



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

ST. ALBERT'S COLLEGE, ERNAKULAM

**ST. ALBERTS COLLEGE (AUTONOMOUS), BANERJI ROAD, ERNAKULAM
682018**

<https://www.alberts.edu.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St. Albert's College (Autonomous) focuses on the noble mission of making quality education accessible to all sections of society especially the marginalised and economically backward.

The college founded in 1946, and affiliated to Mahatma Gandhi University, Kottayam is managed by the Archdiocese of Verapoly. The Institution has been recognized by the University Grants Commission (UGC) under Sections 2(f) & 12(B) and was granted Autonomy by the University Grants Commission in March 2016.

St Albert's College was accredited by the National Assessment and Accreditation Council with an A Grade and a CGPA of 3.24 out of 4 in the third cycle in 2016. The College was ISO 9001:2001 certified by TUV Rheinland in 2007 and since then re-certified every three years.

The College was selected in 2014 under the FIST scheme of DST and Star College Programme of DBT in 2016 and was ranked 44th among the top Science Colleges in India according to *The Week*. St Albert's College gained international acclaim in 2012 when it was recognised as one of the 10 Best Colleges in the World promoting conservation research.

The Curricula developed have relevance to the local/ national/regional/global developmental needs and the various academic programmes are designed to ensure a definitive Outcome-Based Education. Syllabus revision is carried out at regular intervals with a focus on updating subject knowledge as well as issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics.

With 30 Undergraduate Programmes, 16 Postgraduate Programmes, 1 Integrated Postgraduate Programme in Statistics and 7 Research Centres leading to PhD, St. Albert's College (Autonomous) is indeed a front-runner in the field of higher education. Other than the traditional Undergraduate and Postgraduate Programmes, St Albert's College has the unique distinction of offering distinctive Masters Programmes in Space Science Technology and Applied Fisheries and Aquaculture, as well as 14 Vocational Programmes that focus on employability, entrepreneurship and skill development.

In order to develop academic and industrial cooperation, advance joint academic research, conduct international workshops, and further scholarly and pedagogical exchange, the College has signed 81 MoUs and has functional collaborations with 10 international universities.

Vision

"To be a centre of excellence in all endeavours, focusing on learning outcomes, teaching, research, consultancy, community involvement and nation-building."

St. Albert's College (Autonomous), Ernakulam is driven by a powerful vision – to be a centre of excellence in all endeavours, focusing on holistic learning outcomes, updated teaching methodologies, cutting-edge research,

consultancy, integrated community involvement and nation-building. The college ensures that specialized attention is given to each of these areas, with efficient channelling of resources and effort as required. The college envisions the availability and accessibility of quality higher education to individuals from all sections of society, with a specific focus on community engagement at the grassroots level, leading to a holistic and overall ascension of society.

Mission

"Inspired by the Eternal Teacher, Jesus Christ, we strive towards the goal of equipping young people to meet the challenges of modern times by providing an all-around formation. We exist for our students and provide them with a most friendly innovative and growth-oriented ambience to create knowledge and develop social consciousness and civic responsibilities. We do everything in our capacity to ensure excellent standards that would secure them higher learning, employability, research aptitude, leadership and life skills."

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- A Management with a lofty vision and noble mission.
- A Higher Education Institution of excellence led by the noble mission of making quality education accessible to all sections of society.
- Located at the heart of Ernakulam city, providing easy access to resources, institutions and other facilities as required.
- A separate Sports Campus with specialized faculty, a unique programme and physical resources including turf and gym facilities dedicated to the growth and motivation of the stellar Albertian Sports achievements.
- Competent teaching faculty with experience and qualifications.
- Efficient, competent and experienced non-teaching staff ensuring the smooth functioning of administrative offices.
- A Participatory Management system of functioning ensures the participation of all stakeholders in the running of the college.
- Special Offices for coordinating activities related to Quality Assurance, Training and Development, Research, Student Affairs, Resource Mobilisation, Academics, Placements and International Affairs.
- A state-of-the-art library with access to digital resources and data.
- A student-friendly campus with spaces for recreation.

- Specialized Masters programmes such as Space Science & Technology, Social Work and Applied Fisheries & Aqua Culture
- Vocational Courses with a specific focus on employability, entrepreneurship and skill development.
- Award-winning Social Outreach and Extension activities
- MoUs with 55 industries ensure the availability of teaching resources, interactive sessions with resource persons specialised in various skills and training opportunities for students.
- Collaborations with 10 international universities facilitating faculty and student exchange programmes and international resource persons.
- The annual Albertian International Knowledge Summit facilitates the global exchange of knowledge, research and recent trends in education benefitting both educators and learners.
- An environment-friendly, green campus inspires all communities within and outside to be sustainable and resourceful.
- The Albertian English Language Programme empowers students to improve their communication, both verbal and written.
- Recreational programmes for all stakeholders ensure their holistic development.
- Active linkages with the Albertian Alumni, for academic and non-academic programmes.
- National and international days are celebrated department-wise and at the institutional level.
- A significant social media presence ensures engagement, transparency and communication with the general public.

Institutional Weakness

- Limited campus area hindering expansion of the institution.
- Lack of international students.
- MoUs with organisations not fully functional.
- Consultancy facilities have not been well developed.
- Declining aptitude for research among students.
- The high faculty attrition rate
- Faculty on Contract basis do not show an inclination towards research.

Institutional Opportunity

The College has the potential to further

- Expand extension and social outreach activities to state and national levels.
- Strengthen research-oriented activities
- Streamline disciplines of study into Schools creating interdisciplinary learning and research.

