the facilities and the amount spent during the last five years.

- ❖ For starting the M.M.H programme in **2003**, class rooms and special kitchen lab was set up at the cost of Rs.4,17,254
- ❖ Since all the PG programmes are residential, in **2004** the Management has constructed a new block at the cost of Rs. 2,93,32456
- ❖ A language lab was set up in **2005** at the cost of Rs. 1,53,214.00
- ❖ For facilitating individual conferences and mentoring individual cabins and flooring for School of Social Work Faculty. Rs5,16,440 (**2005**)
- ❖ LCD projectors were mounted in the class and screens also fixed. Rs. 6,80,519 (**2006**)
- ❖ Broad band Internet connectivity (**2007**) Rs. 151130
- ❖ System and software up-gradation of the computer lab.(**2007**) Rs. 933573
- ❖ Net campus software(**2007**) Rs. 155000 (Advance)
- ❖ Additional Car parking facility (**2008**) Rs. 224250
- ❖ DELNET (**2008**) Rs. 16500

4.1.4 Does the institution provide facilities like common room, separate rest rooms for women students and staff?

Restrooms/waiting rooms for female students and male students, separate toilets for boys and girls, recreation room for male staff etc. are provided. Most of the staff rooms are provided with attached toilet facilities.

4.1.5 How does the institution plan and ensure that the available infrastructure is optimally utilized?

- ❖ Since the nature of the programmes is residential, extended class timings from 8.30 am to 8 pm, library hours from 6 am to 10 pm and 24 hrs accesses to internet are all optimally made use of by the students and teachers.
- ❖ The Community College students make use of the facilities available in the college after the class hours.
- ❖ The College auditorium is used by the Government agencies, private persons and organizations.

- ❖ The class rooms are frequently used by the State Public Service Commission for conducting examinations.
- ❖ The class rooms and other facilities are also made use of by various cultural and spiritual organizations for conducting camps and short term residential programmes during holidays/vacations.
- ❖ The recruitment drives of various companies are organized in the campus.
- ❖ Film industry often makes use of the beautiful ambience of the college.
- ❖ The College has a well furnished guest house which is often made available to dignitaries visiting/ passing by on special occasions.

4.1.6 How does the institution ensure that the infrastructure facilities meet the requirements of the differently-abled students?

Special provisions for the differently-abled are provided to some extent like, hand rails on each side of the stair case and steps, access to each building directly by asphalt road, concreted foot paths. More provisions are being made for the differently-abled in the new buildings that is coming up.

4.2 Maintenance of Infrastructure

4.2.1 What is the budget allocation for the maintenance of :(last year's data)

❖ Land (Purchase)	Rs. 1.1 crore
❖ Building (maintenance)	Rs. 2 lakhs
❖ Furniture(Purchase & Maintainance)	Rs. 1.5 lakhs
❖ Equipments (Purchase & Maintainance)	Rs. 1 lakh
❖ Computers (Purchase & Maintainance)	Rs. 1 .5 lakhs
❖ Vehicles (Purchase)	Rs. 10 lakhs
❖ Car parking facility	Rs. 1 lakh
❖ Landscaping the premises	Rs. 5 lakhs
❖ Painting of buildings	Rs. 10 lakhs
❖ Concretized internal roads	Rs. 2,28,618
❖ Campus lighting	Rs.3,14,663
❖ Fencing of the compound	Rs.75,903
❖ Vitrified tiling of class& staff rooms	Rs.3,19,552

Construction**❖ Water Harvesting****4.2.2 How does the institution ensure optimal utilization of budget allocated for various activities?**

The major infra structural additions are based on a **master plan** approved by the College Governing Board. However a portion of the resources is set apart for yearly maintenance and additions in infrastructure. For this purpose, towards the end of each academic year the Administrator/Manager of the College interacts with the Departments and identifies the immediate requirements/facilities to be provided /improved. Accordingly, necessary plans are made and as far as possible they are executed during the vacation itself. The available resources are budgeted and allocated on a need basis among all the Departments. The College Development Council (CDC) recommends the allocation of resources for each Department and general facilities so as to ensure the optimal utilization of the budgeted resources.

Besides these measures, every year each UG Department is provided with a fund of Rs. 1 lakh of which some portions may be set apart for maintenance/purchase of infra- structural resources. The PG Departments are provided with a similar fund of Rs. two lakhs every year.

The administration wing of the College maintains a proper accounting system and yearly auditing are conducted. Since the Manager is staying in the campus, it facilitates quick decisions and avoids lengthy procedures.

4.2.3 Does the institution appoint staff for maintenance and repair? If not, how are the infrastructure facilities, services and equipment maintained?

Separate staff is appointed for maintenance under a work supervisor. A full time electrician cum plumber is appointed to periodically check and monitor various facilities on the campus. Three full time technical staff is appointed to take care of the computer systems available on the campus under the supervision of an experienced network administrator. Round the clock security staff and a resident gardener are also appointed. Additional work when required is outsourced.

4.3 Library as a Learning Resource

4.3.1 Does the library have a Library Advisory Committee? What are its major responsibilities?

The Library Advisory Committee consists of heads of all departments, representatives from students, librarian, manager and principal. The Committee meets once in every three months and their major responsibilities include annual budgeting, fund allocation, setting priority areas, development plans for library resources and improvements in user experiences.

4.3.2 How does the library ensure access, use and security of materials?

Marian library is equipped with the best available technology in the market. Students' access (open) to library is monitored through Optical Character Recognition (OCR) ID cards. The bar coding is also used to store information regarding the library usage. Closed circuit TV cameras are fixed at various places in the library to monitor and to secure library resources. A digital library resource like DELNET is protected with the help of username and password. The issue of books from the library is monitored using library software named 'Campus .Net' and issue is done using bar code imprinted on each book. The College also makes use of the services of the students under the 'earn while you learn scheme'. Facilities offered in the library software are:

- ❖ Booking and reserving a book
- ❖ Searching the availability of title
- ❖ Status of a title
- ❖ Finding the physical location of a book or title.
- ❖ Statistics regarding the time spent by each student in the library

4.3.3 What are the various support facilities available in the library? (Computers, internet, band width, reprographic facilities etc.)

- ❖ Reprographic facilities are available within the library
- ❖ Computer running library software named Campus .Net

- ❖ Facilities for search, access, locate and reserve book titles.
- ❖ OCR bar coding is used to control access of students and monitor movement of titles
- ❖ Good collection of titles in digital form
- ❖ Subscription to DELNET
- ❖ Internet connectivity total bandwidth is 5 mbps
- ❖ Wireless fidelity in library
- ❖ The 'New Arrivals' section in the library
- ❖ Library is divided into general section, reading room section and reference section.

4.3.4 How does the library ensure purchase and use of current titles, important journals and other reading materials? Specify the amount spent on new books and journals during the last five years.

Each Department makes a provision in its budget to procure books. New catalogs are circulated in all the departments and staff is authorized to select title of interest. The Librarian periodically arranges book exhibitions by different publishers in the college campus. Librarian along with representatives from all the departments visits International book fairs to purchase books. The Management has also authorized the teaching staff to purchase books as and when they see an opportunity and the money is reimbursed.

Total amount spent on new books and journals during the last five years are as follows:

Table: 5
Library Book Purchase

Academic Year	Amount in rupees
2003-04	4,66,938
2004-05	4,35,118
2005-06	3,97,664
2006-07	3,10,716
2007-08	3,45,086
Total	19,55,522

4.3.5 Give details on the access of the on-line and Internet services in the library to the students and faculty? (hours, frequency of use , subscriptions, licensed software etc.,).

The library is open from 6 am to 10 pm throughout the year except on Sundays and public holidays. Besides this, browsing facility is available in the library. The students and faculty have access to on line library facilities through internet round the clock through the centralized server in the lab and by the Wi-Fi facility in the campus. The library has the following facilities as well;

- ❖ DELNET searching
- ❖ On line access to British Library till 2007.
- ❖ Digital Library software to access e-books, journals and learning resources supplied by the teachers.

These facilities are extensively used by the students and teachers for their learning and research.

4.3.6 Are the library services computerized? If yes, to what extent?

All the transactions in the library are fully computerized using **Campus Net**.

4.3.7 Does the institution make use of INFLIBNET / DELNET/IUC facilities? If yes, give details.

The institution has subscribed DELNET. Efforts are being taken to subscribe INFLIBNET and to identify other useful open databases.

4.3.8 What initiatives are taken by the library staff to enrich the faculty and students with its latest acquisitions?

- ❖ New arrivals are displayed in the lobby of the library.
- ❖ E mail alerts are sent to the faculty.
- ❖ The first year students are given an extensive orientation to the library usage, resources available and searching facilities.

4.3.9 Does the library have interlibrary borrowing facility? If yes, give details of the facility.

- ❖ The College had been making use of borrowing facility from British library, Thiruvananthapuram.
- ❖ Inter-library Loan facility has started with the introduction of DELNET

4.3.10 What are the special facilities offered by the library to the visually- and physically- challenged persons?

The library has a limited stock audio CDs.

4.3.11 List the infrastructural development of the library over the last two years:

- ❖ Extension and opening of a separate section for references.
- ❖ OCR bar code reader for monitoring usages and access of books and also to manage issues and receipts of books
- ❖ Changes made in the inside layout to monitor activities and ensure security of resources.
- ❖ Closed TV circuits within library to monitor and to secure titles.
- ❖ Installation of new reprographic machines.
- ❖ Centralized Uninterrupted power supply solution for the library

4.3.12 What other information services are provided by the library to its users?

SERVICES

Loan Service

- ❖ First year degree students- one book at a time
- ❖ Second and third year degree students- two books
- ❖ Post graduate students- three books
- ❖ Teaching Staff- 10 books
- ❖ Non Teaching staff- three books
- ❖ Loan Period- 14 days (can be renewed twice)

Reference Service

Library has a rich collection of 4000 books in the reference section on different branches of Knowledge.

Inter-Library Loan

The library borrows books from other Libraries through DELNET

Reprographic Service

Reprographic service is being offered to faculty members and students at nominal rates.

Proficiency Service

It is one of the main attractions of the library. A special collection set up for users who are preparing for competitive examinations like TOEFL, GRE, NET, SLET, GATE, Bank P O and Civil Service examination is organized in the library.

New Arrivals Alert Service

New arrivals are displayed for two weeks. Faculty and students are alerted about the new arrivals through emails. A list of newly arrived books is also given in the library homepage of the college website.

Browsing Facility

4 systems are dedicated for browsing service in the Library

Reading Room Facility

40 members can use the reading room facility at any time. Facilities are also provided in the stack room for references.

DELNET

A network of libraries.

Mail Alert services

Due alerts

New arrivals

Conference and Workshop alert

Library Home page

The library has a dedicated page in the college website which gives all the information on the library and its services.

Earn While you Learn Programme

The library also gives an opportunity to the students to earn some money by involving in library services while they are studying in the college.

News and Conference/Workshop Alert Service

The staff is given alerts on forthcoming conferences, workshops and seminars as they log in to the Campus .net.

Online Search & Reservation

The library users can search the library database through Campus .net and reserve the books of their choice.

OPAC (Online Public Access Catalogue)

Document Delivery Services

Copies of articles will be made available on request

Digital library

We have a digital collection of research reports, e-books, CD collection in different disciplines.

4.4 ICT as Learning Resources

4.4.1 Does the Institution have up-to-date computer facility? If yes, give details on the available hardware and software (Number of computers, computer-students ratio, stand alone facility, LAN facility, configuration, licensed software etc.)

Hardware & and software

- a. Total number of computers in the College-290
- b. 1:1 computer-student ratio is maintained in the lab
- c. All computers have 100Mbps LAN facility and Wi-Fi facility is also provided in the campus.

The college has entered in to campus agreement with Microsoft (Microsoft Campus Agreement 3.5) wherein all the software specified in the agreement can be downloaded from Microsoft's website.

4.4.2 Is there a central computing facility? If yes, how is it utilized for staff and students?

The College has a state-of-art computing facility with high performance PC workstations. A LAN facility running on Windows 2003 Servers forms the backbone of the centre. The centre is equipped with different computing environments like Windows and Linux and almost all software tools like MS Visual Studio 2005, C++, C, Java, COBOL, FoxPro etc. The college lab has SQL 2000 Server and Oracle 8i software installed to facilitate the development of database projects. Students are given ample opportunities to develop the knowledge and skills in the information Technology tools and Techniques. BSNL Broadband and Reliance Leased line connect the CCF to the information highway. A sonic firewall is installed to ensure security. The centre offers free internet and Wi-Fi connectivity to the students and faculty members. The centre is not only a workstation for the students to sharpen the computer skills but also provides support & guidance to the students taking up the projects in the field of software.

4.4.3 How are the faculty facilitated to prepare computer-aided teaching/ learning materials? What are the facilities available in the college for such efforts?

- ❖ 24 hours uninterrupted broad band connection
- ❖ Zero interest loan to teachers for buying laptops
- ❖ Desktop computers in all the departments and many of the class rooms
- ❖ Wi Fi connectivity and intranet solutions
- ❖ Facility for uploading and sharing e-resources through intranet
- ❖ LCD projectors fitted using ceiling mount in 15 classrooms and 6x4'' screens are also fitted for projection
- ❖ Computer lab is open 24 hours a day.
- ❖ Periodic training for faculty for upgrading ICT skills

Every classroom in the college is having LCD projectors by which the teachers are able to give presentations while handling classroom sessions. All departments have computers with LAN and Internet connectivity and are also provided with Wi-Fi connectivity for laptop users. The language lab at Marian has become an integral

part of academic process. Besides this, an audio-visual room is set up for conducting classes with multimedia presentations.

4.4.4 Does the Institution have a website? How frequently is it updated? Give details.

The College has a web site, www.mariancollege.org. It is periodically updated. It is designed in such a way that each department is authorized to modify and update the content of their web-page as and when required.

4.4.5 How often does the institution plan and upgrade its computer systems? What is the provision made in the annual budget for update, deployment and maintenance of the computers in the institution?

There is a regular updating process in the system department. Upgrade or purchase of new computer systems is done based on the recommendations made by departments and computer lab Administrator. Based on the market development and changes in syllabus, the software are updated.

4.4.6 How are the computers and their accessories maintained? (AMC etc.)

Trained technicians are appointed in the lab and they take care of the maintenance of systems. In case the computer or accessory that requires maintenance is coming under warranty period, it will be replaced by the respective vendor. Network and software related issues are also handled by the lab staff. Experts are consulted if any issues arise that are beyond the scope of lab staff.

4.5 Other Facilities

4.5.1 Give details of the following facilities:

No	Name of Hostel	No. of rooms	Capacity	Occupancy
Boys				
	Paul Iby UG Hostel	61	250	155
	Maryknoll PG Hostel	67	175	156
Girls				

	Amala Girls Hostel	32	130	125
	SH girls hostel	58	225	210

b) Recreational facilities,

Table Tennis and Carom Boards are available at the Hostel

c) Sports and Games (Indoor and Outdoor) facilities

- (i) Paul Iby & Mary knoll hostels– Shuttle court (2), Caroms (4), indoor stadium, TV room with CD player and ,music system, Table Tennis (2), chess (4), and all the facilities of the college since the hostels are within the campus except Amala hostel.
- (ii) Amala Hostel –Caroms(1), Chess board, shuttle, gymnasium, library, computer lab and internet.
- (iii) SH Hostel – shuttle, gymnasium, caroms, TV, CD player, music system, computer lab, internet, magazines,

d) Health and Hygiene (Health Care centre, Ambulance, Nurse, Qualified Doctor) (full time/ part time etc.)

- (a) A first aid centre with full-time nurse and doctor on call are available in the campus
- (b) Basic medicines are also stored and supplied to students based on Doctor's prescription free of charge.
- (c) In emergency situation, college vehicles are made available for shifting the sick to the nearby hospitals.

4.5.2 How does the institution ensure participation of women in intra-and inter- institutional sports competitions and cultural activities?

The facilities of the College are open to both men and women. Women are especially encouraged to participate sports and cultural events. The college has in their roll a fulltime physical education instructor and a basketball coach. Besides this, the hostels are having facilities for sports and games. Annual sports meet for boys and girls separately. Girls hostels have in-door court and multi-gym. A sports caption is selected from among the girl students.

**4.5.3 Give details of the common facilities available with the Institution
(Staff room, day care centre, common room for students, rest rooms,
health centre, vehicle parking, guest house, Canteen, telephone,
internet cafe, transport, drinking water etc.)**

- ❖ Staff rooms for each departments and attached toilets
- ❖ Common room for students
- ❖ Rest room for girls students
- ❖ Health centre
- ❖ Counseling centre
- ❖ Car parking facilities.
- ❖ Full fledged furnished guest house which has direct access to class rooms
- ❖ A canteen attached to the Mary knoll hostel
- ❖ A cafeteria.
- ❖ A stationary shop and DTP centre run by the M.Com department students
- ❖ Purified (Aqua Guard) drinking water facilities.
- ❖ Accommodation for single lady and gents teachers in the campus
- ❖ Staff recreation room with TV and indoor games facility
- ❖ Music classes on different musical instruments.
- ❖ Prayer hall
- ❖ Syndicate room
- ❖ Conference hall

4.6 Best Practices in Infrastructure and Learning Resources

4.6.1 What innovations/best practices in 'Infrastructure and Learning Resources' are in vogue or adopted/adapted by the institution?

- Fully furnished Guest House
- ❖ Extended working hours of library.
- ❖ Computer Lab with 24 hours access.
- ❖ Interest free loan for lap tops for teachers.
- ❖ Health Care facility
- ❖ Counseling Centre
- ❖ E mail alerts to staff on new arrivals, seminars etc.
- ❖ Multi- gym facility for the students and staff.
- ❖ Small scale department shop ('C-mart') managed by students.

- ❖ Eco- friendly campus
- ❖ Extensive use of rainwater harvesting of 5 crores cft capacity: Kuttikkanam was experiencing severe water shortage and currently the College is self sufficient in water resources.
- ❖ Landscaped campus.
- ❖ IGNOU study and Convergence Centre.
- ❖ Rooms for Associations
- ❖ Cafeteria managed by students of Hospitality management

Action taken on the suggestions given by the NAAC Peer Team during last accreditation

Suggestion	Action taken
Strengthening of library as already planned may be given top priority.	Books worth Rs. 40,00,000/- was acquired (including book donations from well wishers)

Further initiatives:

The library systems are automated. Security systems were installed. Students' access to library is monitored through Optical Character Recognition (OCR) ID cards. A digital library resource like DELNET is subscribed. Library automation software - 'Campus .Net' is installed.

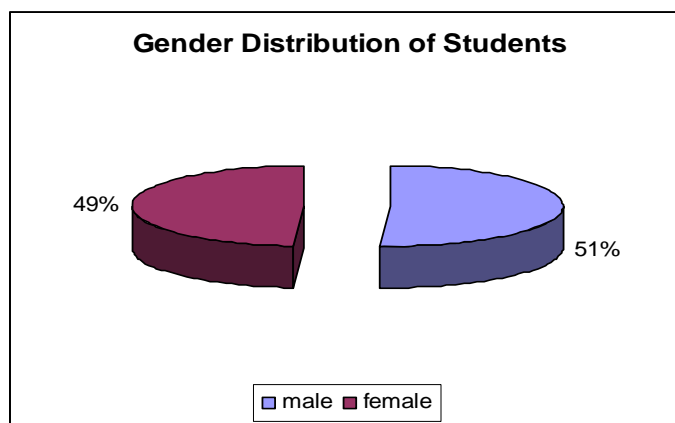
Criterion V: Student Support and Progression

5.1 Student Progression

5.1.1 Give the socio-economic profile (General, SC/ST, OBC etc.,) of the students of the last two batches.

Student Strength of the College for the Current Year (2008-09).

Total	Male	Female	Students from Kerala	Other States	Foreign Nationals
902	462 (51.2%)	440 (48.8%)	847	52	3



Socio Economic profile of the students of the last five batches.

The college has a cross section of students from all over the state. Demography of the student community at Marian is diverse. It consists of those from urban and semi urban areas, a good number of NRI students and a sizeable number from the rural and tribal areas of the home district Idukki. Students belonging to all religions and caste denominations are there in the college. They belong to different economic segments of the society.

The Institution takes special steps to encourage the SC/ST applicants to join the college by providing total support to them at the time of admission. Special consideration is extended to Dalit Christians and financially backward students of other communities.

Table No.5
Student Profile

Category	2003-04		2004-05		2005-06		2006-07		2007-08	
	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG
Open	430	226	446	295	429	250	449	267	497	250
BC(SC/ST)	35	4	22	2	23	4	36	12	32	12
OBC	57	38	73	21	89	64	63	43	36	61
Others	-	-	-	-	-	-	1	-	3	-
Sub Total	522	268	541	318	541	318	549	322	568	281
Total	790		859		859		871		849	

5.1.2 What are the efforts made by the Institution to minimize the dropout rate and facilitate the students to complete the course?

Drop Out Rate

The drop out rate for the various courses has been **very negligible** over the last several years. The institution has designed and implemented an array of programs to minimize the drop out rate of students. Steps like counseling for aspirants and their parents, induction program for the new comers, mentoring, bridge courses, tutorial sessions, remedial teaching, add-on programs, and financial support to the needy help the institution to check the drop out rate of students.

