



MARIAN COLLEGE KUTTIKANAM  
( AUTONOMOUS )

# 2018-19 Best Practice I Marian Annual Academic Planning (MAAP)

Submitted to  
**THE NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC)**  
FOURTH CYCLE OF ASSESSMENT

## 1. Title of the Practice: Marian Annual Academic Planning Meeting

## 2. Objectives of the Practice

IQAC enlisted the following as goals and objectives for MAAP 18

- To plan the annual academic activities, aligning with Marian Vision and Mission.
- To be ready for the implementation of OBE.
- To set the 'Motto' for the succeeding academic year and work for it.
- To identify potential opportunities and areas of improvement.
- To communicate the planned activities of every department with other departments.
- To strengthen the sense of cooperation and camaraderie between management and faculty.
- To help the coordination of various activities of Marian in a prefixed time frame.
- To prepare Annual Corporate Action Plan ensuring active participation of the faculty.
- To provide a venue for expression of opinions, feedback, new ideas and valuable suggestions
- for improvement.
- To share Institutional Social Responsibilities.
- To provide the ideal induction of new teachers.

## 3. The Context

Every year Marian IQAC conducts Annual Academic Planning (MAAP) an academic conclave of all the faculty every year for the next year's academic planning. This practice is successfully continuing since 2006. It is a platform for institutional planning where different sessions are held with a view to analyse and improve the teaching-learning practices, programs, facilities, finalize evaluation scheduling and prepare the Annual Academic Planning document. It also helps the institution for an introspection on how far we have updated with the present-day practices in curriculum delivery and in the professional growth of teachers with a systematic feedback system.

#### 4. The Practice

Every Department of the College presents the activities done in the previous academic year and prospective plans. Every participant has the freedom to voice his/her opinion, critically assess the activities and provide suggestions for improvement. It is also a once in a year opportunity for the faculty members to come together, share their experiences, discuss matters that affect curricular and co-curricular activities of the institution. The major inputs into MAAP comes from the departmental review of the implementation of previous year's curricular and co-curricular activities.

IQAC reviews and takes stock of the previous years' activities presented by the Departments. The compliance to previous year's plan, the quality of implementation, programme conducted, results and placements achieved, standard maintained, feedback received from stakeholders etc. are critically reviewed and gaps identified. Based on the suggestions, feedback and review findings, IQAC prepares a department level plan for the next year. The final stage of planning (Corporate Plan and Schedule) is done at the meeting. The implementation of this plan is monitored and reviewed by the IQAC, Department Heads and statutory bodies.

#### 5. Evidence of Success

The college is able to plan and implement activities with clarity through this practice. The academic calendar is finalized with all activities in the beginning of the academic year itself. Teachers are also given corporate responsibilities during MAAP and they can plan activities before the beginning of the Academic year

#### 6. Problems Encountered and Resources Required

The college usually organizes the MAAP in a new pleasant and encouraging environment outside the campus like resorts or convention centres. It involves rental charges food and accommodation for the entire Faculty during the activity.



Principal





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# 2018-19 Best Practice II Implementation of Outcome Based Education



Submitted to

**THE NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC)**  
FOURTH CYCLE OF ASSESSMENT

## 1. Title of the Practice: Implementation of Outcome Based Education

### 2. Objectives of the Practice

- To design OBE based Curriculum
- To develop measurable learning outcomes
- To implement Learner centred curriculum
- To inculcate observable skills among students

### 3. The Context

Right from its inception, the Marian management has been quality driven, forward looking, open to new ideas and willing to invest on improving all aspects of student learning. Marian transformed into the youngest autonomous College in Kerala within 21 years of its existence reflects the effectiveness of this managerial leadership and vision. After getting autonomy, the college decided to implement outcome driven innovative curriculum in the campus

### 4. The Practice

In 2018 IQAC took implementation of OBE as a priority area and three days of residential training was given to teachers in OBE framework. They were trained to develop POs, PSOs and Cos. Since the Graduate Attributes (GA) had been finalised in 2014, formalisation of the POs was an easy task. Workshops were held for students, teachers and parents about OBE.

An IQAC initiated task force revisited the Graduate Attributes in consultation with all stakeholders, prepared the draft POs and presented before Directors/HoDs of all departments and inputs were taken. With their feedback, the final draft was prepared. The POs were finalised in 2018. A few senior faculty members were selected to provide individualised guidance for specific departments as a mentor colleague. Thus, the PSOs for all the programmes are finalized.

The faculty in charge of a course is given the responsibility of developing the COs for that course. After developing the COs, they have to present it before the Department Faculty Council (DFC), and the Council assesses them and see how these COs

contribute to the POs and PSOs. A lot of fine tuning took place in the DFC before the COs were approved and made part of the syllabus.

#### 5. Evidence of Success

- Mapping of POs, PSOs and COs were done with the direct support of the IQAC.
- The college established the Marian Institute for Innovations in Teaching – Learning and Evaluation (MIITLE) in 2018 with the funding support from RUSA, under the leadership of a full time Director
- Three faculty members were sent to Lucy Conference, Hong Kong, one of the biggest conferences organized on the theme, outcome-based education. It helped the college to develop an international approach in implementing OBE framework.
- Marian College started offering training programmes in OBE implementation to

#### 6. Problems Encountered and Resources Required

Changing the teaching, learning and evaluation systems to completely new OBE framework was challenging. The teachers students and parents were given separate introductory sessions on benefits of OBE and the changes in teaching and assessment patterns. A series of training programmes were arranged for teachers to develop Measurable PSOs, COs and to assess them.