Institutional Challenge

- Not being able to make full use of academic freedom granted (under Autonomous status) due to restrictions mandated by the affiliating university with regard to updating syllabi.
- Drawing international students.
- Moving from existing systems and methodologies of education to newer teaching-learning methods.
- Overcoming the inertia caused by the global pandemic in activities and the learning capacities of the student community.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Utilizing the grant of autonomy, the College has taken continual efforts to restructure the curriculum for providing a relevant syllabus to impart outcome-based education, and social acclimatization and promote proficiency focusing on employability, in line with the vision and mission of the Institution. The College offers 30 Undergraduate Programmes, 16 Postgraduate Programmes, and 1 Integrated Postgraduate Programme in Statistics. 5 Doctoral Programmes under the Mahatma Gandhi University and 2 Doctoral Programmes under the Kerala University of Fisheries and Ocean Studies are also offered by the Institution. All these UG and PG programmes follow CBCS/ elective course system. In order to enhance the skill competence of the students, the College introduced 12 BVoc Programmes and 2 MVoc Programmes during the last five years.

As an initiative to ensure academic flexibility, the College offers 23 certificate programmes. During the last five years, on average 76 % of the total courses offered by the Institution focused on employability/entrepreneurship/skill component. 68 courses address cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability across all programmes in the Curriculum. External project work/field work/internship provides students with an insight into the practical applications of what they learn in the theory classes. With an aim to go beyond academics, these visits provide students with a practical perspective on the world of work. Keeping in view the ample scope of the external

academic activities, all students actively participate in these academic practices as part of their programme curriculum. Feedback from various stakeholders like teachers, students, alumni, parents and employers is collected and analysed. At the beginning of every academic year, Academic Retreat and Strategic Planning (ARSP) sessions are held to ensure effective curriculum delivery.

Teaching-learning and Evaluation

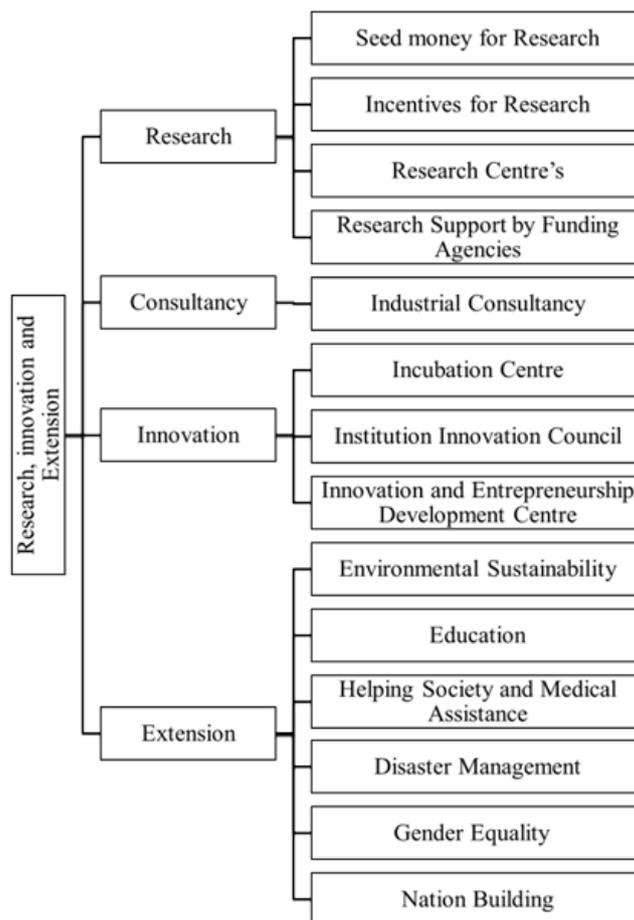
St. Albert's College (Autonomous) aims to develop the academic and non-academic skills of students through methods like experiential learning, participative learning and problem-solving. The teaching-learning process of the College is regularly evaluated through an online feedback portal. To bridge the gap between the learner and the instructor, conventional and contemporary methods are employed ranging from lecturing to the use of virtual labs. The entire campus is Wi-Fi-enabled. Every classroom is equipped with ICT tools like Smart TV and interactive boards to make the teaching-learning process student-centric. Additionally, video lectures are recorded by the faculty and are made available to the students through an e-learning portal that will help the learner develop critical thinking skills and advanced knowledge.

The College has followed the Outcome-Based Education complementing this methodology. Teachers design innovative teaching strategies based on Benjamin Bloom's Taxonomy whereby the students are able to understand, remember, apply, analyze and evaluate the subject. The Course Outcomes are drawn based on the Programme Outcomes. Students' academic and performance skills are assessed in their Consolidated Mark List which includes two Internal Exams, Seminars/Assignments which are conducted during mid-semester and Attendance. Statistical analysis is conducted using a 3-point itemized scale to calculate the attainment of course outcomes and eventually the programme-specific outcomes of both UG and PG programmes. An indigenously developed ERP system named 'EduAlberts' was developed for the smooth conduct of examination-related activities in 2016. It is the first of its kind in the Arts and Science Colleges of Kerala. This ERP system facilitates activities such as the conduct of examination, attendance, internal marks, automated question paper generation, valuation and publication of results.

Research, Innovations and Extension

The College inculcates a culture of research excellence and integrity, promotes interdisciplinary research and innovation, and vibrant extension activities that translate to societal benefit and create a knowledge society to help build a sustainable world. The institution has shown a consistent progression towards promoting research and consultancy among the teachers of the institution. Moreover, the members of the faculty, scholars and students are provided with the required Infrastructure and support for the effective conduct of Research, Consultancy, Innovation and Extension. To support the research efforts of teachers and students the institution also provides remote access to a vast collection of research Databases and Networks like N-List, National Digital Library, J-Gate, Availability of E-books etc.