Table No.6

Drop outs

Programmes	2003 – 04		2004 – 05		2005 – 06		2006 – 07		2007 - 08	
U G	04	0.72%	03	0.54%	01	0.19%	02	0.36%.	03	052%
P G	01	0.37%	02	0.64%	03	0.94%	04	1.25%	01	0.32%

Those who discontinue do so either because they accept employment or due to ill-health.

5.1.3 On an average, what percentage of the students progress to further studies and for employment? Give details for the last five years. (UG to PG to Ph. D and /or to employment)

The trend which prevailed three years ago was that undergraduate students enroll themselves for PG programs and after post graduation takes up jobs. But at present, a large number of students are getting placed with reputed organizations immediately after they complete their undergraduate degree.

Table No.7

Higher studies or Employment

Year	U G		P G	
	Employment	Further Studies	Employment	Further Studies
2003 - 04	03%	97%	89%	11%
2004 - '05	04%	96%	92%	08%
2005 - 06	03%	97%	93%	07%
2006 - 07	07%	93%	94%	06%
2007 - 08	10%	90%	95%	05%

Majority of the undergraduates pursue postgraduate studies and professional programs in India or abroad. More than ninety percent of post graduate students from the institution are absorbed by the industry and the rest pursue their higher studies.

5.1.4 How does the institution facilitate the placement of its outgoing students? What proportions of the graduating students have been employed? (average of last five years)

There is a Placement Cell functioning under a coordinator who is a faculty. In each department a faculty is in charge of placement and he/she represents the department in the Cell. Placement assistance is provided to the undergraduate students on need basis, as majority of them take up higher studies after their graduation. Each department is taking unique initiatives to ensure placement of their students and the Cell facilitates these initiatives. More than ninety per cent students are placed from the four PG departments. (Refer Table No.8)

Becoming part of Consortium of Professional Colleges (CTIPS, www.ctipskerala.com)organizing frequent campus recruitment drives by the major

IT firms, Industry interactions, Technology trainings, preparation of placement brochure and CD, organizing managers meet, Career hunt workshop, Career counseling, Interview training, and Alumni support in placement: these are some of the innovative efforts taken up by the Post graduate departments of the college. The consortium CTIPS has conducted 37 placement drives so far.

Placement Drives

Name of the Company	Departments Benefited
Infosys	Computer Applications
Infosys BPO	Computer Applications
HCL Computers	Computer Applications
GENPACT	Computer Applications
TCS	Commerce, Business Administration Computer Applications
Wipro Infotech	Computer Applications
Ramada Goa	MMH
Radisons Goa	MMH
Leela Goa	MMH
Taj TVM	MMH
RAK Airways	Computer Applications
JW Mariot	MMH
Singapore Airlines	MMH
Kouni Destination Management	MMH
UAE Exchange & Finance Ltd.	Commerce
ACS Information Technology	Commerce
HDFC Standard Life Insurance	Commerce
JRG Securities	Commerce
Capgemini	Computer Applications
Club Mahindra	MMH
IBS	Computer Applications
Keane	Computer Applications
KGSIL	Commerce
ING Vysya Bank	Commerce
Federal Bank	Commerce
Deutsche Bank	Commerce

5.1.5 How does the institution facilitate and support students for appearing and qualifying in various competitive examinations? Give details on the number of students coached, appeared and qualified in various competitive examinations (Average of last five years) (UGC-CSIR-NET, SLET, GATE, CAT, GRE, TOFEL, GMAT, Civil Services- IAS,IPS,IFS, Central/State services etc.)

Each department of the institution has taken efforts to ensure training facilities in this regard. The CAT coaching initiative of the Business Administration Department in

tie up with IMS Kottayam and the UGC - NET training program of the PG Department of Commerce are examples of this. To facilitate learning process for these competitive exams the library has provided a separate resource corner. The college also provides training in language skills through a well equipped language lab and CD/DVDs etc made available in the library. The college has arranged IELTS coaching classes for those who are interested.

5.1.6 Give a comparative analysis of the institutional academic performance with reference to other colleges of the affiliating University and the university average. (Pass percentage, Distinctions, Gold medals and University Ranks, Marks obtained in relation to university average etc.(Last five years' data)

The institution has maintained excellent results in every discipline ever since its inception. A table showing the history of academic performance and results over the last five years is enclosed.

Table No.8

Academic Performance

Year	Course	Students' Appeared	% Of Pass	Position In University	Distinction	First Class	University Ranks
2003-04	BCA	47	91.48	Second	7	26	First Rank
	BBA	50	74	Third	8	29	-
	B Com	55	89.09	Third	-	39	-
	MCA	30	93.33	Second	13	15	-
	M Com	23	95.65	Second	2	13	Third Rank
	M S W	24	91.66	Third	-	22	--
2004-05	BCA	62	56.	Fifth	4	30	
	BBA	57	79.	Third	6	39	First Rank
	B.Com	59	75	Third	-	29	-
	MCA	57	75	Third	25	17	-
	M Com	18	100	First	1	16	Third Rank
	M S W	36	100	Second	-	36	--
	M M H	18	94	First	4	13	1st, IInd & III rd Ranks

2005-06	BCA	50	60	Fifth	7	23	Second Rank
	BBA	62	77.	Third	19	29	Second Rank
	B Com	60	95	Third	-	45	-
	MCA	60	90	Second	25	29	-
	M Com	15	93	Third	2	12	.
	M S W	28	89	Second	-	25	--
	M M H	20	80	First	1	15	1st, IInd & III rd Ranks
2006-07	BCA	51	47	Fourth	1	23	
	BBA	55	69	Third	2	36	
	B Com	61	75	Fourth	-	38	-
	MCA	56	96	Third	33	21	-
	M Com	29	72	Second	4	17	Second Rank
	M S W	30	77	Second	-	23	--
	M M H	19	79	First	2	13	1st, IInd & III rd Ranks
2007-08	BCA	62	63	Fifth	-	38	
	BBA	57	63	Third	12	24	Second & Third Rank
	B Com	59	75	Third	-	29	-
	MCA	Results Awaited					-
	M Com	Results Awaited					
	M S W	Results Awaited					--
	M M H	Results Awaited					

5.2 Student Support

5.2.1 Does the institution publish its updated prospectus, handbook and other student information material annually? If yes, what is the information disseminated to students through these publications?

The college publishes its updated prospectus, calendar, hand book named Marian Campus Companion and annual plan document every year. A biannual news letter named 'Marian Vibes' is published by the institution.

The brochure/prospectus contains every detail regarding the institution. Detailed write up related to the 'vision' and 'mission' of the institution, each academic program with comprehensive syllabi, pedagogy, extra curricular activities, facilities in the campus and other relevant information are communicated through the prospectus/brochure. Calendar provides information about the day-to-day working of the institution with all activities planned for the academic year.

Marian Campus Companion is a complete guide containing all information about the academic wings of the institution, various committees, associations, curricular and co-curricular activities of each department, rules, and regulations inside the college and hostels, procedure to be followed for different activities inside the college and university, full address of every official of the institution and more. This has 8 appendices covering 8 different topics.

The half-yearly News letter (Marian Vibes) showcases all activities which take place in Marian campus during the six months under review. Annual plan document integrates the plans of every functional unit of Marian college for an academic year and serves as the corporate plan for the year.

Individual departments also bring out student support materials of their own. Hand book and field work manual published by the School of Social Work and Achievement diary published by the U G Dept: of Commerce are a few examples of the same.

5.2.2 Does the institution provide financial aid to students? If yes, specify the type and number of scholarships/ free-ships given to the students during the last academic year by the institution (other than those provided by the social welfare departments of the State or Central Governments).

The college provides financial assistance to the students in several ways. Apart from the endowments and scholarships, needy students are given direct financial help and free hostel accommodation. Free text books and tuition fee exemption are provided and financial support to purchase lap top and to make study tours which are part of the syllabi are also extended to needy students. Insurance facility which is initiated by the Mahatma Gandhi University is provided to our students. The table below is illustrative of the institutions support to needy students

Table No.9

Summary of Scholarship Distributed (2007 – '08)

Sl. No.	Nature of Scholarships	No.of Beneficiaries	Amount
1	Govt. Scholarship SC 25 OEC 32 ST 11 KPCR 81 OBC 21	170	12,67,886.
2	Boys Hostel Concession Full Concession 5 Partial Concession 6 Mess fee concession 10	21	1,37,950
3	Life in Abundance Fund	16	18,740
4	Poor aid Fund	5	3145
5	Scholarships for economically backward	31	30,160
6	Amala Hostel Concession	4	63,000
7	S H Hostel Concession	10	1,21,000
8	Boys' Hostel Fee Concession	13	71,500
	Total	270	17, 13,381.

Table No.10

Scholarships instituted by the College

Sl.No	Name of scholarship	Amount Deposited in the bank
1	Scholarships for Economically backward students	5, 02,729
2	Community College students scholarship	3,00,000
3	Dalit Catholic Scholarship	1,00,000
4	Life in Abundance Fund	51,567
5	Poor Aid Fund	3180
6	Mar Mathew Vattakuzhy Endowment Scholarship, Endowment Awards	6,00,000
7	Patron's trophy and PTA Endowment for Best Class	50,000
8	Mother Teresa Award	50,000
9	Dr. Sojanlal Social Worker award	10,000
	Total	16,07,476

Other Scholarship made available to students:

1. Govt. scholarship for SC/ST & OEC students
2. KPCR scholarships for economically backward students
3. One Girl-Child scholarship from Union Govt.
4. Scholarship for minority students from Union Govt.
5. Kerala Piravi Suvarna Jubly Scholarship from State Govt.
6. Muslim Nada Scholarship for Girls
7. University merit Scholarship

5.2.3 Give details of schemes for student welfare? (insurance, subsidized canteen facilities, special diets, student counseling support, “earn while you learn” scheme etc.)

Counselling Centre

The college has a full fledged counselling centre with one full time professional counsellor. All students are advised to consult the counsellor at least once in an academic year. Class teachers and mentors identify the counselling needs of their students/mentees and refer them to the counsellor.

The college takes special care in spiritual formation of the students. A three day annual retreat for Christian students and value education workshops for non-Christian students are organised every year. Holy Qurbana is celebrated in the college chapel every day with the inmates of the college hostels. Regular value education classes by external and internal resource persons and special life guidance programmes are also organised.

Earn While You Learn

Each department has visualized “earn while you learn” in different ways. They have come up with a variety of unique schemes in this regard. The principle of putting “theory into practice” is reflected in each scheme.

- ❖ School of Social Work at Marian has provided the students with the following projects: Evaluation of Akshaya Project of Kudamba shree, Survey of sanitation mission of Azhutha block, Need assessment studies for World Malayalee council, Need assessment for Thanima Project of IIM – K etc

- ❖ Post graduate department of Computer application students have taken up different software projects for different organisations, Arrangement of tour programmes and event management assignments are taken up by the School of Hospitality students.
- ❖ Post graduate department of commerce offers their students' part time job in their retail experiment lab named "C Mart".
- ❖ School of Hospitality Management has provided their students with paid projects like unexplored destination studies.
- ❖ Part-time job in library

Other student welfare measures

- ❖ Group Personal Accident Insurance cover constituted by the Mahatma Gandhi University to all students.
- ❖ Canteen in the campus where students and staff can avail nutritious food at reasonable costs.
- ❖ 'C: mart' @marian provides stationery items on a margin free basis.
- ❖ First aid and medical assistance is provided to the students through a full fledged Health centre operating in the campus.

5.2.4 What types of support services are available to overseas students?

At present there is one overseas student, Mr. David Hellberg from Mid Sweden University, doing field practicum and taking courses from School of Social Work. Special accommodation facility is provided to him in the P G men's hostel. Services of a peer mentor, access to internet, library, and opportunities to understand the culture of the locality are provided to him to make his stay and learning comfortable at Marian. Ms. Ha Khong and Ms. Fabiola from the University of Utah spent two months of field practicum at Marian.

5.2.5 Give details of the placement and counseling services for the students?

There is a placement officer in the college taking care of the placement activities of the different departments. One faculty member in each department co-ordinates the

placement related activities of his/her department in consultation with the placement officer.

Frequent campus recruitment drives, Preparation of placement brochure and CD, and presentations made to prospective employers are certain measures initiated by the placement wing of the college. Details of the placement drives conducted are given in Table 9 under 5.1.4. In addition the career cell of the college supplements the placement services by conducting regular career orientation programs, model tests, mock interview, and group discussion sessions.

Career classes are conducted on interview techniques, group discussion and CV preparation.

A question bank on aptitude and other tests are available with the Placement and Career Cell. During free hours, students are engaged with this question bank.

The college has an effective Mentoring programme. Each faculty is assigned a group of students for mentoring through out their studentship. Separate files are maintained for students and continuous follow up is done. A few cases related to family and personal problems were referred to the professional counselor present in the college.

5.2.6 How does the institution encourage and develop entrepreneurial skills among the students?

Entrepreneurship club co-ordinates the entrepreneurial skill development programs in the campus. Organization of entrepreneurship seminars of national level, frequent student–industry interaction, training programs, industrial visits, part time jobs inside the campus, formation of virtual company, business plan preparation workshops are certain entrepreneurial skill development activities conducted in the campus. The C Mart operated by the department of Commerce and the College Cafeteria run by the MMH students are examples of entrepreneurial experiments in the campus.

5.2.7 Does the faculty participate in academic and personal counseling? If yes, give details on services provided during the last academic year?

The faculty involves in academic and personal counseling. Only those who are proficient in professional counseling involves in personal counseling. Apart from this

the College has appointed a full time professional counselor. Students having personal or emotional problems are referred to the Counseling Centre. Academic counseling on the basis of mid semester examinations and field work conference (every week for 30 minutes) are initiated in the MSW department.

The mentoring process, in which all teachers are involved, has elements of personal and academic counseling in it. The teachers have received training on mentoring. A manual for mentoring have been prepared and distributed to all teachers.

5.2.8 Is there a separate guidance and counseling centre for women students? If yes, enumerate the activities of the centre.

The women's cell operating in the college takes particular care to arrange empowerment programmes and other welfare measures and addresses the issues of the women students. The College has appointed a full time female counselor. Classes on gender issues are provided to teachers and students.

5.2.9 Is there a Cell /Committee constituted for prevention/ action against sexual harassment of women students? If yes, detail its constitution and enumerate its activities (issues addressed during the last two years)

Any complaints with regard to sexual harassment of any sort can be brought before the Women's Cell or the grievance redressal cell. No complaints have been registered in the Cell so far. The counseling centre strives to address the emotional problems of the students. First aid and medical assistance is provided to the students through a full fledged first aid centre operating in the campus.

5.2.10 Does the institution have a grievance redressal cell? If yes, what are its functions? Detail the major grievances redressed during the last two years.

There is a Grievance Redressal Cell in the college for the students and the staff. Procedure to be followed for grievance redressal is published in the MSW students hand book. The college has not received any serious grievance in the last five years. This is because of the regular feedback process and open house system where student issues are considered and redressed.

5.2.11 Is there a provision for acquiring computer skills/literacy for all students, in the curriculum? If yes give details on how it is imparted, and level of proficiency.

All academic programs offered in the college do have the provision for acquiring computer skills. The syllabi of all programs are integrated with needed content for acquiring computer literacy. Both theory and practical sessions are given equal weightage in the curriculum. Faculty take extra effort to provide training programme on computer skills and other software packages like SPSS, Tally, and Java, Airfare ticketing, NCFM, AMFI etc which are necessary for providing a cutting edge for the students. Students present their assignments using multimedia.

5.2.12 What value-added courses are introduced by the institution to develop life skills; career training; community orientation; good citizenship and personality development of students?

- ❖ Life skill training, (for final years by invited experts)
- ❖ Three days Personality Development programs are given for all batches.
- ❖ Career orientation programmes, Academic retreats, Social outreach activities, Certificate programmes namely in Tally, Taxation, Banking ,Research Methodology ,Yoga and Meditation, Family life education sessions, Employment enhancement programs of MSW Department, Training in Transactional Analysis, Net technology etc are offered by different departments of the institution.
- ❖ Orientation on interpersonal relationship and sexuality related issues to all first years
- ❖ Members of faculty also impart value education by engaging special sessions to the students.

5.2.13 How does the institution ensure safety and security of the students, faculty and the institutional assets?

- ❖ Round the clock security is provided by the management by appointing needed number of security personnel. Security check at the gate of the college is made mandatory for every visitor. Institutional assets are entrusted with specific persons.
- ❖ An asset register is maintained by the Institution, every asset is properly numbered and a lightning arrester is installed in the campus.

- ❖ Sonic wall security system is installed for safe internet browsing.
- ❖ Gate pass is issued to students by authorities for moving out of the campus during academic hours.
- ❖ Insurance facility which is initiated by the Mahatma Gandhi University is provided to the students.
- ❖ The Principal's office is having a strong room and safe locker for keeping the valuables of the college.
- ❖ Safe and separate accommodation facility is extended to the faculty members inside the campus on need basis.
- ❖ The college has made arrangements for proper lighting in the campus.
- ❖ The security personnel of the College accompany the girl students to the hostel after evening sessions.

5.3 Student Activities

5.3.1 Does the institution have an Alumni Association? If yes,

- i. List its current Office bearers
- ii. List its activities during the last two years.
- iii. Give details of the top ten alumni occupying prominent positions.
- iv. Give details of the contribution of alumni to the growth and development of the institution.

Strong and active alumni associations were operating at department levels in the college. In the year 2008, the college has registered Marian Alumni Association as a charitable society under the Travancore Cochin Literary, Scientific, and Charitable Societies Registration Act 1955 (Register No. I. 207/'08). From the year 2008 – 09 onwards this association coordinates the alumni meetings and other activities at department and college level. Even before efforts were on to initiate chapters at different parts of the world and the first international wing of the association was formed in U A E in the year 2006. Every outgoing batch is automatically inducted into the alumni association. The alumni can register through the website, and alumni are honored for their achievements in alumni meetings and their achievements are published in the website.

December 26 of every year is celebrated as **Annual Home Coming Day**. The alumni around the world support the activities of the college. They are actively interested in

the development of the college. They appreciate achievements and give valuable suggestions for improvement. They visit the college frequently and deliver technical sessions to the students and share their industrial or organizational experience with the students. The alumni help students in getting placement; opportunities for projects and summer training; constituting scholarships, arranging industrial visits etc. Altogether they serve as the brand ambassadors of the college.

List of current Alumni office bearers

Sl.No	Name of Alumni	Designation
1	Rev. Dr. A.J George	President
2	Mr. Joshy John	Secretary
3	Mr. Jacob Bose	Executive Committee
4	Mr. Tito S	Executive Committee
5	Mr. Anumod Alex	Executive Committee
6	Jain Xavier	Executive Committee

Activities of the last five years

1. The UAE chapter of the Marin Alumni instituted an Endowment of Rs. 40,000 for providing scholarship in the year 2007.
2. The alumnae of BBA instituted a scholarship of Rs. 20,000 in the year 2008.
3. The 2007-08 batch of BBA students donated a lap top to the Department.

List of Distinguished alumnus of the departments

Sl.No.	Name of the alumnus	Present position	Course	Batch
1.	Mr. Santhosh Mathew	Regional Manager, (Promotions). HDFC Bank.	MMH	2004-06
2.	Mr. Fen Jacob	Travel Consultant Trans Indus Destination Ltd. Kochi.	MMH	2003-05
3.	Mr. Ratheesh PT	HOD, Depat. Of Tourism, Christu Jayanti College, Bangalore.	MMH	2003-05
4.	Mr. Abu Surendran	Senior Business Analyst Arcelor Mittal- Middle East- India	BBA	1996-99
5.	Mr. Binoy Jacob FCA	VP- Finance & Administration, The Financial Corporation Co. Saog, PB. 782 PC 131, Muscat Oman.	BBA	1998-01
6	Mr. Soby Mathews	Senior Quality Analyst	BBA	1998-01

		Racing and Wagering Western Australia.		
7	Tito S.	Software Engineer IBS Software Service Pvt. Ltd. Techno Park, Tvm.	MCA	2001-04
8	Vipin Varghese	Senior Software Engineer, SAPLABS India Pvt. Ltd., Whilte field, Bangalore.	MCA	2001-04
9	Anoop Paul	Software Engineer Lcube innovative Solutions Pvt. Ltd., Chennai	MCA	2004-07
10	Arunkumar M.G.	Technology Officer Tejari FZ LC Dubai Media city, UAE.	MCA	2001-04

5.3.2 How does the institution encourage its students to participate in extra-curricular activities including sports and games? Give details on the achievements of students during the last two years. (Institution level/ inter-collegiate / Inter-University/ Inter-state/ National/ International)

Students who are proficient in sports and games are given special care and coaching. Their achievements are duly recognized. Besides one teacher in the Physical education department, the management has appointed a basket ball coach for training the college team. The Basket ball, Shuttle, Football and Athletics teams have made commendable performance during the last three years.

Physical education department in tie up with the college students' union organize an annual sports day and the winners are awarded medals, trophies, and certificates. Admission under sports quota is made annually to every academic program in the U.G. level.

The students actively participate in extra curricular and cultural activities. The various clubs, associations; students' union and organizations arrange programmes for the students. Seminars, Camps, Debates, Quizzes, Youth Parliament, Literary, Art and Cultural programmes, and competitions conducted inside the college are well attended. Students' union celebrates "Onam", 'Keralapiravi' and organizes an annual arts day to encourage the students' participation in extra curricular and cultural events. Students also participate in similar programmes conducted in other Colleges within the state and outside. Our dance and quiz teams have won several intercollegiate competitions during the last three years.

The Management, Computer Applications, Social Work, and Commerce students have made their mark in various Management meets, Technical Fests and Social work conclaves held across the country.

The following are the various clubs and associations

NCC

The NCC unit was opened in Aug. 2007. The NCC cadets have gone for national camps and training programmes. The highlight of the activities of NCC during the last year was the Annual Training Camp of 5Kerala Girls BN NCC Unit. It was conducted in the College from 20th - 29th April 2008. 421 cadets from Pathanamthitta, Kottayam and Idukki District participated in the camp.

NSS

The Marian has two active NSS Units with 200 members. The programme highlight of 2007-08

- ❖ Chikun Gunea intervention on 20th June 2007
- ❖ are ten day special camp at Mlamala in Aug. 2007,
- ❖ legal awareness program on Sep.23, 2007

Marian Association for Science Technology, Environment and Religion. (MASTR)

MASTR is a new venture to promote interface between religion and science for the benefit of humanity and eco friendly living. Highlights of the activities are;

- ❖ Multimedia presentation competition
- ❖ Science and Religion- an interface, a National Seminar (24 th Oct 2007)

Women's Cell

Women Cell activities for the year 2007 was inaugurated on July 31st 2007. The following are the major activities;

- ❖ Orientation talk on proactive behavioral pattern
- ❖ Miss. Elan contest on 31st January 2008
- ❖ Celebration of Women's day March 8th

Music Club

The musical talents of Marianites are promoted by the Music Club of the College. Regular training is offered to play various musical instruments.

Theatre Workshop

A three day theatre workshop 'Dhwani' on creative intervention for community empowerment was held on 22nd to 24th September 2007.

Marian Cultural Forum

The 'Talent Time' programme initiated in the U.G. level is a unique initiative which offers students a platform for showcasing their artistic talents.

Achievements in Sports & Games

2008-09

Basketball:

- Runners Up MG University Inter Collegiate Tournament and three students- Bilgin Thomas, Jain Kuriakose & Jomon Joseph Represented M G University at All India Level.
- Winners. Senior Idukki District level Tournament
- Semi-finalists. South India Inter Collegiate Tournament. At Basilius College Kottayam.

Table Tennis

- MG University Inter Collegiate Tournament.
- Winners: In Dr.J. Satyadas Memorial Tournament held at Medical College Kottayam

2007 – 08

Basket Ball

- Winners. Senior District level College Games
- Semi Finalists MG University Inter Collegiate Tournament

Table Tennis

- Semi Finalists MG University South Zone Tournament.

Shuttle Badminton

- Semi Finalists. M G University South Zone Tournament

Chess

- Semi Finalists M G University Inter Collegiate Tournament

2006 – 07

Basket Ball

- Runners UP MG University Inter Collegiate Tournament.
- Winners Senior Idukki District level Tournament.
- Runners UP Mar Mathew Vattakuzhy Tournament.

Table Tennis

- Semi Finalists MG University Inter Collegiate Tournament

Shuttle Badminton

- Semi Finalists. M G University Inter Collegiate Tournament

2005 – 06

Basket Ball

- Runners UP MG University South Zone Tournament.

- Third Position MG University Inter Collegiate Tournament.
- Winners. Senior District level College Games
- Runners UP Mar Mathew Vattakuzhy. Tournament.
- Titty Raju III BCom Table Tennis Selected To University Team

Table Tennis

- Semi Finalists MG University South Zone Tournament

Shuttle Badminton

- Semi Finalists. M G University South Zone Tournament

Power Lifting

- University Level. First Position Under 82.5Category Anish Kumar

2004 – 05**Basket Ball**

- Winners. Senior District level College Games

Table Tennis

- Semi Finalists MG University South Zone Tournament

Shuttle Badminton

- Winners.M G UniversitySouth Zone Tournament.Third
- Position.M G UniversityInter – Zone Tournament. M GUniversityTeam
Captian.Mr. Alex Tharakan

Power Lifting

- I Position University LevelUnder 52Category Kiran Philip
- University Level. III Position Under 82.5CategoryAnish Kumar.

2003 – 04**Basket Ball**

- Winners.District level College Games

Table Tennis

- Semi Finalists MG University South Zone Tournament

Shuttle Badminton

- Runners UP M G UniversitySouth Zone Tournament
- Selection to M G UniversityTeam.Mr. Alex Tharakan

Power Lifting

- I Position Under 85 Category Justin Jacob. University Level

Achievements in Arts & Cultural Events

An indicative list of prizes won in arts and cultural events are given below:

Date	Title of the Competition	Organised by	Name of Students	Prize
16-11-06	M.G. University Youth Festival	M.G. University	Quiz: Ansal V.M. , Tiju M. Mimics: Vinu S. Rangoli: Ashna A.	First Prize

			Skit: Manu M. Vishnu V.	
27-12-06	South Zone Inter University Youth Festival	Kamraj University Madurai	Quiz: Ansal V.M. , Tiju M. Mimics: Vinu S.	First Prize
13-11-06	Dance Competition	Moolamattom Crisalis	Pratheesh J Hari S	First Prize
6-11-06	Skit	University Youth Festival, Angamai	Aisha Latheef, Sherin A. K., Anuroop G. Asokan, Fazil, Jitto Joseph, Jom Joseph, Nethu Iype	First Prize
10-2-06	Comeo '06	Nirmala College, Muvattupuzha	Robin George,	First Prize
3-2-07	Bitz Kreig Theme Stall	Kits	Christy Mathew, Ragesh V. Lijo Abraham, Deepak, Lalu Mthew, Sabith P.S	First Prize
82-07	Ethnic Show	Al Azar College	Aneesh Joseph, Asalaskhmi, Dhanesh, Cherian, George, Christy Mathew, Manjusha, Sabitha P.S.	First Prize
8-2-07	Collage	Al Azar College	, Asalaskhmi, , Cherian, Libymol, Justin Jacob	First Prize
12-11-06	Management Meet, Corporate show	Bharath Mtha Institute of Management	Deena Rose, Jesna Jose, Rasmi John, Lishin Thomas	First Prize

5.3.3 How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the major publications/ materials brought out by the students during the previous academic session.

- ❖ College magazine is published annually by the college students' union which gives an opportunity to students to publish their literary creations.
- ❖ An in-house newsletter named '**Marian Tidings**' is edited and published by the student community. Students prepare posters, charts and other artistic materials and exhibit it in the spacious creative zone at the lobby of the academic block.
- ❖ A poster competition named marian 2020 was organized by the college union and IQAC in 2007 which helped the students to visualize their institution in

2020.Green leaf (Environment news letter), *Samoohyapadam* (Manuscript) are two initiatives of the MSW department in this line. 'Dozier' competition held every year encourages the students' to publish their creative work.

5.3.4 Does the institution have a Student Council or any similar body? Give details on its constitution, major activities and funding.

Student Union

Parliamentary mode of election on a non political environment is practiced inside the campus from the very inception of the institution. The elected class representatives come together and select the college students' cabinet for the academic year, headed by the students' union chairman. The students' cabinet organizes different programmes through out the year which empowers, entertains, and provides a platform to the student community for showcasing their talents. The fund for the activities of the Student Union is generated through contributions from students and management and from external sponsorship.

College Students' Union 2008 –'09.

Chairman	Mr. Robin John III BCA
General Secretary	Mr. Antony Mathew II MCA
Arts Club Secretary	Mr. Tony Thomas III BBA
Magazine editor	Mr. Jithin Babu II BCom
Sports Secretary	Ms.Annet Juna III BCA

5.3.5 Give details of the various academic and administrative bodies and their activities (academic and administrative), which have student representations on them.

The institution believes in participatory management. The college students' Union elected is one body which participates in administrative decision making at certain level. Department students' associations are given certain role at administrative level. One student from each class is selected to the department council of School of Social Work and given opportunity to be part of the decision making process. NSS

and NCC are other forums where students take lead roles in the administration.

The Library Committee has student's representatives.

5.3.6 Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers, to improve the growth and development of the institution?

- ❖ Regular feedback on teaching, courses, and facilities are taken from students. Automated system is installed in the college for collecting feed back on faculty.
- ❖ The faculty members are individually briefed on the findings. Each mentor obtains feedback from the students.
- ❖ Outgoing students also provide feedback by using an exit survey system in the college. Alumni are asked to leave their feedback in prescribed forms or using the college website.
- ❖ Personal interaction with teachers and parents and a general meeting is organized annually to collect feedback from their side.
- ❖ MSW department has designed an online survey feedback mechanism for alumni and fieldwork agencies.
- ❖ Placement coordinator collects and analyzes feedbacks from employers. Campus recruitments are one arena for collecting feedback from the employers. Based on their suggestions new add – on programmes and certificate courses have been introduced within the constraints of the affiliating system.

5.4 Best Practices in Student Support and Progression

5.4.1 Give details of institutional best practices towards Student Support and Progression?

- ❖ **Students' progression software:** The institution has installed a full fledged Students' progression software for analyzing the progress of each student in Marian campus. Every activity taken up – curricular and extra curricular - by the student when he is at Marian is counted and given score to measure his /her progress.
- ❖ **Monitor's Diary:** Each class is provided with a Monitor's Diary to record the happenings inside the classroom. The class representatives are

entrusted with the monitor's diary to record the day today activities of their class.

- ❖ **Talent Time:** A unique programme named Talent Time was introduced in the year 2006. Each class is divided into four groups and an hour in a week is given to one group to exhibit their artistic talents. Each performance is evaluated and given scores and is counted for the best class evaluation.
- ❖ **Best Class Award:** Patron's Trophy for the Best Class was installed at the U G level in 2006. Each and every activity – academic and non academic – at class level is counted and evaluated by a panel of judges using a fool proof evaluation system. The class with the highest score is awarded with the Best Class Title and the Patron's trophy at the end of the year.
- ❖ **Induction Program:** A three day Induction Program for the new comers is an endeavor of the institution to welcome and familiarize the new comers to the culture and environment of the college. Ice breaking sessions, value imparting talks, interactive sessions with the faculty and college management; cultural events are components of this programme.
- ❖ **Book Bank:** A Book Bank to facilitate the underprivileged of the student community is formed in the library. Students who are in need of text books are provided at ease from this book bank.
- ❖ **Spiritual and value orientation:** The day starts with a morning mass at 6.30 am and the session starts at 9.40 am with prayer. The college takes special care in spiritual formation of the students. A three day annual retreat to Christian students and value education sessions to non – Christian students are organized every year. Holy Qurbana is celebrated in the college chapel every day with the inmates of the college hostels. Regular value education classes by external and internal resource persons and special life guidance programmes are also organized. In all the hostels there are facilities for prayer (prayer hall).
- ❖ **Department Fests:** Each department has designed fests named 'Radiance' 'Comfest' 'Navigator', 'Ignite' and 'Spectra'. These are

organized annually by the department students' associations. These celebrations provide a platform for students to practice what they learn.

- ❖ **Online Survey for Alumni:** An online survey mechanism has been designed by the School of Social Work to encourage the alumni provide valuable feedback.
- ❖ **Talent Marian:** A special forum for the care of the fast learners in the college addresses their needs by extending assignments and programs which challenge their intellect.
- ❖ **Unique facilities:** A counseling centre, First aid centre with doctor's service once in a week , a full fledged Fitness Centre and Gymnasium are unique facilities offered to the students at Marian campus.
- ❖ **Novel Practices:** Thought for the day discussion in every class during the first hour, News reading at class, a secular prayer song at the beginning of the day, 'extended lunch hour on Friday to accommodate the Muslim students', an Annual Basket ball tournament to commemorate the founder Patron's sacerdotal golden jubilee are novel practices at Marian campus.
- ❖ **Marian Vibes:** It is an internal news letter edited by a group of students. This encourages creativity and facilitates inter-departmental communications
- ❖ **Foundation Day Celebration:** This is celebrated on 10th August every year. The objective is to make the students aware of the history and legacy of the college.
- ❖ **Thanks giving Day:** This is held towards the end of each academic year. The objective is to inculcate the value of thankfulness and accountability in students.

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

6.1.1 State the Vision and Mission statement of the institution and give details on how the institution

- a) Ensures that the vision and mission of the institution is in tune with the objectives of the Higher Education policies of the Nation?
- b) Translates its vision statement into its activities?

Our Vision

To be a centre where knowledge enlightens through incessant 'Sadhana' and empowers its constituents to bring about life in abundance in the universe.

Our Mission

In the emerging scenario of unprecedented changes, globalization, networked economy and e-learning, Marian takes a paradigm shift in education through Management and Information Technology based courses to evolve into a dynamic centre grounded on Indian ethos, destined to achieve the 'magis' (excellence in everything) by producing a pool of skilled and innovative minds with personal integrity, professional ingenuity and social commitment achieved through:

Strategies

- ❖ Ensuring a creative learning environment,
- ❖ Availing innovative and helpful pedagogy,
- ❖ Generating new knowledge through research- and- evidence –based practices,
- ❖ Building up intellectually challenging academic alliances,
- ❖ Providing effective mentoring,
- ❖ Establishing campus-community partnerships, and
- ❖ Sustaining an environment- friendly campus.

Our motto: '**Information, Formation, Transformation**'.

The objectives of higher education system are to equip our young generations to compete successfully in the knowledge based globalized economy of the 21st century. For achieving this, our country needs Universities and other Institutions of Higher Learning to not only bring out well groomed technical graduates for the global market, but also scientists to support sophisticated research in a number of

basic and emerging innovative fields. The vision of Marian College is to practice incessant 'saadhana', ie to "strive for excellence" through technology enhanced value based learning and to instill a passion for innovation. This is done through developing devoted leaders in diverse emerging professional disciplines.

All the programs offered at Marian have 'management' and 'information technology' components. It goes beyond the scope of information sharing and move towards formation and transformation as stated in our motto: Information, Formation and Transformation. This holistic perspective makes Marian a college with a difference.

6.1.2 Enumerate the Management's commitment, leadership-role and involvement for effective and efficient transaction of the teaching-learning processes.

The Management's commitments, leadership role and involvement are evident in the following manners:

- ❖ The selection of the location and its ambience, its scenic beauty, environment and conduciveness to serious academic pursuit.
- ❖ The state-of-the-art high quality infrastructure and regular attention to its upkeep and maintenance.
- ❖ Teaching-learning facilities such as library, laboratories, wi-fi net-worked campus, and ICT-enabled class rooms.
- ❖ Well-furnished hostels which attract students from all over the country and NRIs from abroad.
- ❖ Managements commitments to quality which is reflected in every aspect of the running of the institution- such as interest-free loans for purchase of laptops, incentives for research, inviting veterans to work as Directors of Schools/Departments, international tie-ups, visiting Professors/Lectures etc.
- ❖ The Management wants to ensure that the facilities are optimally used: Eg. The library is open up to 10 p.m. This is made possible by Management appointing additional staff for the extra hours.

- ❖ Management's commitment to the enrichment of the teaching-learning process, as reported elsewhere in this document, is highly innovative and painstaking. Eg. The annual academic retreat, the social and academic audits, rehearsal NAAC visits, the monitoring and evaluation systems, feedback systems mentoring and faculty improvement etc.
- ❖ It is important that systems are in place to keep the institution going smoothly. The HR policy is important from this perceptive.
- ❖ Transparency, participatory planning and team work: The Management, particularly the Principal as the academic head, is never tired of frequent interactions with the teaching staff. Almost every week there is a staff-meeting, and no planning is final until and unless it is owned by the teachers who are responsible to implement it.

6.1.3 How does the management and the Head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

- ❖ At the time of appointment the management takes care to give job description (JD) to each staff.
- ❖ Through a process of annual planning, the responsibilities of all the staff are specified and communicated.
- ❖ The names of those teachers who are responsible for various curricular and co-curricular activities are published in the college calendar and the same is given to every student.
- ❖ Monthly staff meetings and other committee meetings further ensures that responsibilities are properly communicated.
- ❖ The responsibilities are also communicated from time to time through circulars and notices. For this purpose, a separate staff notice board is provided in the Principal's office.
- ❖ All the faculty are connected through email systems (www.mariancollege.org) so as to facilitate communication and also to send alerts. The intranet and mobile phone are also used for this purpose.

The Manager and the Principal stay in the campus and follow an open door policy. This enables the staff to freely interact and informally communicate with the management which helps in faster problem resolution.

6.1.4 How does the Management/Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the management, to review the activities of the institution?

The Governing Board of the college meets at least twice a year and the Principal appraises the Board members on the various activities of the college. In every academic year, the Governing Board members meet the staff and informally interact and collect information about the activities of the college. The Manager and the Principal who are the members of the Governing Board stay in the campus. All these channels greatly facilitate a continuous feedback to the management and help to give necessary support for the smooth functioning of the institution. Apart from this, the annual report of the college activities by the Principal presented in the Board is yet another channel for getting feed back and review. One representative from the teaching community is selected as the member of the Governing Board.

An **open house** is conducted once a year, where all the staff get an opportunity to interact and discuss their concerns, views and problems with the management.

Another important initiative of the management is to invite outside experts comprising of two social scientists and a social activist to conduct a two day **social audit** about the institutional processes in the light of the vision and mission of the college. The audit team meets all the stakeholders and holds extensive interactions. This is a very useful exercise and the management/institution gets a very objective and critical assessment.

External Audit Teams

Year	Team Members
2006-07 Academic Audit	1. Dr. Sunny Joseph 2. Dr. Saben Varkey
2007-08 Academic Audit	1. Dr. Ms. Baby 2. Dr. Abraham
Social Audit	1. Rev. Dr. M.K. George 2. Dr. Narayana Pillai 3. Smt. Nalini Naik

6.1.5 How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

1. Before taking any significant policy decisions, the management takes care to consult formally or informally the faculty members. The monthly '**Marian Think Tank**' meeting is an example of management's initiative to encourage and involve the faculty in the development of the institution. Many initiatives for developing proper systems, bringing new courses and setting directions for growth have come from these meetings.

2. Each school/department in the college has been given full freedom to plan and execute curricular and co-curricular activities. To support this process, a **budgetary allocation** up to one lakh for UG and two lakhs for PG is given to each Department.

3. Periodic **Staff Council meetings** to discuss important disciplinary and developmental issues

4. For empowering the employees the following steps are taken by the management:

- ❖ Training programs are arranged for teachers and non-teaching staff after assessing their growth needs.
- ❖ Annual Academic Retreat – each department is given the freedom to plan their activities and get the approval from the management with necessary guidance and support.
- ❖ Accommodation facilities are given for gents and ladies staff.
- ❖ Interest free Loan to teachers for purchasing lap tops.
- ❖ Funding for research and social projects
- ❖ Encourage and financially supporting faculty to attend Workshops/seminars & paper presentation.
- ❖ FIP deputation for doing research work.
- ❖ Representation of Teaching staff in the Governing Board
- ❖ Financial assistance for publishing journals (ACUMEN).
- ❖ Suggestion box for inviting suggestions by teachers and students

6.1.6 Describe the leadership role of the Head of the institution, in governance and management of the institution.

The Principal, as the head of the institution, leads Marianites towards its vision and reminds its various constituents of its mission and goals. In its *incessant 'Sadhana'* for bringing *life in abundance*, the Principal plays a pivotal role and has been given sufficient autonomy by the College Management. He fulfils this role in constant consultation and interaction with the Directors of various schools, Staff Council, the administrative staff and those involving in policy decisions. He motivates and inspires the faculty, the supporting staff and the students. He chairs all important meetings and leads the discussions and deliberations. He discusses all important policy matters with the resident Manager and facilitates speedy execution.

His duties are:

- ❖ **Academic Planning and Management:** Principal is responsible for setting specific goals/campaign themes in the academic year, annual planning process and evaluation of the entire academic processes. Monitoring the implementation of the plans through regular meetings of the staff and various committees; periodical feedback from the students through the computerized feedback system and through direct interaction with the students for constant improvement in the teaching-learning process; mediating and representing the college in higher academic bodies like the University/UGC/AICTE etc.; identifying newer areas of academic development, like the starting of new courses; identifying the need for personnel and overseeing the selection, induction and development processes to get the best faculty.
- ❖ **Administration:** As an administrator Principal is involved in the administrative planning and implementation of various activities with the active support from the Governing Board and staff in the college. He coordinates the activities of the various Schools through the respective Directors and Heads of Departments heads/Coordinators; constitutes different committees, delegates various responsibilities among the staff; ensures that staff development and welfare plans are in place; identifies infrastructural needs and brings that to the attention of the management and links the academic planning with the financial resources

through the annual budget exercise. He also heads the different committees functioning in the college.