This proactive and dynamic stride towards a committed research ecosystem has assisted the College to raise handsome funds for research, engage in creative collaboration to bring in innovations, enhance instrumentation facilitates to promote cutting-edge research, publish literature, and extend/share the knowledge to the society.



- The college has a well-defined Research policy with a stated code of ethics which is available on its website.
- The institution provides seed money to faculty members for undertaking major and minor research projects
- Faculty members are awarded incentives for publication in indexed journals
- Seven departments of the college are active Research Centres
- 23 teachers have been awarded international and national research fellowships
- INR 187.45 lakhs research grant from government and non-government agencies
- 280 research and academic events including seminars, conferences, workshops and skill development programmes
- 35 Research Guides are registered with the institution
- 100 Scholars are currently pursuing research in the institution
- 138 publications in UGC-approved International or National publications of repute during the

assessment period.

- 64 publications in the form of books and chapters in edited volumes by faculty members
- Incubation Centre by the College for students to develop entrepreneurial skill
- INR 12.9 lakhs was generated from consultancy during the assessment year
- 81 functional MoUs between the college and various academic and industry-based organizations
- 175 extension and outreach activities under various heads
- 1887 collaborative activities during the assessment year, including faculty and student exchange, internships, projects and research collaborations.

Infrastructure and Learning Resources

The College is spread over four campuses, the Main Block, the Sports Campus, the Albertian Institute of Management (AIM) and Aqua Farm. The total area of all four campuses is 13.63 acres.

There are 85 classrooms of which 34 classrooms have LCD facilities and all classrooms have WIFI/LAN facilities. There are seven seminar halls of which three are air-conditioned. The college has two auditoriums - Papali Hall and Baccinelli Hall

The institution provides the most updated academic and research-oriented facilities which are helpful to both researchers and students. There is a DST-FIST-sponsored centralized research facility for chemical, physical and life sciences as well as computer sciences. Apart from this, there are departmental research laboratories equipped with sophisticated instruments.

The Sports Campus located near the Jawaharlal Nehru International Stadium, Kaloor comprises two basketball courts, one football turf, a yoga practice area, a state-of-the-art multi-gymnasium and an Open Gym.

The Main Library comprises two floors covering an area of 791 sq. m. An extension of the main library functions in the AIM Campus. Library automation began in 2001 with the ILMS software Book Magic. Currently, automation with ILMS, and KOHA is under process. A few department-level libraries provide immediate reference and easy access. The Aquafarm helps to demonstrate pond management, the culture of fishes and shrimps as well as monitoring of water and soil quality parameters. A separate room with computing facilities is allocated in the library for the differently abled students for reading and learning purposes.

There are 5 computer labs with 384 computers to cater to the needs of the students and staff. The college has 275Mbps bandwidth internet with multiple connections and is secured by a firewall facility. A plethora of ICT Tools and Resources are actively in use on the college Campus. These include LCD projectors, smart boards, computers, laptops, servers, printers and reprographic facilities, a Recording Studio, an LMS, ERP and a host of other tools for teaching- learning -evaluation and Administration. All members of the staff actively use the

learning management system (LMS) and other e-resources to facilitate multiple modes of teaching.

Student Support and Progression

St Albert's College (Autonomous) has well-organized student support services on campus. The College fosters a student community from widely differing socio-economic backgrounds and extends maximum support to students in their education and progression. Numerous opportunities are offered for honing their skills and talents and for enriching their mental and spiritual faculties

Students are supported with many Government-supported schemes like merit-cum-means scholarships, post-metric scholarships for minorities, central sector scheme of scholarships, and SC/ST support scholarships. Endowments and merit scholarships constituted by the institution, alumni, and other organizations honour the academic and non-academic achievements of the students.

An elected union of the College supported by the Office of the Dean, Student Affairs coordinates sports and cultural activities at state, national and international level. Training and infrastructure facilities in sports help the students to excel at national and International sports events

The Grievance Redressal Cell in the College resolves academic and administrative grievances. There is an online portal which is open to the students where they can register their grievances. The Anti-ragging Committee ensures that no ragging cases crop up while the Internal Complaints Committee is in charge of addressing complaints related to sexual harassment if any.

Each department organizes capacity enhancement programmes for students for improving communication skills, soft skills and life skills including Yoga. The College emboldens students to prepare for competitive exams by providing coaching for various examinations. Students have benefitted from the guidance for competitive examination and career counselling offered by the Institution

The Placement Cell of the college regularly conducts campus recruitment drives and is involved in placement counselling, orientation programmes, pre-placement training, mock interviews etc. 175 final-year students got placements in the last five years and 374 students joined for higher education in the academic year 2020-21.

The Alumni Association of the College organizes annual alumni meetings and coordinates chapter meetings and executive committee meetings.

Governance, Leadership and Management

St. Albert's College (Autonomous) is a harbinger of new-age corporate governance practices which has brought about changes for its stakeholders. Instilled with a constant need for improvement and innovation the college has always strived to imbibe the best practices from around the globe. Some of those practices of excellence are mentioned below:

Statutory Compliance

The College zealously follows all the norms laid down by statutory/mandatory bodies. This ensures that the college is in line with the National Educational Plans formulated for the development of the country.

Participative Management

Paramount importance is laid on the use of participative management techniques so that each member of the institution can contribute their best to the development of the students. This process involves the creation of various committees for the conduct of day-to-day activities of the college.

Regular Meetings of Various Statutory Bodies

For the smooth functioning of the college, regular meetings of various committees like Governing Body, Academic Council, Board of Studies, Staff Council and Department and held to discuss all important issues pertaining to the institution.

Long Term Planning

Albertian Vision 2030 outlines various plans which will play a decisive role in framing a college that is well-equipped to deal with the challenges of the future.