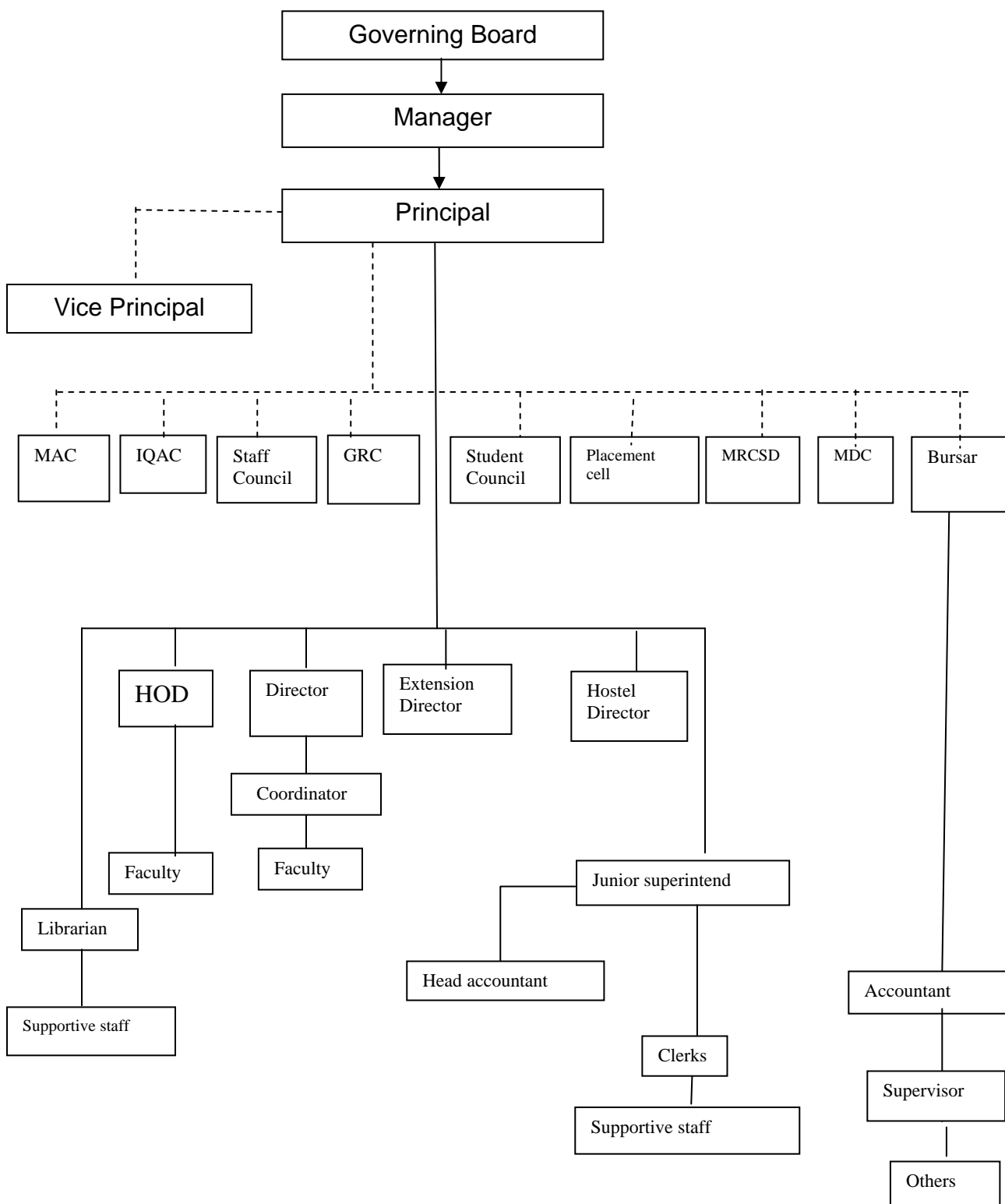
6.2 Organizational Arrangements

6.2.1 Give the organizational structure and details of the academic and administrative bodies of the institution. Give details of the meetings held, and the decisions taken by these bodies, regarding finance, infrastructure, faculty recruitment, performance evaluation of teaching and non-teaching staff, research and extension activities, linkages and examinations held during the last two years.

The College has a well-defined organizational structure. The decision-making procedures are made at the appropriate levels in the organizational hierarchy. There are different bodies/offices that give academic and administrative leadership to the Institution. The College is run by the Catholic Diocese of Kanjirappally and the Bishop of the Diocese, His Excellency Mar Mathew Arackal is Patron of the College. He is the figurative Head and appoints the Manager who is the Chairman of the Governing Board.

The organization chart is given below:

ORGANIZATIONAL CHART



— (Line Function) It helps in the accomplishment of major objectives of the organization, here teaching related.
 - - - (Staff Function) It helps the line staff members –Role is advisory-Advices line members.

Governing Board

The Governing Board is the supreme policy making body of the Institution. The office bearers of the Board are determined and appointed by the Patron. The Patron invites and appoints eminent educationists, industrialists, social scientists, high ranking administrators in the Government sector, spiritual leaders and prominent leaders of the community to the Board. The Board meets twice a year and transacts the business. The decisions taken in the recent years were: construction of a rainwater harvesting project, purchase of land for the expansion of the institution, HR policy, applications for new academic programmes and construction of new infrastructure for future expansion.

Manager

Manager is the Chairman of the Governing Board and he is responsible to give overall leadership and exercises executive powers on behalf of the Board. All the appointments of staff of the Institution are made by the Manager.

Principal

The Principal of the College is the ex-officio Secretary of the Governing Board and he is the academic head of the Institution.

Bursar/Administrator

The administrator is the Manager's representative in the campus. He is also an *ex officio* member of the Governing Board. Currently, the Manager takes care of the Administrator roles in the College as he is staying in the campus.

Staff Council

The Staff Council consists of the Directors/ Heads of all the Schools /Departments. The Council advises the Principal on academic and other related matters.

College Development Council (CDC)

The College Development Council (CDC) consists of members nominated by the Manager from among the teachers and work-specific professionals from outside. The Administrator is the Chairman of the CDC. The development of infrastructure and its maintenance is the major focus of CDC.

Name of the committee and number of meetings held in 2007-08

Table No.11

Committee Meetings

Sl. No	Name of the committee	No of meetings held
1	Governing Body	2
2	Staff Council	10
3	Development Council	3
4	IQAC	15
5	Library Committee	3
6	Placement Cell	4
7	MAGIS	6

6.2.2 To what extent is the administration decentralized? How does the institution collaborate with different sections/departments and personnel of the institution to improve the quality of its educational provisions?

The administration of the College is decentralized and follows participatory mode of management based on democratic values. All important academic and related decisions are taken through a process of consultation with the Staff Council/Staff General Body. Infrastructure and related decisions are taken in consultation with the College Development Council (CDC). Various Committees are constituted for specific functions under these Councils.

The Schools/Departments enjoy considerable autonomy in planning and implementing various curricular, co-curricular and extra curricular activities. The monthly staff meetings, Staff Council and Think Tank act as links for inter-departmental/Schools co-ordination and co-operation. Individual and departmental initiatives are always encouraged and appreciated. Various Clubs and Associations are under the guidance of teachers who involve students in the management of these Clubs and Associations.

6.2.3 Does the institution have effective internal coordination and monitoring mechanisms? If yes, specify.

At the Schools/Departmental level, the Directors/HODs co-ordinate and monitors the activities of the Schools/Departments. Periodic meetings at the Schools/ Departments

level ensure co-ordination, follow up and systematic reviews of activities planned and implemented. Since the U.G. departments are directly under the administration of the Principal, periodic review meetings are arranged for monitoring.

At the College level, the Principal is responsible for overall co-ordination and monitoring. Various systems and procedures are in place to improve the efficiency and effectiveness of the institutional processes.

IQAC also assists the Principal/Directors/HODs in planning, developing and implementing systems for quality enhancement and sustenance in all areas of institutional processes.

All the Associations and Clubs are also under the supervision and guidance of one of the faculties and the activities are planned, implemented and monitored through periodic meetings of these Associations/Clubs. These are directly monitored by the Principal.

The Departmental and the Corporate Plan Document prepared at the beginning of the academic year citing all the programs of the department and common programs of the college is yet another tool for monitoring various activities of the institution. Review meetings are held periodically.

Regular staff meetings are held every month. Whenever need arises additional staff meetings are also held. Important events of the coming month are discussed and a brief evaluation of the major events of the previous month is also taken into consideration. Regular monthly meeting of Non-teaching staff is also held on every second Thursday of the month which serves the purpose to co-ordinate the different activities and improve the two-way communication.

The issues related to hostels are discussed at periodic meetings of Hostel Directors with the Principal and Manager.

6.2.4 Does the institution have a Grievance Redressal Cell for its employees? If yes, what are its functions? List the number of grievances redressed during the last two years.

The GRC is constituted by the Principal. It comprise of:

- ❖ A member of the teaching staff of the college of at least 10 years of experience, who shall be the Chairperson, and
- ❖ Two other senior faculty members, one of whom shall be a lady.

The GRC entertains complaints made by the students and staff. The Cell may entertain oral or written complaints. If the complaints are oral, a written summary of the same is prepared. The Cell may also entertain complaints if the Principal of the College refers it.

6.2.5 How many times does the management meet the staff in an academic year? What are the major issues discussed during the last meeting?

The members of the Governing Board meet the staff at least once a year. The major issues discussed during the last meeting were on the need for collaborating with the Local Self Government Bodies and the improvement in the use of library by teachers. As a response to the latter issue, a Book Review session is now introduced in the staff meetings. 13 book reviews have already been presented in the past staff meetings.

Open House: An open house is conducted yearly once, where the staff of the college gets an opportunity to interact and discuss about their opinions, concerns and issues with the Management

6.2.6 Is there a Cell to prevent sexual harassment of women staff? How effective is the functioning of the Cell?

A Cell to prevent sexual harassment of women staff is in place. It is constituted by the Principal. The Cell consists of a senior women faculty as the chairperson and two other members of whom one is a female faculty.

6.3 Strategy Development and Deployment

6.3.1 Describe the procedure of developing the perspective institutional plan. How are the Teachers, Students and Administrators involved in the planning process?

The College has a perspective institutional plan. This plan has evolved through a process of consultations with the various stake holders at different levels.

In order to draw out the expectations of the student community on a long term academic perspective, the College organized a poster competition – Marian Vision 2020. This was organized during the last academic year. The ideas from the poster competition were collected and documented.

The Marian Think Tank is a forum of senior teachers and Directors who meet once in a month and generate ideas for achieving excellence in higher education. The Think Tank deliberated on the perspective plan and the plan was circulated to the teachers and administrative staff. Based on the feed back given by the teachers it was revised and recommended to the Governing Board for approval. The perspective plan approved by the Governing Board is given below.

MARIAN COLLEGE KUTTIKANAM-MASTER PLAN- 2003-2013

2003	2004	2005	2006	2007	2008
NAAC Accreditation	Install internet leased line &. Make ICT- enhancements	Teachers Received 3 UGC minor projects	Develop Online feed-back system for students	Apply for IGNOU Study centre	MoU with CII
Encourage staff for PhD Registration	Complete Check dam-phase- 1	Set up English Language lab	Tie-up initiation with University of Utah	Offer Add-on courses to students	Apply for IGNOU Interdisciplinary research centre (Executive Doctoral Research Centre)
Provide 24 hours internet facilities	New Men's hostel- PG Block	Develop MAGIS HR training Division	Completion of Check dam-phase- II	MoU with Utah	Apply for MBA Program
Apply for Bio-technology course	Fixed Display Boards in all class rooms	Install (core UPS) Centralized on-line UPS	Establish Hardware lab	Start Marian Research Funding	Apply for B Com Additional batch
Plan for 2 international seminars	Arrange for library books worth 40 lakhs from USA	Start PGDBA Program in collaboration with University of Detroit	Appoint Directors	Release ACQUMEN- Marian Research Journal	Add Environmental component in all courses
Start MMH course	Install internet browsing facility in the library	Start Bio-technology course	Setting up of language lab	Purchase of land for Constructing new Management block	Start the work of Management Block Phase-I
	Acquire land for the proposed Marian Valley Project (MVP)Phase-I	MVP- Phase II	Setting up of MMH Kitchen	Establish Community College	Apply for IGNOU Convergence Course Centre
	Apply for UGC research projects		Apply for UGC minor projects	Received 2 UGC minor projects	Apply for Research Centers in Social Work, & Commerce
			Initiate office Automation process	Develop HR policy	Plan for dedicated line (OFC) in the college
			Revisit & Review of Master Plan	LCD projectors in all the classes	Work on developing MoU with University of Texas, Arlington and Mid Sweden University.
				Go for broadband connectivity	Apply for NAAC Reaccreditation

2009	2010	2011	2012	2013
Establish PhD centre in Social Work	Achieve Center of Excellence status	Apply for Autonomous status		Establish Deemed to be University
Completion of Management Block, Phase I		Completion of Management Block, Phase II		Completion of Management Block, Phase III
Initiate steps to construct Staff quarters	Complete Phase –I of Staff quarters- ground Level-4 dwelling units	Complete Phase –II of Staff quarters -2 more floors: 8 dwelling units		
Start the MBA program		Apply for MBA additional division	Start PGDBA program	
Start B.Com Apply for BA (Animation or Multimedia, BA Eng)	Starting new UG courses BA Co. Eng & BA Animation/multimedia	Apply for PG-Mass Communication program	Start PG in Mass Communication Program	
Complete Phase-I of New Academic Block MMH & BHM-Service Restaurant	New Academic Block Extension- construction of 4 class rooms Phase-II		New Academic Block Extension- construction of 4 class rooms Phase-III	
Design Public Health Informatics course & apply for affiliation	Start Public Health Informatics Program		Start additional concentrations in Public Health	
Set up video-conferencing room	Apply for PG in Geo Informatics	Start PG in Geo Informatics		
Maintenance & construction of Men's hostel – increase intake	Extension of Men's Hostel	Design PG-NFPM Course apply for affiliation	Start PG - NFPM	Review the Master Plan & develop new Master Plan-Vision 2020
Establish PhD centre in Commerce		Establish Inter-disciplinary Research Centre		
Offer 2 courses Under IGNOU-Convergence Scheme	Construction of Swimming Pool			Start the construction of fully loaded Convention Centre

6.3.2 How are the objectives communicated and deployed to all levels, to ensure individual employee's contribution for the institutional development?

Marian is a small academic community which regularly interacts through various formal and informal mechanisms. Monthly staff meetings, Celebration of Mariotsav, Foundation Day, Thanks giving day, informal get-together, academic retreat etc. are

all avenues for communicating and reinforcing the institutional mission and goals to the Marian family.

‘Mariotsav’:

Mariotsav is a celebration, usually in the month of December organized in remembrance of our lady of Immaculate Conception by the Management where all the stakeholders are invited. On this occasion the founders of this organization is remembered for their valuable contribution and their vision is shared. This is the only formal occasion where the Patron of the College addresses the students, faculty and the parents followed by a feast.

Foundation Day: August 10 is celebrated as the foundation day of the College. It is again an occasion to remember all those have directly or indirectly contributed to the development of the Institute and remind every constituents the mission and goals of the institute..

Thanksgiving Day: Thanksgiving Day is organized jointly by the teachers and the students at the end of every academic year to offer our gratefulness to the almighty and thankfully remember various stakeholders, benefactors, former administrators and teachers, alumni and so on.

Marian Campus Companion: Periodically the College publishes an annually updated version of the Marian Campus Companion which gives an overall picture of the institution. The Campus Companion takes a reader through the history, vision, mission, objectives, major mile stones achieved, the present status and the description of all the activities that are happening in the College. Both the teaching as well as the non-teaching staff ensures their dedicated and whole-hearted support for the institutional development.

6.3.3 List the different committees constituted for the management of different institutional activities? Give details of the meetings held and the decisions taken, regarding academic management, finance, infrastructure, faculty, research, extension and linkages, and examinations held during the last two years.

Staff Council

The College Staff Council is the body formed to aid and advice the Principal on matters of academic administration. The Staff Council comprises of all the Heads of

the Departments and other senior faculty members nominated by the Principal.

The Staff Council conducts its regular meetings quarterly. The Principal may convene emergency meetings whenever necessary.

Some of the recent decisions taken by the Council includes:-

1. Guidelines for the arts festival
2. Norms for participating in intercollegiate programs
3. Norms for industrial visits and student tour programs
4. Planning for Academic Retreat
5. Prohibition of mobile phones in the campus

College Development Council (CDC)

The College Development Council (CDC) is constituted by the Manager/Administrator and chaired by the Manager/Administrator. The CDC has two other members nominated by the Manager. The Principal of the College is also a member of CDC. They meet whenever there is any need for further enhancement of the infrastructure or other facilities in the college. It is the body to plan and assist the Manager/Administrator for infrastructural development and maintenance. The CDC conducts its regular meetings quarterly.

The recent works discussed and initiated by the council includes:-

1. Expansion of the Parking area.
2. Structural Plan for new Building for the college.
3. Repainting the Academic block.

Library Council

The College Library Council chaired by the Principal takes care of the development of the college library. The council, which comprises of the Heads of the various departments of the college and student's representatives, meets quarterly

The recent decisions by the council includes:-

1. Introduction of Book Bank
2. Rearrangement of the library structure
3. Home page for media Library
4. Preparation of a Library Information Brochure
5. Cubicles for research scholars.

Marian Research Center for People Development (MRCPD)

The College Research Centre is constituted by the Principal, with members from different department. The council conducts its regular meetings minimum twice in a year

The recent decisions initiated by the council are:

1. To fund research projects
2. Publication of yearly research journal 'ACUMEN'
3. Enhancement of research facilities in the Library.

Extension Department

The Extension Department is constituted to coordinate all the extension activities of the college. It is headed by a Director and a committee consists of one member from each department.

The recent decisions initiated by the council are:

1. One house for the needy every year.
2. Establish partnership with one Panchayath for focused interventions in planning and development
3. Better co-ordination of individual departments in reach out activities.

Examination Committee

The Examination Committee consists of the Principal as its Chief Superintendent and two other members nominated by the Principal, one among them shall be from the administration.

6.3.4 Has the institution an MIS in place, to select, collect, align and integrate data and information on the academic and administrative aspects of the institution?

The College has installed a comprehensive MIS named 'Campus Net'. The system has modules on student progression, feedback on teachers and administration staff by students, peer evaluation, self evaluation and so on. Several training sessions were organized to train the staff on the operation of Campus Net.

6.3.5 Does the institution use the various data and information obtained from the feedback, in decision-making and performance improvement? If yes, give details.

The College collects the feedback from students, alumni and parents and necessary follow up action is initiated at appropriate levels. The decision to set up a language lab and a full time additional faculty for remedial English coaching was the result of the feedback received from the students and parents. Decision on a time frame for service related matters of the teaching staff was the result of feedback received from the feedback and Open House.

6.3.6 What are the institution's initiatives for promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments, creating/providing conducive environment, etc.)

The institution promotes co-operation, sharing of knowledge, innovations and empowerment of the faculty through the following initiatives:

- ❖ **MAGIS.** Magis is formed by a group of trainers from the Marian teaching faculty, primarily intended to be a center for training and development for in-house and outside clients. It co-ordinates the HR training and development programmes of the college.
- ❖ The Management invites eminent professionals from various domains to Marian College to interact with the academic community
- ❖ **Training of Trainers (ToT).** The Management has taken initiative in the past to invite accomplished trainers to conduct ToT for the Marian faculty. Last year a trainer from Bangalore was invited to train the faculty on HR areas. Similarly another trainer from Chennai was invited to train the faculty on Personality Development.
- ❖ **Mentoring** has been identified as an area where the teachers need to be trained and empowered. Therefore, the Management has invited a social scientist to impart training on mentoring.
- ❖ The Directors/senior faculty of Marian College periodically conducts training programmes for the teachers and administrative staff for their professional skill

up-gradation. They are also available for individual mentoring of other faculty members.

- ❖ 'Think Tank', a fellowship of teaching community which is initiated by the management to generate new ideas for the development of the institution.
- ❖ Staff tours are another example of Management's interest in promoting a conducive environment of amity and goodwill among the Marian family.
- ❖ One of the objectives of the Annual Academic Retreat is to create a team spirit and a family feeling among the teachers apart from academic planning exercise.
- ❖ Skill and knowledge sharing. The specialized knowledge and skills available with different departments are made available to other departments. For example, the faculty from School of Social Work offers the research methodology course to students of other Departments. Soft skill trainers of the MMH Department offer training to students of other Departments. The faculty from MCA empowers the faculties of other Departments on website updating.
- ❖ Book review in staff meeting. During the staff meetings, the teachers by turn have to present a book review.
- ❖ Sharing of experience. During the staff meetings, the teachers share their experiences and impart their knowledge from the sessions and various courses attended by them.
- ❖ Contributions of teachers in teaching, research, publication, innovation etc are appreciated in the staff meeting and annual day celebrations.

6.4 Human Resource Management

6.4.1 What are the mechanisms for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluation by students and peers). Does the institution use the evaluations to improve teaching/ research of the faculty and service of the faculty by other staff? If yes, how?

The institution has a 360⁰ automated performance appraisal system in place. One of the modules within Net Campus named as Performance and Professional Excellence Plan (PEP), a self appraisal system for teachers. It is a comprehensive assessment module covering various dimensions like learning, administration, research, publication, technical skills, teaching and extension services.

Other modules in relation to teacher assessment are peer evaluation and feedback of students on teacher performance. All this information is accessible by the concerned teacher and by the Head of the Institution, who in turn helps the teacher to prepare a growth plan. All these evaluation/appraisal modules are developed in-house.

There is another module designed for self assessment and client assessments of the administrative staff.

6.4.2 What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)

Marian Management recognizes value and utmost importance of the teaching community in the college. The HR policy recently approved by the Governing Board is an example to this recognition and the efforts to attract and retain the best minds in teaching. Marian is one of the few managements in Kerala who offers UGC scales to teachers in the self funded courses as well. This speaks of management's commitment to higher education.

Some of the welfare measures provided for the staff are as follows.

- ❖ **Staff Accommodation:** Single accommodation is given to gents and ladies.
- ❖ **Women welfare:** Maternity leave for 3 months with pay is given to unaided staffs.
- ❖ **Paternity leave:** Three days paternity leave is given to staff
- ❖ **Festival Allowance:** On festival seasons like Christmas and Onam special allowance is given to the unaided staff by the management.
- ❖ **Interest free Laptop loan:** The college provides loan for purchasing laptops
- ❖ **Recreation Facility:** Recreational facilities like badminton, table tennis, basketball, multi-gymnasium, cricket etc are availed by the staffs.

- ❖ **Family get-together and tour:** On special occasions like Onam and Christmas the members of the Marian family conduct get-togethers and tour.

6.4.3 What are the strategies and implementation plans of the institution, to recruit and retain faculty and other staff who have the desired qualifications, knowledge and skills?

A well conceived, progressive HR policy is the core of Marian Management's strategy for attracting and retaining the best minds in the teaching community. The policy envisages to offer the teacher an opportunity for expressing and making use of the innate potentials and experience professional growth. Some of the elements in the strategy are the following;

- ❖ Flexible pay scales commensurate to the qualifications and experience, especially to senior faculty.
- ❖ A pro employee management.
- ❖ Technology enhanced learning environment.
- ❖ A management which is receptive to new ideas and innovations. This management has the gut to say: "If you have a beautiful idea bring it here, we will implement it".
- ❖ Flexible time for adjunct faculties.
- ❖ Excellent boarding and lodging for the guest faculty.
- ❖ There is a proposal for staff quarters
- ❖ Involvement democratic functioning and participation of faculty in all activities.

6.4.4 What are the criteria for employing part-time/adhoc faculty? How are the recruitment conditions of part-time/adhoc faculty different from that of the regular faculty? (Eg. salary structure, workload, specializations).

Part time/adhoc faculty is appointed only in those areas where specialized skills are required. Such areas are identified by the Departments and they find out the suitable resource persons having extensive field/practical experience. The Departments then sent a formal request to the Manager. Free Board and lodging along with an

attractive honorarium is given based on the experience and qualifications. The decision on retaining and reengaging these personnel depends on the feedback given by the students. At present there are 9 part-time/adhoc faculty.

6.4.5 What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (Eg. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

The policies and resources provided by the institution to support professional development are the following:

- ❖ Seminars: The teachers are given financial support (TA/DA, registration fee etc.) to present papers in seminars and conferences.
- ❖ The Management takes a liberal attitude in sanctioning FIP leave/deputation.
- ❖ Financial incentives are given to faculty members who publish articles in refereed journals.
- ❖ The faculty is given up to Rs. 10,000 for taking up minor research projects on local issues.
- ❖ Research fellows are given Rs. 10,000 for purchasing books and journals.
- ❖ Study leaves are sanctioned for pursuing higher studies.
- ❖ Teachers are given financial support for attending workshops to enhance skills in research, data analysis etc.
- ❖ Teachers are allowed to work with NGO's, local bodies and offer consultancy services.
- ❖ The faculty members who are part of the magis team are given duty leave for conducting extramural training programmes.

6.4.6 How do you assess the needs of the faculty development? Has the institution conducted any staff development programmes for skill up-gradation and training of the staff? If yes, give details.

One of the components of the performance appraisal system is the training need assessment. The faculty has to complete the appraisal process by the end of every academic year. The Head of the Institution assess and identifies the training needs and arranges for the necessary staff development programmes.

Some of the staff development programs conducted during the last two years is as follows:

1. Training on new teaching methods by Mr. B.S. Warriar.
2. Effective Teacher by Fr. Patric, OFM Cap
3. Teacher as Mentor by Dr. V.T Samule
4. Academic Planning by Dr Mathew Manimala
5. Resource Orientation and Funding sources by Fr. Dr. Huby MST
6. Teacher – the Trainer by C.C. Joseph
7. Training on basic counseling skills by Fr. Paul Pottakkal
8. Training on mentoring by Dr. Thomas Abraham. And Dr George Samuel
9. Work shop on course plan preparation by Dr. Cherian P. Kurien.
10. Advanced Techniques in Multimedia presentations by Mr. Jacob Bose
11. Project formulation and funding by Prof. K.G. Narayana Pillai

6.4.7 What are the facilities provided to faculty? (Well-maintained and functional office, infrastructure and other space to carry out their work effectively etc.,)

The Management has taken care to provide a conducive work station to every faculty. Some of the facilities provided are;

- ❖ Separate staff rooms for each Department with necessary furniture.
- ❖ Computers with internet facility in each department
- ❖ Provision for purified drinking water
- ❖ Separate toilet facilities.
- ❖ EPBX system for communication.
- ❖ Provisions for office stationery
- ❖ Printers and reprographic facilities including scanners.
- ❖ Access to handy cam, digital camera etc.
- ❖ Provision for business cards

6.5 Financial Management and Resource Mobilization

6.5.1 Does the institution get financial support from the Government? If yes, mention the grants received in the last three years under different heads. If no, give details of the sources of revenue and income generated during the last three years?

All the UG programmes and one PG programme is funded by the Government and three PG programmes are self funded. The funds received under the funded programmes are the following.

Table. No.12

Teaching Grants Received - Aided Stream

Year	Teaching Grant	UGC
2003-04	Rs.64,204,93	Rs. 3,88,500
2004-05	Rs. 59,05,758	Rs.55,000
2005-06	Rs. 52,88,507	Rs. 6,74,270
2006-07	Rs. 70,66,645	Rs4,69,541
2007-08	Rs. 65,05,926	Rs1,78,949

Table. No.13

Fees Collected in the Self-Funded Stream

Year	Fees Collected in lakhs
2003-2004	57 lakhs
2004-2005	68 lakhs
2005-2006	67 lakhs
2006-2007	88 lakhs
2007-2008	69 lakhs
2008-2009	72 lakhs

6.5.2 What is the quantum of resources mobilized through donations? Give information for the last two years.

Table. No.14

Contribution from Management, Alumni & Benefactors

Year	Contributions in lakhs
2003-2004	1,14,62,719
2004-2005	60,99,000
2005-2006	60,04,500
2006-2007	78,19,038
2007-2008	1,11,09,550

6.5.3 Is there adequate budget to cover the day-to-day expenses? If no, how is the deficit met?

At present, there is adequate budget to cover the costs. We receive grants from Government, UGC, fees from self funding courses, and the rest (infrastructural cost) is from the Management.

6.5.4 What are the budgetary resources to fulfill the institution's mission and offer quality programmes? (Budget allocations over the past two years (provide income expenditure statements))

The budgetary resources for meeting the day to day working of the institution is derived from multiple sources. Major part of the resources are coming from Government funding. The rest of the funds are from tuition fees, contributions and grants from supporting agency. The income expenditure statement for the last two years is attached.

6.5.5 Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and the audit reports for last two years.

Utmost care is taken to make the financial transactions transparent and accountable. The internal audit is conducted by a duly appointed Chartered Accountant, and the PTA fund is audited by the persons nominated from among its members. The audited statement of accounts is presented every year at the PTA meeting. Statutory audit of the accounts of the College is conducted by the auditors of the Government of Kerala and AG's office. Internal auditors are appointed from staff.

6.5.6 Has the institution computerized its finance management systems?

If yes, give details.

The institution has computerized the financial management systems. All the financial transactions are automated through the integrated software system called 'Campus Net' which is installed in the College. A latest version of the Tally soft ware is also used for accounting.

6.6 Best Practices in Governance and Leadership**6.6.1 What are the significant best practices in Governance and Leadership carried out by the institution?**

Marian College is a budding institution with dynamic students, efficient and empowering teachers and committed administrative staff. Running such an aspiring institution calls for vision, enlightened team work, strategic planning, effective decision making, imaginative and effective mobilization of resources. The following are some of our best practices in the area of Governance and Leadership.

- ❖ **Financial Freedom to Departments:** The College is allocating one lakh rupees each for the U.G Departments and two lakhs rupees each for P.G Departments as funds for curricular and co-curricular activities. The Departments enjoy the financial freedom to make use of this fund in the best way possible.
- ❖ **Academic Retreat:** The annual academic retreat is an exercise which is fully funded by the Management to facilitate the academic planning and to create an environment for team building, as well as do personal and organizational review.
- ❖ **Think Tank Meet:** The Directors/HODS and the senior teachers meet informally on every second Thursday of the month. This meeting is named 'Marian Think Tank.' This is one of the best practices initiated by the Management in order to generate new ideas and to take decisions to facilitate institutional growth.
- ❖ **Family Gathering During Festivals:** The Family of the staffs are invited to attend various celebrations held in the college. This creates a sense of togetherness among the Marian family.
- ❖ **Governing Body Meeting with the Staff:** Every year there is a meeting of all the staff with the members of the Governing Board. This is an opportunity to the

Governing Board members to personally interact with the faculty and to give suggestions for the institutional growth.

- ❖ **Manager and the Principal Residing in the Campus:** The Manager and the Principal is staying in the campus and this makes it possible to take prompt decisions.
- ❖ **Interest Free Loans Provided for Purchase of Laptops:** The Management provides the teachers loans for the purchase of laptops.
- ❖ **Progressive HR Policy:** The College has adopted a number of policy guidelines for attracting and retaining the best teachers. The policy was formulated in the Think Tank and adopted through a participatory process with the staff.

Action taken on the suggestions given by the NAAC Peer Team during last accreditation

Suggestion	Action taken
Drawing up a master plan for the next ten years keeping in view the plans already made for the immediate future spelling out the academic programs and thrust areas	A Master Plan was prepared for 10 years after the first accreditation and it was revisited towards the end of 2006. The details of the plan are given as an appendix.

Based on the Master Plan, separate academic, spatial and resource plans were also prepared. These plan have helped to visualize the growth pattern envisaged and enabled the management to take appropriate steps in time to materialize the plans.

Criterion VII: Innovative Practices

7.1 Internal Quality Assurance System

7.1.1 What mechanisms have been developed by the institution for quality assurance within the existing academic and administrative systems?

We have developed a sound mechanism for quality assurance for different aspects of the academic and administrative performances of the college. We have an active Internal Quality Assurance Cell (IQAC) which today looks after most of the planning and implementation of quality assurance activities. Following are some of the important mechanisms:

1. IQAC Manual
2. Personal and Professional excellence Plan (PEP)
3. Student Feedback System
4. Annual Academic Retreat
5. Academic and Social Audits
6. Think Tank Meetings
7. Departmental Review Meetings with Principal
8. Monthly Staff Meetings and Staff Council Meetings
9. Calendar, Handbook and Manuals
10. Campus Automation
11. Talent time and Best class evaluation

7.1.2 What are the functions carried out by the above mechanisms in the quality enhancement of the institution?

Quality Enhancement Mechanism	Functions
IQAC Manual	This lays down quality norms and strategies for monitoring quality.
PEP-Personal and Professional excellence Plan (PEP)	Performance Appraisal System of Teachers.
Student Feedback System	At the end of every semester our students offer

	feedback to their teachers through an automated feedback system.
Annual Academic Retreat	This is a three day program for review of performance of the previous year. This covers every aspect of the functioning of the college, and is followed up with planning for new year.
Academic and Social Audits	These are done by experts from outside. They stay in the campus for two days, look at reports and documents, and interact with staff and a cross section of students before formulating their audit statements. The observations of these auditors go into the review processes which take place in Academic Retreat
Think Tank Meetings	This body of Directors and HoDs are guardians of the quality of the Institution. They dream, they plan, and they conceptualize. But behind all this there is always the question: Are we living our Vision and Mission?
Monthly Staff Meetings and Staff Council Meetings	These meetings are always concerned with issues of quality of performance, and for remedial action.
Calendar, Handbook and Manuals	These tools help our staff and students to be aware of quality norms which are formulated through consultative processes and are laid down in black and white to avoid ambiguity of any kind.
Professional Excellence Plan for Departments: (being introduced)	An Executive plan for evaluating departments and grading based on performance.
Student Progression Software	To assess and document the growth and progression of students throughout their education in Marian
Talent time and Best class evaluation	Enhance language communication, brings out talents of students, create a healthy spirit of competition, enhance involvement and motivate to improve academic performance

Marian Campus Companion	To know the institution closely and learn the processes that the institution has gone through
Monthly Review and Planning Meeting	For auditing /evaluating the department programs.
Automated Library	For providing library services more efficiently
Campus Automation	For increasing the efficiency of the academic transactions
Mentoring	For bringing out the potentials of every student and nurture the same
Grievance Redrassal Cell	To deal with grievances if any
Student's Union	Democratic forum of the students and leadership training.
Clubs and Associations	Leadership development and holistic development
Activity register /Monitor's Diary	For monitoring the activities of the class
Marian Academic Council	For ensuring the quality and relevance of the academic programs
College Development Council	For assisting the management in the infrastructural development and maintenance of the institution
Open House	Once in a year/semester all the students & teachers sit for an open house where all concerns are discussed, anxieties are addressed and an opportunity to ventilate.

7.1.3 What role is played by students in assuring quality of education imparted by the institution?

Our students play an important role in assuring the quality of education. Here are some of the aspects.

❖ Student participation in curricular and co-curricular domains. Examples:

1. Feedback for teachers

2. Induction programs and discussion on course plan
 3. Exit survey
 4. Clubs, NSS/NCC, Extension Activities, Outreach programs.
 5. Representation in Library Committee.
- ❖ Annual inter-collegiate programmes organized by students in each Department, like Radiance, Comfest, Navigator etc.
 - ❖ They bring with them the best practices of the institutions where they previously studied. Some of these institutions are among the best in our country as well as abroad,
 - ❖ They co-operate in matters relating to discipline, hard work and keeping party politics away from campus,

7.1.4 What initiatives have been taken up by the institution to promote best practices in the institution? How does the institution ensure that the Best Practices have been internalized?

The IQAC team, along with the Principal continuously explores ways and means to bring in best practices and innovations. The Management encourages and appreciates the individual/departmental efforts in introducing best practices. Creative suggestions are always given due consideration and new ideas are always welcome. Some of the initiatives to internalize the best practices are as follows;

- ❖ Whenever new ideas are presented, it is discussed in the staff meetings and involvement of the staff are ensured before it is introduced.
- ❖ Induction programmes are occasions where new ideas are introduced to the students.
- ❖ When new quality initiatives are introduced each class teacher takes the lead in presenting them before the students and invite their suggestions and comments..
- ❖ Departmental Associations play a major part in internalizing quality initiatives.
- ❖ Instituting special prizes and incentives for encouraging best practices. Eg. 'Best Class Evaluation'.
- ❖ Developing systems for incorporating best practices in the annual plan.
- ❖ Training and orientation classes for the faculty and students.
- ❖ Mid term departmental review on implementation of annual plan.

- ❖ Monthly Dept meetings
- ❖ Meeting of the administrative staff along with students.
- ❖ Periodic IQAC meetings

Apart from these, individual faculty members are encouraged to visit the NAAC website and literature published to learn about the best practices already in vogue in the higher education institutions and to experiment with new ideas and practices. Once it is found useful, there is a conscious effort to institutionalize these initiatives introduced in the Departments or at individual level thereby enhancing the overall quality of the educational processes.

In which way has the institution added value to the quality enhancement of students

For value addition the College offers the following programmes, activities and facilities.

Academic

- ❖ 17 Add-on certificate/diploma programs
- ❖ Induction programs for first year students to make them aware of the quality initiatives.
- ❖ Thrust on communicating in English language
- ❖ Extended hours in lab (P.G Lab 24 hours) and library 6.30 a m -to 10 p m).
- ❖ Extended class hours for PG students from 8:30 am to 8.00 pm.
- ❖ 100 percent residential programme for PG and residential facilities to students (75 percent) helps students for optimal utilization of learning resources.
- ❖ Library with sufficient number of Magazines and Journals.
- ❖ Both wired and wireless Internet and Intranet Facility
- ❖ Seminars/extended lectures by prominent people/experts from the industry.
- ❖ On the job training under the 'Earn while you learn scheme'.
- ❖ Tutorials, bridge classes and remedial teaching

Co-curricular

- ❖ Participation and organizing of events outside and inside the college by the Departmental Associations.
- ❖ Best class evaluation and Talent time programme.
- ❖ Daily Current Affairs Analysis (M.Com dept)

- ❖ On-line share trading- every Tuesday from 1.30 pm till 3.30 pm- (M.Com)
- ❖ Finishing school during the period of their academic programme in certain depts.
- ❖ Value clarification workshops

Extension/Outreach

- ❖ Involvement of students in consultancy and research activities.
- ❖ Students' involvement in action research having local significance (responsible tourism, *Grihasthali* etc.)

Skill training/Employability

- ❖ Train the students to be employable by the industry by organizing class-wise personality development programmes, arranging Career guidance workshops and seminars and soft skill training workshops.
- ❖ Training in life skills for final years
- ❖ Orientation on interpersonal relationship to first years
- ❖ Department associations to enhance the communication and organization skills,
- ❖ Bank Test Coaching by M.Com Department
- ❖ UGC - NET/JRF/MAT/CPT/IELTS Coaching initiatives by Departments.
- ❖ Language Lab facility to improve communication skills
- ❖ ASK initiatives by MMH Department
- ❖ Mentoring and personal guidance to students
- ❖ Employability Enhancement Program (EEP) at the School of Social Work.
- ❖ Undertakes event management of very important international events like IFFK, KTM etc

7.2 Inclusive practices

7.2.1 What practices have been taken up by the institution to provide access to students from the following sections of the society: socially backward, economically weaker and differently-abled?

- ❖ **Socially Backward**
 - The institution is providing reservation in the admission for the socially backward community as per the norms of the government.

- The institution has instituted different scholarships and other assistance for these students. Also the institution is vigilant in obtaining the grants from the government for these students.
- Phoenix club, a self help group of the students from socially challenged communities, helps them to resolve issues they confront collectively. A staff animator is provided by the Management to facilitate the group activity.
- Special scheme under UGC for remedial for SC/ST & minorities.

❖ **Economically weaker**

- The institution is providing scholarships and fee concessions for these students (list given in student support), Some of these students are admitted in the college hostel on subsidized fees. These students are given preference in the 'Earn while you Learn' programmes of the College.
- Study materials are given at subsidized rate for these students.
- They can make use of Book Bank (MCA Dept)
- The Life in abundance fund is only for the economically weaker students.

❖ **Differently- abled**

The differently-abled students are given reservation in the admission process according to Government norms. The students are given preference and special facilities in the hostel. Heads of the Department identify those students and support them in their needs. They are also helped in their studies through mentoring.

7.2.2 What efforts have been made by the institution to recruit 1) Staff from the disadvantaged communities? Specify?

- ❖ The management has appointed three persons in the administration stream from the OEC community of which two are in aided stream. They were appointed against open posts.

- ❖ One person who is physically challenged is appointed to another open post in the aided stream. Of these four appointments three are women.
- ❖ Local people from disadvantaged communities are appointed to support the services in the Hostel.
- ❖ Institution recruits staffs from disadvantaged community for security, managing mess services, maintaining gardens etc.

7.2.3 What special efforts are made to achieve gender balance amongst students and staff?

We are promoting gender balance in our Institution. Nearly 60 per cent of the Marian student population is female. The institution is maintaining a gender balance both amongst the staff and students. The College organized a gender sensitization workshop during this academic year. Ms. Nalini Naik, a social activist was the resource person. Two class representatives one from each gender is elected for Students' Union Council.

Sports captain is a girl student.

7.2.4 Has the institution done a gender audit and/or any gender-related sensitizing courses for the staff/ students? Give details.

- ❖ The institution has a well functioning Women Cell and they have organized seminars on gender sensitivity for the students.
- ❖ Also the institution has conducted awareness campaign and seminars on gender sensitivity for the staff.
- ❖ Institution is providing special training for healthy interpersonal relationships among both sexes through an orientation program for beginners every year
- ❖ The social audit team invariably has a lady member in it, and matters of gender equity are seriously looked into.
- ❖ Teachers are also oriented with gender sensitivity through workshops and seminars.

7.2.5 What intervention strategies have been adopted by the institution to promote the overall development of students from rural/ tribal backgrounds?

- ❖ Hostel facilities are provided to those students from rural/tribal background.
- ❖ Institution provides Book bank facilities for such students.
- ❖ They had been given concession in various sectors of the institution.
- ❖ Phoenix Club is an association of students belonging to disadvantaged communities initiated by the College for empowering them. A three day camp is organized for them. A special scheme under UGC is being implemented.
- ❖ This institution fosters fellowship among the students from disadvantaged communities. The Club meets periodically to discuss various issues. A faculty member is in charge of the activities of the club.
- ❖ Scholarships are instituted for their welfare.
- ❖ Teachers from certain departments' visits the student's houses for getting first hand information about their living conditions.