EduAlberts

St. Albert's College has been at the forefront of incorporating the latest in the field of Information Technology. An ERP software that was developed in-house to suit the specific needs of the institution has made the adoption of the digital functioning of the institution an easy task.

Staff Empowerment

Constant Faculty Development programs and skill development activities conducted by the college have created a number of highly skilled and motivated faculty. Funds are also provided by the college for Staff members who wish to attend paid programs outside the college. Staff welfare is prioritized in all college endeavours.

Prudent and Effective Fund Utilization

Financial audits are conducted both by external and internal auditors to assure transparency in all financial transactions. Utmost financial prudence is exercised at all times which in turn helps avoid expenses which may be inimical to the financial health of the college.

Institutional Values and Best Practices

The Institution acknowledges and shares values and principles, such as equality, inclusion, and respect for human dignity, fairness and justice for all. Various seminars and interactive sessions are organized to make students aware of the importance of gender equality. Numerous facilities including a biogas plant, vermicomposting pit, paper shredder, incinerator etc. manage the solid wastes generated on the campus. St. Albert's College has an open well that recharges through a rainwater harvesting system. The College has taken on the responsibility to protect and conserve nature and reduce pollution to the best extent possible. The College endeavours to reduce plastic usage and encourages members to use eco-friendly materials. The College also supports energy conservation. Power consumption from the state electricity department has reduced considerably after the setting up of solar panels on the campus, with a total installed capacity of 40 KW.

The college has set up a disabled-friendly campus by providing a lift, ramp, wheelchair and restrooms for differently abled students. Various cultural and regional festivals like Onam, Teacher's Day, Youth Day, Women's Day, Christmas etc. are celebrated. Special initiatives like the observation of Energy Conservation Week and the conduct of Social Outreach Programmes instil ethical values and inspire students.

The college organizes various programmes from time to time for the promotion of constitutional values, rights, duties, and responsibilities of citizens.

Best Practice 1: Drishti – “Drive for the Digital”: The College has been at the forefront in equipping the teaching and student communities with updated skills in the realm of information technology giving utmost importance to the smooth conduct of blended learning as envisioned by the UGC.

Best Practice 2: Sparsh - “Solidifying Solidarity”: The College provides creative ways to tackle issues affecting general social well-being such as environment protection, academic and social extension, gender sensitization, energy conservation

Institutional Distinctiveness: Jnanam Sarvajartham - “Knowledge for All”: The College conducts academic as well as research activities that are collaborative at heart and have a strong development focus and believes in the incredibly empowering and democratizing effect of putting knowledge in the hands of everyone, everywhere.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. ALBERT'S COLLEGE, ERNAKULAM
Address	St. Alberts College (Autonomous), Banerji Road, Ernakulam
City	Kochi
State	Kerala
Pin	682018
Website	https://www.alberts.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Bijoy V.m.	0484-2394225	9846057543	0484-2391245	principal@alberts.edu.in
IQAC / CIQA coordinator	Nisha Thomji Varghese	0484-2390044	9074879658	0484-2391245	nishathomji@alberts.edu.in

Status of the Institution	
Institution Status	Private , Grant-in-aid and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day Evening

Recognized Minority institution	
If it is a recognized minority institution	Yes MINORITY STATUS PROOF.pdf
If Yes, Specify minority status	
Religious	LATIN CATHOLIC
Linguistic	
Any Other	

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	16-07-1946
Date of grant of 'Autonomy' to the College by UGC	09-03-2016

University to which the college is affiliated		
State	University name	Document
Kerala	Mahatma Gandhi University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	30-06-1996	View Document
12B of UGC	30-06-1996	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	03-07-2022	12	

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	St. Alberts College (Autonomous), Banerji Road, Ernakulam	Urban	13.6	4500

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,English	36	Plus Two or equivalent examination	English	24	24
UG	BA,Economics	36	Plus Two or equivalent examination	English	60	60
UG	BCom,Commerce	36	Plus Two or equivalent examination	English	50	48
UG	BVoc,Commerce	36	Plus Two or equivalent examination	English	48	40
UG	BCom,Commerce	36	Plus Two or equivalent examination	English	40	40
UG	BCom,Commerce	36	Plus Two or equivalent examination	English	40	40

UG	BCom,Com merce	36	Plus Two or equivalent examination	English	50	50
UG	BSc,Aquacul ture	36	Plus Two or equivalent examination	English	24	24
UG	BSc,Aquacul ture	36	Plus Two or equivalent examination	English	30	28
UG	BVoc,Aquac ulture	36	Plus Two or equivalent examination	English	50	44
UG	BVoc,Aquac ulture	36	Plus Two or equivalent examination	English	50	31
UG	BVoc,Social Work	36	Plus Two or equivalent examination	English	50	19
UG	BVoc,Sports Sciences And Fitness Management	36	Plus Two or equivalent examination	English	50	29
UG	BA,Journalis m	36	Plus Two or equivalent examination	English	50	36
UG	BVoc,Journa lism	36	Plus Two or equivalent examination	English	50	12
UG	BSc,Comput er Science	36	Plus Two or equivalent examination	English	24	22
UG	BVoc,Comp uter Science	36	Plus Two or equivalent examination	English	50	46
UG	BVoc,Renew able Energy	36	Plus Two or equivalent examination	English	50	20
UG	BSc,Chemist ry	36	Plus Two or equivalent examination	English	24	23