7.2.6 Does the institution have a mechanism to record the incremental academic growth of the students admitted from the disadvantaged sections?

Campus net software contains student progression section which has several components which is universally applicable to record the incremental academic growth of the students from all sections. It is evident from the placement records that the students from these sections benefit from the training at Marian.

7.2.7 What initiatives have been taken by the institution to promote social-justice and good citizenship amongst its students and staff? How have such initiatives reached out to the community?

Social Justice

- ❖ Remedial teaching and special care for slow learners
- ❖ Fund collections from staff & students for resolving social problems
- ❖ House for the Needy:- one house a year. The students involve fully in the house construction

- ❖ Extension programmes by various departments: making available institutions resources , both intellectual and physical for local people.- MRHP, MaSS etc.
- ❖ *Mariyajyothi* Programme – an extension activity of the BCA Department for promoting computer literacy.

Citizenship

- ❖ Outreach programmes : visiting & interacting with the inmates of destitute homes, Lanes etc initiated by each department are an effort to promote a sense of social justice and good citizenship.
- ❖ The NSS and NCC units of the institution are providing training in this regard.
- ❖ All Departments contribute 10 per cent of their collections on fest for social activities.
- ❖ Miss a meal is a programme where the students and teachers fast on a day and contribute the money for a social cause.
- ❖ Blood donation camp.
- ❖ Dental Camp
- ❖ Collected resources for Orissa Fund
- ❖ Help is given to Chikungunia affected people
- ❖ Legal awareness camps for all second years with the help of Legal Cell of the Govt..
- ❖ Resource mobilization during disasters.
- ❖ Relief activities during epidemics.
- ❖ Programs conducted by NSS/NCC/ Marian Cultural Forum/ Road Safety Club

7.3 Stakeholder relationships

7.3.1 How does the institution involve all its stakeholders in planning, implementation and evaluation of the academic programmes?

- ❖ The Governing Body meets to plan, analyze, implement and evaluate the entire services of the institution
- ❖ Academic retreat of the teaching staff for annual planning of activities.
- ❖ Annual plans and teaching plans are discussed in the class and suggestions are incorporated.
- ❖ Regular Staff meetings to evaluate the services and to ensure feedbacks.

- ❖ PTA meetings: PTA meeting are conducted batch wise/department wise. In these meetings they are made aware of the institutional activities and invites suggestions for continuous improvement.
- ❖ Regular PTA executive meetings.
- ❖ Exit survey from outgoing and the alumni for feedback.
- ❖ Participation in Educational fairs

7.3.2 How does the institution develop new programmes to create an overall climate conducive to learning?

- ❖ Ensure Politics/ragging free campus
- ❖ Uniforms for all students to ensure equity.
- ❖ Strong teacher student relationship
- ❖ Faculty Feedback
- ❖ Interaction with Alumni
- ❖ English Speaking Campus
- ❖ Unique Class Timing - 8.30am - 8.00pm
- ❖ Language Lab.
- ❖ Academic industry interface
- ❖ Faculty improvement programmes.
- ❖ Need based training imparted to students
- ❖ Employability assessment, goal setting and training (MSW Department).

A telling anecdote: Dr Rajan Varghese, a NAAC Peer Team member was with us for two days last year. When he was about to leave, our Principal asked him a question: “Dr. Rajan, can you tell me what impressed you most during your two days with us?” Dr. Rajan replied: your students, their discipline, decorum and sense of purpose”.

7.3.3 What are the key factors that attract students and stakeholders, to the institution and result in stakeholder satisfaction?

- ❖ Good faculty and cordial management-teacher-student relationship
- ❖ A persuasive learning environment where it is difficult for a student to go astray.

- ❖ State of the art infrastructure like, Language Lab, Round the clock library, Full fledged Lab, Audio visual lab and Use of ICT based teaching and learning Methodology.
- ❖ Conducive climate because of favorable topography.
- ❖ Almost fully residential programmes.
- ❖ Regular monitoring and personal care to students in terms of mentoring, counseling, good teacher student relationships etc
- ❖ Reputation of the institution through good academic performance, good placements and well placed Alumni in reputed organizations.
- ❖ Co-curricular activities which helps the over all development of students.
- ❖ Teacher quality ensured through progressive HR policies.
- ❖ Value orientation to all through value clarification classes, retreat and social outreach programmes.
- ❖ Encourages students' initiatives in all academic and other activities.
- ❖ Managed by Catholic Diocese of Kanjirappally.
- ❖ Participation of the dedicated clergy in the administration.
- ❖ Certification Courses to make students globally competent
- ❖ Students academic performance through continuous evaluation
- ❖ Better curriculum delivery.
- ❖ Excellent hostel facilities managed by priests and nuns.
- ❖ Satisfied and supportive alumni.
- ❖ Consortium for placement management.

7.3.4. How does the institution elicit the cooperation from all stakeholders to ensure overall development of the students, considering the curricular and co-curricular activities, research, community orientation and the personal/ spiritual development of the students?

The major stakeholders of the institution are:

1. Parents (as members of PTA) as well as in their individual capacity
2. The Management
3. The Government, the UGC/University
4. The Industries/Organizations
5. Alumni Association

Parents

Parents are involved in the overall development of the students in the following ways:

- a) They are in regular contact with the principal, concerned departments and the hostel directors for purposes of monitoring the performance of students
- b) Financial support for infrastructure development, and mobilizing resources for scholarships

The Management

- a) The management of Marian College is pro-active, sensitive, quality conscious and value-oriented. The Manager stays in the campus and is involved 24X7 in the affairs of the college.
- b) The Manager supports the Principal through active participation in the Think Tank, Academic Retreat and in the students' activities in departments and hostels as well as programs organized by/for students.
- c) Mobilizes and invests money in the development of facilities
- d) Appoints staff and brings outstanding faculty from outside for certification programs, add-on courses, faculty –improvement and various events in the college.
- e) The patron is regularly briefed about the progress of the institution. He visits the college on special occasions and participates in the meetings of the Governing Board.
- f) The Management provides departmental grants (Rs. 1 lakhs for undergraduate departments and Rs. 2 lakhs for postgraduate departments annually for curricular and co-curricular development.

The Government and UGC/ University

The government at the State-level is vitally involved because the college is affiliated to Mahatma Gandhi University which is a State funded University. The system of direct payment of salary to the staff exists in the college. All matters of admission, teaching, evaluation and quality assurance are done as per government's rules and regulations.

The University Grants Commission supports us with grants while NAAC helps us to be quality conscious in the best interests of our students in curricular, co-curricular and infra-structural matters.

The Industries/Organizations

The industries are involved in a major way through the following areas of co-operation.

- a) Many industries regularly come to our campus to conduct interviews for direct recruitment.
- b) They offer training programs which are related to career orientation
- c) The CII collaborates with us in our Community College.
- d) Several companies collaborate with us by offering placement facilities.

The Alumni Association

The alumni of the college supports through networking and linking the college to their organization for placements and resources. They also took initiatives for instituting scholarships.

7.3.5 How do you anticipate public concerns in your current and future programme offerings and operations?

❖ We have two bodies which are mandated to reflect on public concerns and social priorities which ought to influence our course offerings and operations. These two bodies are:

1. The Think Tank and
2. The Governing Board of the College.

Both these bodies have in them eminent persons with vast industry-academic experience as well as intense social sensitivity.

- ❖ The Social Audit is an event from which the college receives important signals concerning which we ought to focus on.
- ❖ The Peermade Development Society (PDS) is the social work organ of the Catholic Diocese of Kanjirappally. PDS is one of the best run and known NGOs

in India. Their awareness of public concerns is passed on to us by PDS's representatives in the Governing Board of the College.

- ❖ The College's collaboration with the Confederation of Indian Industries as well as several NGOs also serves as channels to know public concerns.

7.3.6 How does the institution promote social responsibilities and citizenship roles among the students? Does it have any exclusive programme for the same?

Marian has a number of strategies and programs for promoting social responsibilities and citizenship roles among students. The most exclusive among them is the insistence that no student can graduate from Marian except through participating in some outreach/extension activities. It is not only the NSS volunteers and NCC cadets who get a chance to imbibe social responsibility; everybody gets it. Given below is an overview of opportunities provided.

- ❖ A variety of outreach channels. Often an interested student will get at least three or four outreach opportunities to imbibe the spirit of social responsibility. Eg. A first year BCA girl student is an NCC cadet. She can be an activist in the women's cell and will be necessarily a participant in the first BCA outreach activity.
- ❖ Student's Union: The College provides opportunity for practicing democratic leadership in the parliamentary form of Students' Union which the college has opted for.
- ❖ Days of national importance such as Independence Day Gandhi Jayanthi are celebrated and inspirational talks are arranged.
- ❖ NSS/NCC/ Miss-a-meal/House for the Needy (one house an year)- all these and many more avenues connect the students to society and its problems.

7.3.7 What are the institutional efforts to bring in community-orientation in its activities?

One major institutional initiative in this direction has been the commencement of 'Community College and Centre for Continuing Education'. The whole department is for community- orientation. We have a large number of Extension Activities

which are intended to inculcate community-orientation (and social commitment) in our students.

- ❖ Mariyajyothi- Students initiatives for social upliftment.
- ❖ MRHP, MaSS – for the support of needy persons in the community
- ❖ CAPS- Computer Awareness programme for schools in the nearby area.
- ❖ Socially relevant researches like Pro-Poor Tourism development of Idukki
- ❖ Partnership with agencies of local self Government Institutions.
- ❖ Social projects by faculty and students
- ❖ Financial support by the College to study the social issues in the immediate neighborhood.

7.3.8 How does your institution actively support and strengthen the neighborhood communities? How do you identify community needs and determine areas of emphasis for organizational involvement and support?

- ❖ Partnership with the local Panchayath for facilitating social development.
- ❖ Programmes of community college
- ❖ Preference in admission in Management quota
- ❖ The local community is invited for programmes inside the campus
- ❖ The facilities of the College are made available to the local community.
- ❖ SHG Interaction and reaching the community through them.
- ❖ Extension Department
- ❖ Intervention in social and community issues.
- ❖ MRHP,DARE, MaSS
- ❖ Environmental Conservation advise and help
- ❖ Support in social audit, social and resource surveys/mapping

7.3.8 How do the faculty and students contribute in these activities?

Most of the social/extension projects are initiated and supervised by the faculty members. Their contribution is in the form of efforts and time spent in the project activities. Students also actively participate in the extension/outreach activities. Financial supports to these initiatives are also given by both students and faculty.

7.3.9 Describe how your institution determines student satisfaction, relative to academic benchmarks? Do you update the approach in view of the current and future educational needs and challenges?

- ❖ Students satisfaction to academic benchmark is analyzed by
 - Exit survey by all the Departments.
 - Feed back from alumni.
- ❖ Updates the teaching learning techniques by including all modern teaching aids and incorporating more experiential/project-based learning approaches.
- ❖ Feedback from stakeholders
- ❖ All the feedback received is analyzed and is used to improve the services in view of current and future educational needs and challenges.
- ❖ IGNOU study and Convergence Centre.

7.3.10 How do you build relationships?

To attract and retain students-

- | | |
|--|--|
| ❖ Informal relationship with students, house visits, personal motivation, mentoring, counselling, help in placement in reputed firms etc., | innovative teaching and learning methods. |
| ❖ Fully residential programmes for maximum utilization of resources and increased interaction between the faculty and students. | ❖ Through alumni interaction |
| ❖ Good hostel facilities. | ❖ Parent Teacher Relationship and regular meetings |
| ❖ Encouraging students and motivating students to organize co-curricular activities. | ❖ Quality and efficient delivery of the curriculum , |
| ❖ Continuous improvement in teacher quality through various | ❖ Better academic results |
| | ❖ Technology supported curriculum transaction. |
| | ❖ Health Club and Gymnasium |
| | ❖ Yoga classes |
| | ❖ First aid centre |
| | ❖ Remedial classes |

- ❖ Add-on programmes
- ❖ Industry academia interaction

To enhance students performance

- ❖ Seminars by students, Class test paper, chance to organize events, subject based quiz, skill enhancement programmes etc.
- ❖ External Seminars
- ❖ Career Orientation programmes
- ❖ Add-on courses, Peer teaching, bridge and remedial classes
- ❖ Each department organizes its own external and internal programs through its own associations like Radiance, Comfest, Navigator, Spectra, Ignite etc.
- ❖ Participation in External Competitions
- ❖ Personality Development Programmes for value addition

To meet their expectations of learning-

- ❖ Discussions with the students to understand their expectations and adoption of their suggestions.
- ❖ Continuous assessment of academic performance

- ❖ Placement drives.

- ❖ Through regular monitoring of academic activities
- ❖ Effective internal examinations and evaluations,
- ❖ Computerized assignment and seminar synopsis
- ❖ Personal development and effectiveness programmes
- ❖ Challenging working conditions and assignments
- ❖ Industrial visits
- ❖ Extended library and lab hours
- ❖ Well equipped and well designed language lab
- ❖ NCC and NSS

- ❖ Effective counseling for better placement
- ❖ Provide ample facilities for learning,
- ❖ Entrust them to organize National and International events,

- ❖ Provide Internship training,
- ❖ Arrange finishing school- for management & soft skills
- ❖ Practical accounting training...etc.
- ❖ Projects
- ❖ Remedial education
- ❖ Tutorial.

7.3.11 What is your complaint management process? How do you ensure that these complaints are resolved promptly and effectively? How are complaints aggregated and analyzed for use in the improvement of the organization, and for better stakeholder-relationship and satisfaction?

- ❖ The students are given different avenues for raising their concerns and complaints. It is addressed at different levels, like Class Teachers, Department Heads, and Principal. If it is not resolved there, there is a Grievance Redressal Cell (GRC) set up at the institution level. They are also free to give any suggestions through the suggestions box kept at two places in the campus.
- ❖ Periodic conduct of open houses helps in ventilating their anxieties and concerns.
- ❖ The 'Walk and Talk' program of the MCA department helps in building amity and good relationship between the teachers and students.

C. Evaluative Report of the Departments

U.G Department of Business Administration (BBA)

1. Faculty profile - adequacy and competency of faculty

No	Name	Designation	Qualification	Teaching Experience	Professional Experience
1	Mr. Jojy George	Sr. Lecturer	MBA	13	5
2	Mr. Joshy John	Lecturer	MBA	12	4
3	Ms. Melby Joseph	Lecturer	MBA	4	-
4	Mr. Biju P. Mani	Lecturer	LLM	10	5
5	Mr. Siju PT	Lecturer	MA (English)	8	2
6	Mr. Thampy Jaysing	Lecturer	MA(English)	5	2
7	Ms. Asha P.S	Lecturer	M.Sc (Stat)	1	-

2. Student profile – entry level competencies, socioeconomic status, language proficiency etc.,

At present the department has 187 students in total. The student community hails from varied socio economic back ground like Business, planters, govt. servants, laborers agriculture etc. Though majority of students are from Idukki and Kottayam districts department has representation of students from almost all the districts of Kerala. A commentable number of students who did their schooling outside Kerala and India are a greatest strength to the dept and which truly makes the dept to practice unity among diversity. They are exposed to different culture and proficient in more than two languages.

The cut off percentage of students at the entry level fro the current year was 85% in the general merit and 60% in the management quota.

3. Changes made in the courses or programmes during the past two years and the contribution of the faculty to those changes

The department was granted a career oriented add on program by the UGC (Advanced Diploma in Banking, Insurance and Retail Management) in the year 2007. The syllabi and structure of this three year advanced diploma program was developed by the faculty of the department. The faculty in tie up with School of Social Work Marian College designed a certificate course in Research Methodology

for the second year BBA students. The program is offered to the students from 2007 onwards.

4. Trends in the success and drop out rates of students during the past two years

Year	Percentage Of Pass	No. Of Distinctions	No. Of First Class	No. Of Second Class
2007	69	2	36	--
2008	63.16	12	24	--

No student dropped the course for the last two years.

5. Learning resources of the departments - library, computers, laboratories and other resources

Dept has three PCs; one has internet connectivity and a lap top donated by the alumni association. The class rooms are equipped with LCDs. Dept shares the common computer lab facility of the college for the curriculum transaction

6. Modern teaching methods practiced and use of ICT in teaching – learning

Faculty at the dept of Business Administration effectively utilizes ICT to disseminate information to the student community. Second Year and Third year class rooms are provided with LCD. Not only the members of faculty but students also are making use of these audio visual aids to make their presentations.

7. Participation of teachers in academic and personal counseling of students

Apart from the group mentoring process, need based counseling is given by the faculty to the students

8. Details of faculty development programmes and teachers who have been benefited during the past two years

The teachers have made use of faculty improvement programmes like Refresher, Orientation courses etc. They have attended no. of seminars, Conferences and workshops.

9. Participation / contribution of teachers to the academic activities including teaching, consultancy and research

Two core members of faculty are engaged in research work, two works among them are leading to the award of PhD and one to MPhil.

10. Collaboration with other departments/ institutions, at the State, National and International levels, and their outcome during the past two years

Nil

11. Priority areas for Research and details of the ongoing projects, important and noteworthy publications of the faculty, during past two years

Publications made by Faculty

S.No	Name of Faculty	Publications
1	<u>Joshya John</u>	<ol style="list-style-type: none"> 1. Study material for BBA Programme (Business Communication, Marketing Research, Industrial Relations, Advertisement & Publicity Mgt, Social Project handbook, Management Project Handbook) for School of Distance Education. MG University 2. Article on 'Destination Marketing - Key to sustained tourism development' in Readers Shelf, July 2005 3. Article on 'Celebrity Endorsement –New face of Indian advertising in Readers Shelf, December, 2005 4. Mall Tailing” and Shift in Influencing Factors in Consumer buying Behaviour- an article in Readers Shelf February 2008. 5. Relationship Marketing in Banking – Key to sustained Competitive Advantage in the Seminar proceedings of Two day National Seminar on Second Generation Reforms in Banking Sector at Dyanprakash Mandal's College of arts. Assagao Goa, October 2008
2	<u>Biju P Mani</u>	<ol style="list-style-type: none"> 1. Study material for BBA Programme (Labour Laws) for School of Distance Education. MG University 2. A Text Book on Business Law,,: Prakash Publishers, Changanacherry

12. Placement record of the past students and the contribution of the department to aid student placements

90% of the BBA graduates opt for higher studies for programmes like MBA, CA, CS, MSW etc. Few students who take up placements stick on for a maximum period of two years only as it is mandatory for admissions for MBA programmes in foreign Universities. However, 20 students of 2007-8 batch found placements in the entry level positions in the areas of Management like Marketing, H.R. and Finance in different organizations in Kerala.

1. Plan of action of the department for the next five years

- . Five faculty members will be completing PH. D.
- . Offering short term management training programs for academic institutions and industries in Kerala
- . Tie up with major post-graduate management institutes in Kerala for faculty exchange programmes.
- . Rigorous MAT/CAT coaching in collaboration with major training institutes like TIME, IMS etc.
- . Establishing an endowment in collaboration with well placed alumni in India and abroad for organizing extra training programs for the existing students.
- . Tie up with Kochi International Business School for the following;
 - a) To enrich management education by assisting students and faculty to gain exposure to recent trends in management education
 - b) To encourage students to take up community based projects.
 - c) To provide training to students to plan and execute business projects
 - d) To foster an international perspective of business and education.
 - e) To facilitate the acquisition of leadership skills.

UG Department of Computer Applications BCA)

1. Faculty profile - adequacy and competency of faculty

Sl.No	Name	Sex	Age	Qualification	Experience
1	Ms.Rajimol A	F	38	M C A	13 years
2	Mr. Sabu Augustine	M	43	MSc, M.Phil	13
3	Ms. Sheeba Alice Joshy	F	35	M C A	11 years
4	Mr.Binu Thomas (leave on deputation)	M	34	MCA	10 years
5	Ms. Amruth K John	F	37	M C A	10 years
6	Ms. Lumy Joseph	F	34	MCA	9 years
7	Mr.Gladston Raj S	M	36	M Sc, M.Tech, PGDCH	9 years
8	Ms.Benymol Jose	F	32	M.Sc	5 years
9	Ms. Juby George	F	30	MCA,MCP	5years
10	Mr. Bipin Eapen Jacob (guest lecturer)	M	27	MCA, MCSE,CSTP	2years

2. Student profile – entry level competencies, socioeconomic status, language proficiency etc.,

	2004-05	2005-06	2006-07	2007-08
OBC	-	-		-
SC	-	3	3	6
ST	-	-	-	1
Sports	1	1	1	1
General	30	31	36	34

3. Changes made in the courses or programmes during the past two years and the contribution of the faculty to those changes

Syllabus of BCA was revised in 2007. As the member of BOS, Mr. Sajimon Abraham was the coordinator of syllabus revision core committee and Ms .Rajimol was a member of core –committee.

Participation of teachers in revising the syllabus is as follows: -

Mr. Sajimon Abraham : Cobol and Accounting
 Ms. Rajimol A : System Software Operating System
 Ms. Amruth K John : System Analysis and Design
 Software Engineering

4. Trends in the success and drop out rates of students during the past two years

Batch	Pass %	Dropout
2001- 04	91.48	Nil
2002-05	56.45	Nil
2003-06	60	09
2004-07	47	08
2005-08	62.90	03
2006-09	NA	03
2007-10	NA	05

5. Learning resources of the departments - library, computers, laboratories and other resources

- Centralized library with Books related to Computer Science , Mathematics and Statistics

Computer Science	- 2650,	Mathematics	-300
Statistics	-200,	Computer Journals	-20
- The department has fixed LCD in all class rooms.
- Centralized lab with 76 systems
- Department was able to acquire another LCD from students project fund
- Three Computer systems are used in the department
 - One Computer used for Class LCD projections.
 - One computer for intranet operations.
 - One for internet access and other DTP Purposes.

6. Modern teaching methods practiced and use of ICT in teaching – learning

All classrooms are fitted with LCDs. About 70 percentage of the course are handled through presentations and live demonstrations. Student-centered teaching methods are followed. Software lab training sessions are given from First semester to Fifth semester. Curriculum includes one mini project in fifth semester and a main project in sixth semester. Students take seminars with the aid of presentation soft wares.

7. Participation of teachers in academic and personal counseling of students

The department prepares a list of mentees and they are introduced to their mentors. One teacher is in charge of 20-25 students. Students are encouraged to meet their mentors at least once in a week. Group mentoring is also arranged at least once in a term. During the mentoring process the mentees are given guidance, motivation and assistance to find a solution to overcome their difficulties in learning process and personal problems.

11. Details of faculty development programmes and teachers who have been benefited during the past two years.

Workshop and Seminars attended by Faculty

No:	Name	2004-05	2005-06	2006-07	2007-08
1	Ms. Rajimol A	1	1	1	3
2	Ms.Amruth K John	-	1	1	2
3	Ms. Lumy Joseph	-	1	1	2
4	Mr.Gladston Raj S				
5.	Ms.Benymol Jose	-	1	1	2
6	Ms. Juby George	1	1	2	6

12. Participation / contribution of teachers to the academic activities including teaching , consultancy and research

a. Participation in research

Ph D

Ms.Rajimol A
Mr.Binu Thomas
Mr.Gladston Raj

M Phil

Ms.Amruth K John
Ms.Lumy Joseph
Ms.Benymol
JoseMs.Juby George

b. Research Projects

Ms.Amruth K John, Ms.Juby George

10. Collaboration with other departments/ institutions, at the State, National and International levels, and their outcome during the past two years

Nil.

11. Priority areas for Research and details of the ongoing projects, important and noteworthy publications of the faculty, during past two years.

Priority areas for Research: Data Mining, Image processing

Ongoing Projects : Ms. Juby George is presently engaged with a UGC funded minor project (Rs.90000/) on“ Fuzzy C-Means Clustering for analyzing gene expression data” . Ms.Amruth K John is engaged with a college funded project “E-literacy to people in tea estates”.

Publications:

Name	Journal	Conference
Mr.Sajimon Abraham	2	5
Mr.Binu Thomas	3	7
Mr. Gladston Raj	1	2
Ms.Amruth K john		1
Ms. Lumy Joseph		1
Ms.Benymol Jose		1
Ms.Juby George		<u>1</u>

12. Placement record of the past students and the contribution of the department to aid student placements

Placement details

Year	No. of students
2003- 04	3
2004-05	5
2005-06	13
2006-07	4
2007-08	25

Since the department being an undergraduate programme most of the students go for higher studies.

13. Plan of action of the department for the next five years

1. 100% faculty involvement in active research.
2. Increase the number of publication and paper presentations by faculty
3. Take up more research projects.
4. Organize more extension activities to support the local community.
5. Provide consultancy services.
6. Compulsory international/ national certification to all students

UG Department of Commerce (B.Com)

1. Faculty profile – adequacy and competency of faculty

Total no. of faculty in the department is seven of which five (including the Principal) belong to the core faculty and two are language teachers. Three have Ph.D, two have completed their Ph.D research and submitted the thesis to the university. The remaining two have M.Phil and are persuing their Ph.D.

No.	Name	Designation	Qualification	Teachg Experien ce	Profnal. Experien ce
1	Fr. Dr. A. J. George	Principal	M. Com, Ph. D.	23	
2	Mr. Jojo K. Joseph	HOD	M. Com	15	
3	Dr. Chackochan J. N.	.Lecturer (SG)	M. Com, M. Phil, Ph. D.	14	

4	Mr. Ajimon George	Lecturer (SS)	M. Com, M. Phil	10
5	Mr. Thomas K. V.	Lecturer (SS)	M. Com.	10
6	Ms. Soosy Joseph	Lecturer (SS)	M.A., M. Phil	13
7	Dr. Marykutty Thomas	Lecturer (SS)	M.A. ,M. Phil, PhD	13

3. Students profile – entry level competencies, socioeconomic status, language proficiency etc.,

All together there are 196 students in the department. The cut-off percentage for the admission to the first year B.Com was 87% in 2008-09. About 50% are women. Of the total, around 50% hails from Idukki district. Thus, the department is specially addressing the higher education requirement of the district. Of the remaining 50%, half are from other districts of the State and half are NRI students hailing mostly from the Middle East.

3. Changes made in the course or programmes during the past two years and the contribution of the faculty to those changes.

To address the demands from the industry the department has commenced two add on courses, one in Tally Accounting Package and the second in Income Tax. Besides a coaching for CPT training is also being implemented from this year.

4. Trends in the success and drop out rates of students during the past two years.

The success rate is consistently high in the previous years. Last year (2007-08) the pass percentage was 95%, which is the third highest in the University. Drop out rates are very low, less than 1% every year.

5. Learning resources of the departments - library, computers, laboratories and other resources

The library has a commendable % of Commerce and management related books and journals. Computer lab is accessible to the B.Com students too. Hands on training are given to the students during 5 hours week in the computer lab.

6. Modern teaching methods practiced and use of ICT in teaching - learning

Computer training in lab, Multi-media Seminars, Individualized assignments, Industrial visits, Invited talks by industry experts, class quizzes, brain storming sessions, Soft skills training etc.

7. Participation of teaching in academic and personal counseling of students

Teachers are involved in personal and group mentoring. They also provide counseling services to the needy students. Besides they are advised to meet the official councilor of the college also.

8. Details of faculty development programmes and teachers who have been benefited during the past two years.

Three teachers (Mr. Jojo K. Joseph, Dr. Chakochen J Njavallil, and Mr. K.V Thomas) of the department have availed the faculty of Faculty Improvement Programme (FIP) of the UGC.

9. Participation / contribution of teachers to the academic activities including teaching, consultancy and research

Three teachers of the department have PhDs. Two have completed their research study and submitted the thesis to the university. Remaining two are pursuing Ph.D.

The faculty members are involved in Training too. They offer personality development trainings for students and youths of other institutions.

10. Collaboration with other departments/institutions, at the State, National and International levels, and their outcome during the past two years.

The department has got collaboration with Tally Solutions Bangalore through their franchisee Tally Academy Kanjirappally for imparting Tally Accounting Training to the students.

11. Priority areas for Research and details of the ongoing projects, important and noteworthy publications of the faculty, during past two years.

S.No	Name of Faculty	Publications
1	Dr. A. J. George	A text book on Capital Market and Financial Services for B.Com A text book on international Business for M.Com
2	Mr. Ajimon George	A text book on Capital Banking Theory and practice for I B.Com. Impact of economic reforms on macro economic variables in India- A critical assessment” published in Southern Economist January 2007. A study on International Trade pattern among SAARC countries, paper presented in the international conference on commerce January 2006.
3	Mr. K V Thomas	Budget 2004-05 Tax planning avenues to the salaried class, southern economist March 2004. Salaried class only soaps in disguise, southern economist March 2007.

12. Placement record of the past students and the contribution of the department to aid student placements

Since the course is under graduation, almost all students are going for their higher studies. Hence, placements are not applicable in our case.

13. Plan of action of the department for the next five years

To become a research department

School of Management in Hospitality (MMH)

1. Faculty profile - adequacy and competency of faculty

The MMH programme being multi-disciplinary, the faculty members are selected from concerned disciplines. It ensures the competency of the faculty. However, so far only four faculty members are appointed against the five regular posts.

Besides, the regular faculty, adequate number of visiting faculty with relevant industry experience is available to train the students on the operational aspects of hospitality and tourism industry.

No.	Name	Designation	Qualification	Teaching Experience	Professional Experience
1	Prof. P Vijachandran	Director	F I E	3	43
2	Fr. Roy Abraham P	H O D	MBA, CHE	12	3
3	Mr. Joby Cyriac	Lecturer	MA Eng. MA Sociology, CHE	10	5
4	Mr. Sajan N Thomas	Lecturer	M. Com, PGDFM	11	1
5	Mr. Jacob Bose	Lecturer	MBA, MLM	9	3
6	Mr. Mathew	Visiting	PGDHM	10	26

	Kurian	Faculty			
7	Ms. Shyla Mathew	Visiting Faculty	PGDHM	11	24
8	Fr. Shaiju S	Guest Faculty	MA Sociology	1	2

4. Student profile – entry level competencies, socioeconomic status, language proficiency etc.

- The eligibility to apply for admission to the MMH programme is any degree from a recognized university. The students of varied discipline are admitted to the course based on written test/MAT score, group Discussion, Interview and their score in the qualifying degree course. The admission process is in accordance with the government norms regarding various quota and reservations.
- A number of students with industry experience also have secured admission to the programme.
- The department has students from almost all the districts of Kerala
- Students of all socio-economic status have secured admission to the programme.
- The English language proficiency of the students is assessed in the beginning of the course itself. It is found that majority of the students are below the expected level in their language proficiency. However, due to the special efforts, a significant improvement in the language proficiency is achieved in the first year of studies itself.

5. Changes made in the courses or programmes during the past two years and the contribution of the faculty to those changes-

The syllabus of the programme was revised twice during the past five years. The final revision was done for the 2007-08 batch. The faculty members of the college were instrumental in suggesting the changes to the syllabus.

The changes incorporated in the syllabus were made with a view to make the students more industry ready and to integrate current techniques and knowledge in the syllabus

6. Trends in the success and drop out rates of students during the past two years-

MMH receives university ranks every year and the over all success percentage is ninety-three.

Three students dropped out of the course during the last two years. One student discontinued after her marriage while one student got placement in UK and the third one shifted to Australia for his studies.

7. Learning resources of the departments - library, computers, laboratories and other resources

Other than basic requirements like the class rooms, staff room etc.,the learning resources of the department include :

- ❑ A food production lab with facility for 30 students.
- ❑ The Cafeteria of the college is run by the Department. This opens opportunity to learn real time business.
- ❑ Front office counter cum Bar counter for training
- ❑ House keeping and service Training facility in the Guest house
- ❑ Laptops for all students faculty and desk top Computer for the Department
- ❑ 2 LCDs & one OHP
- ❑ Furnished staff room for guest hospitality

8. Modern teaching methods practiced and use of ICT in teaching - learning

The pedagogy of MMH is infused with methods like

- ❑ case study
- ❑ Small group discussions,seminars,ppt/Multimedia presentations,

- ❑ map reading,
 - ❑ practical hands on training in food production, front office mangement,
 - ❑ realtime businees experience by running the college cafeteria,
 - ❑ event management inside the college and outside even for national /international events,
 - ❑ Workshops, personality development camps,
 - ❑ Creative use of the wall bards fixed in the class rooms etc.
 - ❑ Some of the Faculty in the Dept uses TCI as a method of experiential and personalized learning in the class.
- ❑ Use of ICT – Since all the students own laptops, they are proficient with presentation software. They are savvy with the use of LCD projector, remote presentations using Bluetooth technology, use of OHP etc. The intranet and the internet is utilized very effectively for classroom purposes like assignment submission, notes uploading etc. During the project placements the students communicate with the project guides, receive guidance and correction over the internet. Each class has an e group to facilitate this smoothly.

9. Participation of teachers in academic and personal counseling of students

The teachers of the department have designed a phased mentoring plan to ensure the personal and professional growth of students. As part of that the teachers meet the students regularly for personal as well as career counseling. One of the teachers of the dept, Mr. Joby Cyriac, is a trained counselor. He offers his services especially to students with personal problems. The students of other departments also occasionally avail of his service.

Academically the students are encouraged to form study circles based on their areas of interest and career plans. The teachers provide these groups with required support, advice and also arrange resources for them. In addition, face to face meetings are also held to clarify their goals, and to guide and continuously assist their attempts to achieve the career objectives.

10. Details of faculty development programmes and teachers who have been benefited during the past two years

The MMH Department supports and encourages teachers to explore and develop their areas of interest and to improve their qualification.

One faculty member is doing Diploma in Theme Centred Interaction (TCI) from Ruth Cohn Institute for TCI international, Berlin. He completed his basic certification and thereafter is continuing with the diploma studies.

He is also undergoing training in Transactional Analysis for qualifying as Certified Transactional Analyst with TA psychotherapy as specialization, from ITAA (International Transactional Analysis Association, USA). Presently he has completed all his training requirements, which include 10 years of training and 2000 hours of client contact and is heading for the written and oral exam.

The teachers of the dept have attended several Conferences, Workshops, Faculty Development programmes and Seminars in different parts of India and Abroad

11. Participation / contribution of teachers to the academic activities including teaching , consultancy and research

The Faculty of MMH has representation in the University Academic Body – Board of Studies of MMH. We were able to effect three syllabus revisions in a short span of five years, thereby making the MMH course abreast of the times.

The teachers have taken value orientation classes for different batches in the UG depts. Classes on Soft skills development eg. GD, interview Public Speaking Skills etc are regularly conducted by them.

The ASK programme of MMH is an innovation by the faculty of MMH. ASK is a student executed programme for additional learning, skill and knowledge development for the students of MMH , along with the Syllabus prescribed.

The Department is offering consultancy in tourism master plan preparation, responsible tourism, pro-poor tourism etc to various Govt and Non Govt bodies.

The center for training and development – **MAGIS** - is coordinated by Mr. Joby Cyriac, Faculty MMH. The center has organized and offered numerous programmes in the campus, nationally and internationally over the years.

Three of the teachers are pursuing their PhD program and one teacher is doing UGC minor project and a social project of the college.

12. Collaboration with other departments/ institutions, at the State, National and International levels, and their outcome during the past two years

The Department has entered into a tie up with Kuoni Academy of Travel International. At present Kuoni offers a Certification in Airfares and Ticketing(CAFT) to MMH students.

District Tourism Promotion Council (DTPC)/Tourism ministry/Local bodies – the Department has collaborated with these bodies for conducting tourism events like Onam celebrations, clean Kumily, paragliding, responsible tourism seminar, data collection and research, and *Grihasthali* project evaluation.

The college has entered into a tie up with new Orleans University, USA in the field of Hospitality Higher Education. Deliberations regarding faculty exchange has been made.. This is expected to materialize in 2009.

Kerala Kalamandalam – students are taken to kalamandalam for regular field visits and to interact with the masters there to learn first hand about various art forms, the training given etc. the Principal of kalamandalam has been to the college to offer sessions

Folkland - The dept in association with Folkland organized a conference in Folklore which had national and international participation. The faculty of Folkland comes to the campus to offer seminars.

13. Priority areas for Research and details of the ongoing projects, important and noteworthy publications of the faculty, during past two years

The areas of ongoing projects are in the field of pro-poor tourism. Currently two projects are in progress in this line, i.e., i) benefit of local people from tourism and ii) scope of developing alternative tourism in Peermade taluk.

Besides Tourism, the faculty are also into research in areas of social relevance like Crisis in Tea Plantations and Rural Employment Guarantee Scheme.

14. Placement record of the past students and the contribution of the department to aid student placements

All the batches of the department has secured 100% placement in the industry of their choice. A good number of the students are offered placements at the time of internships itself.

The department facilitates campus recruitments for the students during the final year of the course. The interviews are held either in the campus or the students are taken to the premises of the recruiters, depending on the number of students attending the interview. Following are the major recruitment drives.

Radisson Plaza, Kumarakom,

Highland Tours

Hotel Ramada, Goa

Hotel Leela, Goa

Hotel Radisson, Goa

Club Mahindra, Coorg

Taj Green Cove, Kovalam

15. Plan of action of the department for the next five years

Dept aims to position MMH at par with International Masters programmes in Hospitality Management. With a view to that, the goals of the dept for the next five years are:

- Strengthening the existing tie-up with University of New Orleans to realize faculty exchange and overseas project/job placements for students. At least two teachers from the department shall be sent for MS Hospitality and Tourism Programme in University of New Orleans.
- Conduct national/ international level academy-industry interactions for ensuring knowledge generation and research in Hospitality
- Develop and offer short term industry driven certification and diploma programme. E.g. Certification in Cabin Crew and Ground Handling.

- Strengthen the activities of Marian Aviation Academy under the School of Management in Hospitality
- With support of the management, develop a full time training centre to offer training and certifications in the hospitality and HR areas.
- Take up measures (like participation in national and international exhibitions) to ensure the enrolment of students from all over India.
- Try for industry sponsored candidates to take up the MMH programme.
- Strengthen the involvement in tourism project planning and implementation of tourism projects. Strengthen the partnership with the various levels of Government bodies and other organizations in tourism policy planning and preparation of master plans. (Existing: Munnar tourism master plan preparation, Association with Policy planning for *Gruhastali* tourism project the state)

Self Financing Programs

P G Department of Commerce (M.Com)

1. Faculty Profile, adequacy and competency of faculty:

Number of faculty: 2003: 4-- 2008: 4

The department has 4 regular faculty members and 4 guest faculty members.

The details of faculty members and qualifications are:

No.	Name	Designation	Qualification	Teaching Experience	Professional Experience
1	Rev. Fr. James Kozhimala	HOD	M.Com (Doing M.Phil)	3	
2	Mr. Lins K John	Lecturer	M.Com, B.Ed (SET, Doing MBA)	4	3.5
3	Mr. Listin Thomas	Lecturer	M.Com-PGDBA (Doing CFA)	6 months	1
4	Ms. Jaya Jacob M	Lecturer	M.Com, E-MBA, M.Phil (Doing PhD)	2	5

2. Student profile – entry level competencies, socioeconomic status, language proficiency etc.,

MCom

Marian College Kuttikkanam

Year	Gender		Total	Category				Total
	Male	Female		SC/ST	OBC	Minority	Others	
2003-04	5	13	18	-	2	12	4	18
2004-05	4	11	15	-	4	9	2	15
2005-06	13	16	29	-	-	26	3	29
2006-07	8	6	14	-	-	9	6	14
2007-08	7	9	16		5	11	2	26

1. Changes Made in the courses or Programmes during past five years and the contribution of faculty to those changes.

2005-06	1. NCFM Capital Market (Dealers Module) Certificate 2. AMFI (Mutual Funds) Certificate 3. Tally – 20 hours training
2006-07	1. TATA EX Certificate
2007-08	1. UGC/ NET Coaching 2. Training in Retail Experiment Lab 3. Finishing School (10 days Practical Accounting)
2008-09	1. Certificate in Airfares and Ticketing by KUONI Travel India Pvt. Ltd 2. NCFM Capital Market (Derivatives Module) Certificate 3. Tally 75 Hours - more Practical oriented Training 4. Bank Test Coaching

M.Com Faculty with the Consultation Team updated the above Curriculum. Our Consultation Members are:-

Mr. K.V.Thomas, (Former Chairman, Cochin Stock Exchange), Mr. Varghese Mathew (Director, Cochin Stock Exchange), Mr. Vijay Kumar Korath CFP, Prof. P. Vijayachandran FIE (Former MD, KTDC), P.S. Menon CA (Treasurer, Cochin Stock Exchange), Mr. C. Chandramohan (Manager, Training, Federal Bank)

4. Trends in success rate and drop out rate during the past five years

Year	Success rate	Drop out rate
2004	95.65	Nil
2005	100.00	Nil
2006	93	Nil
2007	72.41	1
2008	Result not published	Nil

5. Learning resources of the department like library, computers, laboratory and other such resources

No	Item	Number – 2003 2008	
1	Books in the central library	1290	3050
2	Journals/periodicals	12	40
3	LCD Projectors	0	3
4	Computers in the department	1	4
5	Lap tops of individual faculty (Bought with support of management)	0	3 (1)

6. Modern teaching methods in practice other than the lecture method

The department has a system of introducing modern teaching methods in the curriculum transaction. The teachers use these methodologies and document them in their course plan. Power Point Presentations, Case Study, Seminars, Group Discussion, Assignments, Current Affairs Analysis, Newspaper Analysis, Quiz – Commerce and Business Quiz

7. Participation of teachers in academic and personal counseling of students

The teachers actively take part in academic and personal counseling of students. The department has a system of mentoring wherein the students are divided among the teachers and a separate session for mentoring is allotted in the time table. Apart from the mentoring hours the faculty members meet the mentees requiring additional support on need basis.