UG	BSc,Chemistry	36	Plus Two or equivalent examination	English	48	48
UG	BSc,Physics	36	Plus Two or equivalent examination	English	48	46
UG	BSc,Zoology	36	Plus Two or equivalent examination	English	36	36
UG	BSc,Mathematics	36	Plus Two or equivalent examination	English	32	26
UG	BBA,Business Administration	36	Plus Two or equivalent examination	English	30	30
UG	BBM,Business Administration	36	Plus Two or equivalent examination	English	50	40
UG	BSc,Botany	36	Plus Two or equivalent examination	English	36	34
UG	BVoc,Logistics Management	36	Plus Two or equivalent examination	English	50	50
UG	BVoc,Retail Management	36	Plus Two or equivalent examination	English	50	46
UG	BVoc,Travel And Tourism	36	Plus Two or equivalent examination	English	50	48
PG	MA,English	24	Graduation in English under (Model I/ II/III) or graduation in other faculties of language and literature, social	English	30	30

			science, science, oriental studies			
PG	MA,Econom ics	24	Graduation in Economics /Mathematic s / Statistics	English	15	15
PG	MCom,Com merce	24	Graduation in Commerc e/BBA/BBM	English	30	27
PG	MCom,Com merce	24	Graduation in Commerc e/BBA/BBM	English	15	15
PG	MSc,Aquacu lture	24	Graduation in Industrial fish and fisheries, aquaculture, Zoology, Botany, Biological Sciences	English	20	20
PG	MSW,Social Work	24	Graduation in any subjects with an aggregate of 50% marks or CCPA of 5 out of 10	English	30	30
PG	MSc,Comput er Science	24	Graduation in Computer Applications (BCA) or B.Sc. Degree with Mathematics / Computer Science /Electronics/ IT as one of the subjects	English	15	2

PG	MVoc,Renewable Energy	24	Graduation in Renewable Energy or any Bachelor's Degree with Physics as main or subsidiary	English	30	9
PG	MSc,Space Science	24	Graduation with Physics, Chemistry or Mathematics as one of their complementary subjects at the graduate level	English	12	11
PG	MSc,Chemistry	24	Graduation in Chemistry/ Petrochemicals	English	10	10
PG	MSc,Physics	24	Graduation in Physics or Electronic Equipment maintenance	English	10	10
PG	MSc,Zoology	24	Graduation in Zoology or Biological Techniques & Specimen Preparation	English	20	20
PG	Integrated(PG),Mathematics	60	Plus Two (Science group) with Mathematics as one of the subjects	English	15	2
PG	MSc,Mathematics	24	Graduation in	English	15	15

			Mathematics / Statistics / Computer Application			
PG	MBA,Business Administration	24	Graduation in any subjects with an aggregate of 50% marks or CCPA of 5 out of 10	English	60	59
PG	MSc,Botany	24	Graduation in Botany or Botany - Biotechnology	English	10	10
PG	MVoc,Logistics Management	24	Any Bachelor's Degree with an aggregate of 50% marks or CCPA of 5 out of 10	English	30	10
Doctoral (Ph.D)	PhD or DPhil,Commerce	60	Masters in Commerce	English	4	4
Doctoral (Ph.D)	PhD or DPhil,Chemistry	60	Masters in chemical sciences	English	14	7
Doctoral (Ph.D)	PhD or DPhil,Zoology	60	Masters in Zoology and related subjects	English	6	6
Doctoral (Ph.D)	PhD or DPhil,Mathematics	60	Masters in Mathematics	English	6	6
Doctoral (Ph.D)	PhD or DPhil,Botany	60	Masters in Botany and related subjects	English	14	5

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				6				69			
Recruited	1	0	0	1	6	0	0	6	22	44	0	66
Yet to Recruit	0				0				3			
Sanctioned by the Management/Society or Other Authorized Bodies	0				1				98			
Recruited	0	0	0	0	1	0	0	1	19	79	0	98
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				37
Recruited	17	6	0	23
Yet to Recruit				14
Sanctioned by the Management/Society or Other Authorized Bodies				20
Recruited	14	6	0	20
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				7
Recruited	5	2	0	7
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	5	0	0	13	24	0	43
M.Phil.	0	0	0	2	0	0	2	12	0	16
PG	0	0	0	0	0	0	22	68	0	90
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	8	0	11
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	1	10	0	11
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1163	7	5	0	1175
	Female	1423	14	3	0	1440
	Others	1	0	0	0	1
PG	Male	113	7	1	0	121
	Female	383	15	0	0	398
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	9	0	0	0	9
	Female	19	0	0	0	19
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	24	26	31	32
	Female	57	50	73	64
	Others	0	0	0	0
ST	Male	1	0	0	2
	Female	0	1	0	1
	Others	0	0	0	0
OBC	Male	24	34	42	37
	Female	64	102	105	97
	Others	0	0	0	0
General	Male	424	258	278	132
	Female	389	136	104	290
	Others	0	0	0	0
Others	Male	181	196	164	161
	Female	212	191	245	216
	Others	0	0	0	0
Total		1376	994	1042	1032

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Aquaculture	View Document
Botany	View Document
Business Administration	View Document
Chemistry	View Document
Commerce	View Document
Computer Science	View Document
Economics	View Document
English	View Document
Journalism	View Document
Logistics Management	View Document
Mathematics	View Document
Physics	View Document
Renewable Energy	View Document
Retail Management	View Document
Social Work	View Document
Space Science	View Document
Sports Sciences And Fitness Management	View Document
Travel And Tourism	View Document
Zoology	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	St. Albert's College (Autonomous) affiliated to M. G. University, Kottayam, is an institution which is multidisciplinary, offering programmes in Arts, Science, Commerce, Humanities, Social Sciences, Management and Vocational Education. The institution offers programmes as per the curriculum framed by the parent University under the Choice Based Credit System. The pedagogy followed has an increased emphasis on communication, discussion, debate, research, and opportunities for cross-disciplinary and interdisciplinary thinking.
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	<p>Programmes and courses are designed in such a way that students get maximum flexibility to choose elective courses offered by other Departments. In addition, various departments offer certificate programmes that combine theories with application and science and humanities with fine arts. Value-added courses like Albertian English Language Programme (AELP) and Albertian Happiness Programme (AHP) are offered at the institutional level to develop all capacities of human beings, that is, intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Also, credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education are included in the curriculum. Furthermore the participation of students in NSS, NCC, interdepartmental arts and sports competitions ensures that the curriculum brings out the unique capabilities of each student. Opportunities are availed for student internships with local industry for practical experience of learning and employability enhancement. The College also undertakes extension and social outreach activities which call for community engagement and service. Consultancy and research projects in association with industry and businesses are initiated by the institution to cater to social needs. Technical innovations in teaching and learning are encouraged to bring flexibility to the curriculum. The College also has plans to offer new generation courses and multidisciplinary bachelor's programmes along with an option to exit and enter the programme at any time.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The College is prepared for the creation of an ABC which will ensure seamless collaboration, internationalization of education, joint degrees between national and foreign institutions, and credit transfer. The institution has signed MOUs with several foreign institutions under the student/teacher exchange programme. The College has a digital repository (edualberts - e-Learning portal) of courses which could be accessed from anywhere anytime. This provides increased flexibility and mobility to the student community. Furthermore, students can enrol themselves for online courses through national schemes like SWAYAM, NPTEL, MOOCs etc, and the credits earned are considered as part of extra credits. The College will implement ABC as per the</p>

	<p>guidelines of the UGC and Mahatma Gandhi University, Kottayam.</p>
<p>3. Skill development:</p>	<p>The institution has been giving increased attention to vocational education considering the vital role this skill sector plays in the development of the Indian economy. The vision of the College is rooted in providing high-quality holistic education to develop human resources as global citizens. Curriculum design takes utmost care in offering courses catering to life and transferable skills. Conforming to this policy, the institution has been running vocational courses and programmes (12 B. Voc. and 2 M. Voc. programmes) since 2014 and admissions are in full swing. All these programmes got inception in a phased approach depending on the local/regional need-demand analysis and evaluating the market expectations and aspirations of the youth. These programmes are much sought after and every year, more and more students are registering for the same. The vocational education courses are aligned with the National Skills Qualifications Framework (NSQF) to ensure desired competency levels. The curriculum for all these programmes fulfils the necessary competencies required for specific job roles. Vocational education is carried out in ODL/blended/on-campus modes to enhance efficiency and flexibility. On-the-job training (OJT) and internships are also included in the curriculum to enhance the employability skills of the graduates. The Institution focuses not only on technical knowledge but also on soft skills. The College has numerous clubs and student associations dedicated to fine arts, literature, languages, sports and games. Active participation in the same earns extra credits to students. Activities promoting physical fitness and emotional wellbeing are also part of the curriculum. Department-centred workshops and training programmes are also organised on a regular basis in areas related to entrepreneurship, language and communication, re-skilling and up-skilling and personality development. Furthermore, a multitude of activities and competitions are organised for students which call for problem-solving, communication, critical thinking, creativity, teamwork and collaboration. Albertian English Language Programme (AELP) and Albertian Happiness Program (AHP) also play a major role in soft skill</p>

	<p>development among students. These programmes organised by the internal faculty team of the College are mandatory requirements for a student for completing a degree programme. These unique customised programmes aim at the holistic development of students. The teaching-learning processes also strive to integrate humanities with STEM and have led to positive learning outcomes. Students have reported increased critical and higher-order thinking, content mastery, problem-solving, and improved visual-spatial reasoning, teamwork and communication skills.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The Management had set up this College with the aim of educating the poor and needy students of the region, most of who have studied in the vernacular medium. Although the College is run in the English medium it has always been the practice to teach in the vernacular if and when required by the students and hence the current bilingual strategy will continue. Students are also permitted to complete several tasks in the vernacular medium as well as write examinations in the vernacular medium if they so desire. This ensures that the cultural richness of the state is not diluted. Hindi and French are also part of the curriculum so that students can learn another language. The Department of Oriental Languages conducts workshops and seminars with a view to promoting Indian languages. In addition, various elective courses focussing on Ayurveda, Yoga and Fitness, Music and Literature, Folk Culture and Translation Studies are being offered with a view to exploring India's intellectual, scientific and artistic knowledge traditions. Furthermore, the College observes 'Ethnic Day' every year during which the culture and traditions of a particular community or region are showcased. Indian cuisine, folklore, textiles, handicrafts, paintings etc. are introduced to students through this event. There are also 'Albertian Cultural Days' wherein students and faculty get a stage for cultural performances. Though St. Albert's College (Autonomous) is a Christian institution, it stands on the ethos of 'Vasudhaiva Kutumbakam'. It serves as a knowledge institution to the society at large and is firmly rooted in Indian values, culture and traditions.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The College has implemented OBE with the restructuring of the curriculum to align with planned</p>

	<p>course outcomes, programme-specific outcomes and programme outcomes. Appropriate instructional delivery strategies and assessment modalities are incorporated to measure the learner in terms of attainment of the planned goals. Bloom's taxonomy of educational objectives is being followed to plan and revise curricula, test the relevance of course goals and objectives, design instruction, assignments, and activities, and develop authentic assessments. The OBE-based feedback mechanism is also in place.</p>
<p>6. Distance education/online education:</p>	<p>Due to the Covid -19 pandemic, educational institutions in the country has increasingly been involved in using digital platforms for engaging classes, conducting conferences and meetings. Keeping aside the negative impact of lack of face-to-face learning, online education has broken the geographical barriers creating interaction of experts and students from distant geographies. Opening up of the economy including that of educational institutions has paved the way for adopting the hybrid mode of education called 'PHYGITAL' combing online and offline resources. This can be considered as the new normal, which is envisaged in the New Education Policy as well. Blended learning is implemented and possibilities of offering vocational courses through ODL mode are explored. The College has an e-learning portal and a YouTube channel to its credit and faculty members are encouraged to create a digital repository of their classes in the intranet digital repository 'edualberts e-Learning portal' (See: https://elearning.alberts.edu.in/). More than 300 video lectures in 30 disciplines have been recorded in the in-house recording studio ('Accordion') and are an asset to students, scholars and academicians. Furthermore, courses are offered by the faculty in NPTEL, SWAYAM and MOOC platforms. Online education any time, anywhere and at any age has become our focus.</p>