Some of the best practices are **Newspaper Analysis**- Every Day Students are doing newspaper analysis with the presence of faculty

Current Affairs Analysis - Every Friday After noon students are doing current affairs analysis presentation and its evaluated by the faculty and also give suggestions

Business Quiz: - Once in a month M.Com Students with the faculty organize business quiz

8. Details of faculty development programmes and teachers who benefited during the last five years

	Faculty Development Programmes	National	International	Faculty members benefited
1	Conferences Attended	15	4	All Faculty members
3	Training Programmes attended	9	-	All Faculty members

9. Participation of teachers in academic activities other than teaching and research

The faculty members extend their services as:

- All the faculty members are guiding the students for project work / dissertation
- One faculty doing M.Phil
- One faculty member doing PhD
- One faculty member visit other colleges teaching online share trading

Major positions held by faculty members

No	Name	Position	Organization
	Rev. Fr. James Kozhimala	H.O.D , P. G. Department of Commerce, Director MASTER , Asst. Director P G Hostel & Spiritual Director.	Marian College
	Mr. Lins K John	Director Finance Dept. Accounting Consultant	PDS Organic Spices Mar Thomas Sleva Monastery Nallathanni
		Member of College Internal Audit Team	Marian College
	Mr. Listin Thomas	Staff coordinator of MASTER, Member of College Internal Audit Team	Marian College
		Consultant	Oman UAE Exchange Share Trading Clients
	Ms. Jacob M	Jaya Tax Consultant	M C Jacob and Associates

1. Collaboration with other departments and institutions at the national, international levels and their outcomes during the past five years.

- Collaboration with Other department / Institutions
- Taken classes in BBA Department and MCA Department
- Faculties' of other departments like BCA, Mathematics, English, MCA, MMH and MSW have participation in the teaching process of M.Com
- Students Attend Seminars and campus interviews conducted by other departments and institutions

MoU and Collaboration

- MoU with Kuoni Travel India Private Ltd
- Collaboration with Tally Academy Kanjirapally

2. Priority areas for Research and details of the ongoing projects, important and noteworthy publications of the faculty, during past two years.

Ongoing Research Works - Systematic Accounting System for Local Self Governments The Principal Investigator: Mr. Lins K. John and Co-Investigator: Mr. Listin Thomas

Publications of the faculty

1. Anish Thomas (Financial Services)
2. Anitha Thomas (International Business)

Special Research Project Taken by students:

- The crisis faced by the tea estates in Peermade Taluk – 2002-04 Batch
- Market analysis and development: A field project done for tally solutions under Manvish Infotech solutions Ltd – 2004-06
- Market Potential of LPG fuel for automobiles in Idukki District – 2005-07 Batch
- Market analysis and development: A field project undertaken for tally Academy Ernakulam – 2007-09 and 2008-10 Batch together this year.

3. Placement record of the past students and the contribution of the department to aid student placements

As part of the course the students were offered a strong industry-institution interface with a host of interactive sessions and theoretical inputs by eminent people from the industry and academia.

In addition to theoretical inputs these students are also trained on meditation and yoga, transactional analysis and also have hands on experience in online share trading.

Our former students are placed in companies like Tata Tiscon, Ultratech, ABN-Amro Bank, HDFC Bank, Citi Bank, Geojit, JRG securities, Kotak securities, Karvy, Reliance Infocom, Kotak Mahindra bank, Adlux, Syntel, UAE Exchange etc..to name a few.

Placement Records

- 2004-06 Batch : 80% placement
- 2005-07 Batch : 90% placement
- 2006-08 Batch : 80% placement

Contribution of the department to aid student's placements

Classes on Practical Accounting, Personality Development, Soft skill development, Communication skill development, Group Discussion and Interview techniques.

4. Plan of action of the department for the next five years

- ❖ Dual PG - MBA from IGNOU M.Com from M.G.University
- ❖ MOU'S with top Banks and Institutions
- ❖ Compulsory Students Internship minimum one month during the course (III rd Semester)
- ❖ Minimum two Industrial Visits in a Semester
- ❖ Arranging More Campus Drives
- ❖ Strengthening the Alumni with more activities
- ❖ Training in Insurance Management
- ❖ Certification in Taxation

PG Department of Computer Applications (MCA)

1. Faculty Profile, adequacy and competency of faculty:

There are 12 faculty members in the MCA department. The detail of each faculty has been separately filed in the Faculty profile file.

No.	Name	Designation	Qualification	Teaching Experience	Professional Experience
1	Dr.Mendus Jacob	Director	M.Sc, PhD	15	10
2	Mr. Santo Cherian	Asst. Professor	MCA	10	2
3	Mr. Robins A Kattoor	Asst. Professor	MCA	8	2
4	Mr.Brijish George John	Asst. Professor	M. Sc., MBA	7	8
5	Mr. Win Mathew John	Lecturer	M.Sc., MCA	5	3
6	Mrs. Reny Jose	Lecturer	MCA	4	
7	Ms. Deepa Mathew	Lecturer	B. Tech	3	
8	Mrs. Remya G	Lecturer	M. Sc	3	
9	Mrs. Raji R Nair	Lecturer	MCA	4	
10	Fr. Rajeev T.	Lecturer	MCA	6	
11	Ms. Jaya Jacob	Lecturer	M. Com	4	
12	Mr. Jayakrishnan S	Lecturer	MCA	4	2

2. Student profile – entry level competencies, socioeconomic status, language proficiency etc.,

Year	Gender		Total
	Male	Female	
2003-04			
2004-05	37	20	57
2005-06	20	38	58
2006-07	31	29	60
2007-08	34	26	60

3. Changes Made in the courses or Programmes during past five years and the contribution of faculty to those changes

The syllabus of MCA department was updated in the academic year 2007-08 by the university. Of which syllabus for 3 subjects - C, CPP and Java, was prepared by the staff of Marian college.

In addition to the syllabus updating, the department also provides a variety of certifications to its students, which are selected based on the current market trends.

The various certifications provided are –

Name of the Certification	Contents	Offered by
MCP, MCAD, MCSD	Microsoft Certifications	Microsoft
RHCT , RHCE	RedHat Certifications	RedHat
WebSphere, DB2UDB	IBM Certifications	IBM
SCJP	Sun Certifications	Sun
PHP, MySQL (RedHat),	MICAS Certifications	P. G. Department of Computer Applications

4. Trends in success rate and drop out rate during the past five years

Year	Success rate	Drop out rate
2004	87	Nil
2005	90	Nil
2006	96.6	Nil
2007	95	Nil
2008		

5. Learning resources of the department like library, computers, laboratory and other such resources

No	Item	Number
1	Books in the central library	3150
2	Books in the department library	350
3	Journals/periodicals	10
4	LCD Projectors	3
5	Computers in the department	2
6	Lap tops of individual faculty (Bought with support of management)	2
7	Over Head Projector	1

6. Modern teaching methods in practice other than the lecture method

The department uses modern equipments and modern methods of teaching. Each classroom is provided with a projector which is used by all faculties to make teaching more efficient and faster. The department provides 24 hour, controlled, internet facility to its students, so that they can gain additional knowledge on subjects outside the curriculum.

7. Participation of teachers in academic and personal counseling of students

The faculty of MCA department is ever ready to hear and help any of its students. Remedial classes are conducted for students who are academically weak. Teachers also listen and help students with any personal problems they may have.

The department also conducts a mentoring section for its students. In this section each class is divided into smaller groups and assigned a teacher-in-charge. The students together with the teacher-in-charge sit together and discuss on topics from current affairs to activities for self improvement. Each week 2 hours are dedicated for this purpose.

8. Details of faculty development programmes and teachers who benefited during the last five years

The faculty members are motivated to attend faculty development programmes. The programmes include participation in training programmes, attending national, international conferences; presenting papers in conferences etc. The department also has a system of faculty paper presentations on specific themes within the department. A brief summary of the programmes are given below.

	Faculty Development Programmes	National	International	Faculty members benefited
1	Conferences Attended	20	2	All faculty members
2	Paper presented	8	2	Mr. Brijish George John Mr. Win Mathew John
3	Faculty Development Programmes	2		Mr. Robins A. Kattoor

9. Participation of teachers in academic activities other than teaching and research

CTIPS is a consultancy service provided by the college to its students. CTIPS KERALA is a Consortium of Technical Institutions for Placement Services. It is a TEAM of 16 professional colleges in Central Travancore who have come together for campus placement activities without any profit motives. We mainly aim at

making students employable and helping them to find placements by focusing on 2 main areas - Conducting student grooming programmes (Technical and Soft skills) and Attracting prospective employers. The member colleges will pool the students in a common place and companies can conduct placement interviews as per their convenience. It will be beneficial for companies to select as many talents as needed from the huge database under a single roof. It also improves the student chances of getting placed by attending maximum interviews.

All concerned parties are benefited out of CTIPS :

Students - Self Development and Placement.

Companies - Large pool of Talented Students under one roof.

College - Attaining the goal of Education.

Society - Motivated and Productive citizens

Major positions held by faculty members

No	Name	Position	Organization
	Dr. Mendus Jacob	CEO	IPSR
	Mr. Santo Cherian	Chief/Additional Examiner	MG University
		Member Syllabus Updation committee	MG University
	Mr. Brijesh George John	Coordinator	CETIPS
	Mr. Win Mathew John	Chairman, M. Sc Bioinformatics	MG University
		Chief/Additional Examiner	MG University
		Associate Editor, ACUMEN	Marian College
	Ms. Raji R. Nair	Chief/Additional Examiner	MG University

1. Collaboration with other departments and institutions at the national, international levels and their outcomes during the past five years

The department has collaboration with the following organizations for the support of learning process of students in the department

Organizations		Outcome
State	IPSR	Training support
International	Microsoft	Cerifications
	RedHat	Cerifications
	IBM	Cerifications
	Sun Microsystems	Cerifications

1. Priority areas for Research and details of the ongoing projects, important and noteworthy publications of the faculty, during past two years

The department has an ongoing project named MCAT (Marian Computer Aptitude Test). A survey has been conducted among the school students of standard three to plus two levels in the remotely located schools in and around Idukki district.

The major objective of the survey was to analyze and categorize the requirements of these students regarding proper career orientation and guidance. Based on the findings from the survey career guidance seminars are being conducted to prepare them for building a career in the IT Sector.

Area of work

The remotely located schools in and around Idukki district. The students will be guided to identify their future career and are provided guidance for selecting the career of their choice. Seminars and workshops will be arranged for identifying their potentials and recognizing their area of interest.

College funded Project

MRC.P.06/08	A study on training needs of school students	Mr.Robins A. Kattoor
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2. Placement record of the past students and the contribution of the department to aid student placements

2006-09	22
Batch	No of student placed
2005-08	40

The various companies that came for campus recruitment are –

Infosys Technologies Ltd.	Accenture
HP	IBS Software Service
I-FLEX Solutions	L&T Infotech
TCS	US Software
Keane	Wipro
Hexaware, e.t.c.	

3. Plan of action of the department for the next five years

The department's plan of action for the next five years can be summarized into the following points

- Certificate in Animation/multimedia
- Postgraduate Diploma in Information Technology management (PGDITM)
- Strive for 100% placements
- Strive for University Rank
- Academic improvement of Faculty
- Organize one Social Project yearly
- Offer Consultancy

School of Social Work

1.Faculty Profile, adequacy and competency of faculty:

Number of faculty: 2003: 2
 2008: 8

The department has 8 faculty members against sanctioned strength of 6. The faculties include 6 full time teaching faculties, one part time Director of International Social Work and one Project Officer in charge of field practicum and field action projects. The details of faculty members and qualifications are:

No.	Name	Designation	Qualification	Teaching Experience	Professional Experience
1	Dr. Cherian P Kurien	Director	MA(SW), Ph D	27	3
2	Dr. V.T. Samuel	Director, International Social Work	MSW, MS (Gerontology), Ph D	32	3
3	Mr. Anish K.R.	Coordinator/ Sr.Lecturer	MSW, M Phil, PGDHRM Research Scholar NET-JRF	5.5 + 2	3.5
4	Ms. Princy T Sebastian	Lecturer	MSW, Pursuing M Phil NET	6	2
5	Mr. Henry Poduthase (On Leave – Ph D)	Lecturer	MA, MSW, NET	5	1
6	Mr. Ajesh P Joseph	Lecturer	MSW, NET	4.5	1.5
7	Fr. Alex J Vellapally	Lecturer	MSW, NET	2	
8	Mr. Philip Mathew	Lecturer	MSW,LLB	0.5	7
9	Mr. Jaison John	Project Officer (FAP)	MSW	-	2

2. Student profile – entry level competencies, socioeconomic status, language proficiency etc.,

MSW

Year	Gender			Category				
	Male	Female	Total	SC/ST	OBC	Minority	Others	Total
2003-04	26	11	37	-	1	36	-	37
2004-05	5	23	28	-	2	24	2	28
2005-06	15	15	30	2		27	1	30
2006-07	11	18	29	-	3	24	2	29
2007-08	13	13	26		5	19	2	26

3. Changes Made in the courses or Programmes during past five years and the contribution of faculty to those changes

Three of the faculty members actively participated in the curriculum review process initiated by the BOS chairman during 2006. The curriculum revision is yet to take place at University level.

However, utilizing the opportunity to plan the field practicum in tune with international standards, the department organized workshop on Field Practicum in collaboration with University of Utah, USA and with the participation of

practitioners and academicians within the state. As an output of the workshop the department published the revised edition of Field Work Manual.

New diplomas added to the Course during last five years

Name of the course	Contents	Offered by
PGDRD Post Graduate Diploma in Rural Development	Rural Development Rural Development Programmes Planning and management Research and Project work Communication for Development	IGNOU, New Delhi
PGDDSW Post Graduate Diploma in Developmental Social Work	Participatory Project Planning and Management Participatory Rural Appraisal Popular Theatre Research Methodology and SPSS	School of Social Work
PGDCSW Post Graduate Diploma in Clinical Social Work	Counseling Transactional Analysis Family Therapy Family Life Education Research Methodology and SPSS	School of Social Work

4. Trends in success rate and drop out rate during the past five years

Year	Success rate	Drop out
2004	91.66	Nil
2005	100.00	Nil
2006	89.00	Nil
2007	76.6	1
2008	100.00	Nil

5. Learning resources of the department like library, computers, laboratory and other such resources

No	Item	Number – 2003 2008	
1	Books in the central library		3325
2	Journals/periodicals		13
3	LCD Projectors	0	2
4	Computers in the department	3	8
5	Lap tops of individual faculty (Bought with support of management)	0	5

6. Modern teaching methods in practice other than the lecture method

The department has a system of introducing modern teaching methods in the curriculum transaction. The teachers use these methodologies and document them in their course plan.

Some of the initiatives are:

Use of LCD presentations for teaching and student seminars., Field based assignments and organizational visits for enhancing experiential learning, Use of group work, role plays, skits, case study as teaching tools, Use of video clippings, movie and documentary reviews for learning, Activity based assignments – including preparation of scrap book, organizing exhibitions & events, publication of news letter etc., Review of presentations of students using audio-visual aids

7. Participation of teachers in academic and personal counseling of students

The teachers actively take part in academic and personal counseling of students. The department has a system of mentoring wherein the students are divided among the teachers and a separate session for mentoring is allotted in the time table. Apart from the mentoring hours the faculty members meet the mentees requiring additional support on need basis.

8. Details of faculty development programmes and teachers who benefited during the last five years

The faculty members are motivated to attend faculty development programmes. The programmes include participation in training programmes, attending national, international conferences; presenting papers in conferences etc. The department also has a system of faculty paper presentations on specific themes within the department. A brief summary of the programmes are given below.

	Faculty Development Programmes	National	International	Faculty members benefited
1	Conferences Attended	44	17	All faculty members
2	Paper presented	8	7	All faculty members
3	Training Programmes attended	3	5	Dr. Joseph Sebastian Mr. Anish K.R Mr. Henry Poduthase Ms. Nycil Romis Thomas Fr. Alex J Vellappaly
4	Refresher course (TISS)	1	-	Dr. Joseph Sebastian
5	Internal Paper Presentations	7	-	
6	Faculty Development programmes organized in the college	15	-	All faculty members

9. Participation of teachers in academic activities other than teaching and research

The faculty members extend their services as:

- Resource persons for training programmes – 153
- Consultancy services to governmental and Non-Government organizations:
- Invited speakers and guest lecturers in other organizations
- Organizing national and international events
- Active members in the capacity building programmes of MAGIS (HRD Division of the college)

Major positions held by faculty members

No	Name	Position	Organization
Dr. Cherian P Kurien			
1	Chairman , MSW 1 st Semester Examination		MG University
2	Chairman, MSW Question paper setting		Calicut University
3	Member, Board of Studies		Sree Sankaracharya University of Sanskrit
4	Coordinator, IQAC		Marian College
Mr. Anish K.R			
5	Editorial Board Member, Journal of Prevention of HIV/AIDS among adolescents and		Haworth Press, USA
6	Consultant		Kerala State AIDS Control Society, Trivandrum
7	Consultant		National Rural Health Mission,

		Kerala
8	Consultant	State Training Resource Centre
9	Consultant	Human Dynamic Asia Pacific, New Delhi
10	Pass Board member, MSW 1 st Semester	MG University
11	Chief/Additional Examiner	MG University
12	External Examiner and Pass Board Member	SSUS, Kaladi
13	Member, Question Paper Setting	Calicut University
14	Convener, Marian Research Committee for social development	Marian College
15	Associate Editor, ACUMEN 1(1)	Marian College
Ms. Princy T Sebastian		
16	Chief/Additional Examiner	MG University
Mr. Ajesh P Joseph		
17	Consultant	Pala Social Welfare Society
18	Consultant	Grace Garden Public School
19	Trust member and member of Marian Community College	Marian College
Fr. Alex J Vellappally		
20	Spiritual Director & Administrator	DARE, Peermade
21	Coordinator	IGNOU Study Centre

10. Collaboration with other departments and institutions at the national, international levels and their outcomes during the past five years

The department has collaboration with the following organizations for the support of learning process of students in the department

Organizations		Outcome
local bodies/ community	Peermade Gramapanchayath, Kokkayar gramapanchayath,	Field placement of students Extension activities, research
	District Child Welfare Committee	Seminar on Child rights
State	Kudumbashree Mission Govt. of Kerala – Department of health, LSG	Research, field placement etc.
	Kerala State AIDS Control Society	Consultancy in Project evaluation, research, capacity building etc.
	Arogyakeralam (NRHM)	Consultancy
National		
	Sexual Health Resource Centre	Organization of national seminar
	National Institute of mental health	Research, Student Placement,

	and Neurosciences, Bangalore	Workshop on disaster management etc.
International	World Malayalee Council	Research and village adoption programme
	University of Utah, Salt Lake City, USA	Academic tie up various dimensions
	University of Texas at Arlington	Academic tie up various dimensions
	Humandynamic Asia Pacific Ltd.	Consultancy for EAP and HRD

11. Priority areas for Research and details of the ongoing projects, important and noteworthy publications of the faculty, during past two years

The priority areas of research are mental health, HIV/AIDS, Disaster Management, social development, women and children, public health, suicide, elderly etc.

Ongoing projects: College funded

1. A Knowledge Attitude Practice (KAP) study on Epidemic Fevers	Ms. Princy T Sebastian Rs. 10000
2. A study on Socio-economic and psychological correlates of suicides in Meppara Village	Mr. Anish K.R. Rs. 10000
3. A study on health and life satisfaction of elderly	Mr. Ajesh P Joseph Rs. 10000

UGC Minor Project:

A study on Care and Psychosocial Rehabilitation of Homeless Mentally Challenged in Kerala – Anish K.R. Rs. 50000

Publications:

Anish K.R., (2007).Families and Severe Mental Disorders: From Burden to Resilience: In Samuel V.T. (Eds.), *Perspectives on Family Empowerment*. Kuttikkanam: Marian Publications

Henry P (2007).The Financial Empowerment- a question of existence of co-existence. In Samuel V.T.(Eds.), *Perspectives on Family Empowerment*. Kuttikkanam: Marian publications.

Anish K. R., Santhosh, J. (2008). An Innovative Rehabilitation Model for Homeless Mentally Ill. *Acumen* 1(1). 80-87.

Samuel V.T.(Eds.), *Perspectives on Family Empowerment.* Kuttikkanam: Marian publications.

12. Placement record of the past students and the contribution of the department to aid student placements

The Department supports the Placement Cell of the College. At the Department level a faculty coordinates the placement activities and he is also a member of the Placement Cell. The placement cell publishes a placement brochure annually and is circulated among prospective employers. The students are given a series of capacity building programmes under the Employability Enhancement Programme. The mentoring programme is also made employment oriented from the year 2008. Students were also given inputs on possible avenues of higher studies.

The placement history

Year		Within One Month		Within three months		Higher Studies	
	No. of students	Number	%	Number	%	Number	%
2004	24	17	70.8	3	12.5	4	16.7
2005	36	25	69.4	7	19.4	0	0
2006	28	18	64.2	8	28.5	0	0
2007	30	19	63.3	7	23.3	4	13.4
2008	28	15	53.6	7	25.0	4	14.3

13. Plan of action of the department for the next five years

- Strengthening the existing tie-ups with Universities abroad
- Commencement of BSW programme
- Commencement of IGNOU MSW programme
- Starting of Doctoral Study Centre in Social Work
- Developing three more live labs.