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
47	33	30	30	30
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 19

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3163	2881	2923	2904	2756
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
910	1001	930	844	791
File Description		Document		
Institutional data in prescribed format		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
2862	2604	2624	2510	2352
File Description		Document		
Institutional data in prescribed format		View Document		

2.4**Number of revaluation applications year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
212	310	450	348	125

3 Teachers**3.1****Number of courses in all programs year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1578	1080	963	963	963
File Description		Document		
Institutional data in prescribed format		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
172	150	137	133	129
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
175	150	138	137	131
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
15793	13295	13686	11409	11731
File Description		Document		
Institutional data in prescribed format		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
787	512	443	446	441
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 94****4.4****Total number of computers in the campus for academic purpose****Response: 334**

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

2020-21	2019-20	2018-19	2017-18	2016-17
290.19	383.58	365.36	361.4	282.98

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

The curriculum of St. Albert's College (Autonomous) has been conceived to provide holistic and all-inclusive education and develop proficient, alert, ingenious, innovative and humane young men and women who would be trendsetters, redefine frontiers, challenge prejudices, cultivate curiosity and inspire social change. This unique focus disseminates progress, administration and assessment of curriculum having relevance to the local, national, regional and global needs. It is developed with the view of the evolving needs of society. It is in concurrence with the learning objectives based on the guidelines proposed by the UGC, AICTE and the Mahatma Gandhi University, Kottayam. Feedback is collected from the stakeholders and positive recommendations from industry experts and alumni play an imperative role in the curriculum development process.

In the 2019 syllabus revision, the College followed the Revised Bloom's Taxonomy, which required elaborate and intensive institutional learning through faculty training. Programme Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) were aligned with national and global mandates of high-quality education, lifelong learning, development of critical thinking and problem-solving skills, effective communication, and the ability to work in communities.

Core and Major Elective courses contribute to the development of disciplinary knowledge, its related technical and analytical skills and the employability of the students. It also focuses on identifying cutting-edge tools in the disciplines in addition to equipping them to pursue careers that would contribute meaningfully towards nation-building. The syllabi offer a wide range of topics through activities like internships, field trips, research projects and demonstrations.

Furthermore, Foundation Courses like Albertian English Language Programme (AELP), Albertian Happiness Programme (AHP), Human Rights, and Value-oriented Programmes like Social Work and Journalism sensitize students to the diversity around them and promote inclusiveness and harmony among them. The curriculum offers vertical and horizontal flexibility through which the recipients are ensured of comprehensive and integrated progress.

Student training programmes are aligned with national mandates to create compassionate citizens who actively work for social justice. This enables students to develop ethical competency and sensitivity and prepares them to share their knowledge, experience and capabilities with the marginalised and oppressed communities.

Common courses in English, Malayalam, Hindi and French are relevant to the needs of national and global academic exchange. These courses expose the students to literature that broadens their worldview and enables them to operate efficiently in the multicultural, multi-ethnic world. Programmes like Aquaculture,

Travel and Tourism, Logistics, Industrial Chemistry etc. cater to local and regional needs and provide a foundation for a career in a number of key areas including local, national as well as international agencies, private companies and the Government.

The College has implemented project-based learning pedagogy, thus reinforcing a research culture among students. Students carry out internships/project works in various institutes/firms where they are exposed to topics of local, regional, national and global importance. In our curriculum, students are encouraged to participate in seminars and conferences at the local, national and international levels, which provide them opportunities to interact and connect with experts.

St. Albert's College (Autonomous) has always responded to the nation's call in providing the manpower requirement by offering need-based, industry-relevant and society-driven courses.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 28.26

1.1.2.1 Number of all Programmes offered by the institution during the last five years.

Response: 46

1.1.2.2 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 13

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years(Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 57.34

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

2020-21	2019-20	2018-19	2017-18	2016-17
971	588	551	551	542

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.2 Academic Flexibility**1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.****Response:** 44.11**1.2.1.1 How many new courses are introduced within the last five years****Response:** 696**1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.****Response:** 1578

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).**Response:** 68.09**1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.**

Response: 32

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3 Curriculum Enrichment**1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum****Response:**

The College warrants that the curriculum developed has an impetus on promoting value-based education, women empowerment, gender sensitization, skill development, competency in communication skills, personality development, and enlightening the students on environment protection. It caters to the requirements of society and has bearing on the regional as well as national developmental demands through the determined efforts of all the departments, clubs, committees and associations. Professional Ethics, Gender, Human Values, Environment and Sustainability are deeply prized by the College since they are thoroughly associated with its vision, mission and core values. Consequently, these are prudently assimilated into the College's day-to-day management, ratified curricula, value-added courses and co-curricular activities.

Gender

A number of courses that focus explicitly on gender issues are offered by different departments. Some of them are Women's Writing, Text and Performance, Economics of Growth and Development, Cultural Studies, Literature and Gender, Women's Rights and Gender Issues, Social Legislation and Human Rights etc. Through these courses, students build up the consciousness of gender-related issues and are enthused to become self-determined and tenacious individuals who deliberate spontaneously, assert their outlook and dynamically try to change society. They are able to better comprehend and cope with gender-related issues, allowing them to contribute to society and assist those in need. The College celebrates International Women's Day and organizes programmes on gender sensitivity, mutual respect, women's rights, female hygiene and legal counselling for women.

Environmental Sustainability

The College offers an Environmental Studies course for all UG students. Students also participate in Outreach Programmes which focus on the local and collective needs of society. Students are empowered to analyze major environmental concerns and work towards sustainability enabling them to develop a sense of belongingness to nature. Various courses such as Environmental Economics and Environmental Management create an awareness of issues impacting the environment, as well as actions that can be taken to improve, are introduced. These courses sensitize students towards environmental issues and sustainability, crafting skills for enhanced perception of the environmental catastrophe and its rectification in their relevant disciplines. Besides this, students are also given the real-world experience of environmental preservation through consistent awareness programmes and drives conducted by NSS, NCC, ENCON Club, Nature Club etc.

Human Values and Professional Ethics

Perceiving the significance of developing citizens with a resilient ethical ambit and unwavering rectitude, the College offers the Albertian Happiness Programme which gets students attuned to changing scenarios while handling their social, moral, and democratic duties efficiently. Apart from this, ethics and human values are built into all the units of the UG General English courses. In addition, the College also offers courses like Indian Constitution: Social Issues in India, Environment, Health and Safety in Industries, Entrepreneurial Development, Energy Scenarios and Policies, Energy Auditing, Media Laws and Ethics, Organizational Behaviour etc., which instill values and professional ethics. The College celebrates important days like Human Rights Day, World AIDS Day etc. The benevolent spirit of students was observed during the calamity relief following the 2018 and 2019 Kerala Floods and the Okhi Cyclone.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 30

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

2020-21	2019-20	2018-19	2017-18	2016-17
15	8	2	2	3

File Description	Document
List of value added courses (Data Template)	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 30.82

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

2020-21	2019-20	2018-19	2017-18	2016-17
1426	958	723	767	679

File Description	Document
List of students enrolled	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)

Response: 56.94

1.3.4.1 Number of students undertaking field projects / internships / student projects

Response: 1801

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	View Document

1.4 Feedback System

<p>1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni</p> <p>Response: A. All 4 of the above</p>	
File Description	Document
URL for stakeholder feedback report	View Document
Link for Additional Information	View Document

<p>1.4.2 The feedback system of the Institution comprises of the following :</p> <p>Response: A. Feedback collected, analysed and action taken and report made available on website</p>	
File Description	Document
URL for stakeholder feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 95.61

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

2020-21	2019-20	2018-19	2017-18	2016-17
1376	994	893	893	893

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1663	1043	893	893	893

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 82.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
564	423	386	394	367

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.2 Catering to Student Diversity

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

Response:

The College provides inclusive need-based education to all its students through various initiatives in order to enhance the overall performance of students through various programmes apart from enriching curriculum-based learning. Curriculum transmission to a mixed class of students can be difficult since the one-size-that-fits-all approach does not work well to the satisfaction of all the students in the class. Therefore, activities and programmes are prepared and a teaching methodology is adapted so that the attention of the slow learners is not lost and the advanced learners are not turned off.

At the beginning of the academic year, **an Induction Programme** is conducted for all the new students so as to give them an orientation to the College and the different Programmes.

Once the students are admitted into the institution, they are tested for their aptitude and knowledge. The newly admitted students had to take the **Bridge Course**, which is a preparatory course designed and conducted by all the Departments of the College. The Bridge Course gives students the confidence and skills to successfully transition to college and a new curriculum. In addition, an **Entry-level Test** is conducted for all students on admission to a Programme. This assessment test is administered to understand the larger horizons of the students' learning levels. Based on the scores attained, students are grouped as slow and advanced level learners.

The Institution takes the initiative to sharpen the skills and capabilities of the advanced learners. They are motivated to attend skill development programmes and trained to crack competitive examinations and eligibility tests such as NET, SET, CSIR and Civil Service. Advanced learners are encouraged to participate, present and publish research papers at various national and international conferences. The programme **Walk with a Scholar (WWS)** has been designed to arrange specialized mentoring programmes for such students. The College initiated full-time residential degree level Civil Service Grooming Program (CSGP) in 2017. CSGP aims at imparting the effective and wholesome grooming to selected students to face the Civil Service Examination and other similar higher level examinations.

Remedial programmes are conducted for slow learners in which they are given extra coaching through remedial classes, assignments, seminars, tests and peer group study, to enable them to keep pace with the classroom teaching and learning. This programme is closely monitored by the faculty of the Department to ensure its effectiveness. Tutorial sessions are conducted to identify and provide individualized care to slow learners. Extra lectures with special guidance are also conducted for them. The College has a **Scholar Support Programme (SSP)** to support slow learners, help them maintain a positive attitude and eliminate

other factors that hinder learning.

St. Albert's College (Autonomous) has also designed a course - **The Albertian English Language Programme (AELP)**, for first-year undergraduate students to help them enhance their English language proficiency so that they can attain a better academic standard.

The College conducts various **career guidance programmes** to link attributes of students to available career options and create a personalized roadmap. Students are also given exposure to real-world situations by motivating them to interact with industry and academic experts on a regular basis by conducting several international and national conferences and seminars.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 18.39

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.3 Teaching- Learning Process

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

Response:

The College has adopted various techniques of teaching and learning to bridge the gap between the learner and the instructor, encouraging active and collaborative learning to improve student engagement and learning for all students. They also enhance critical thinking, improve student preparation and accountability, and transform students into active learners. The teaching-learning process of the College ranges from the conventional methods of lecturing to the use of virtual labs to meet the demands of contemporary times. This includes the OBE model followed in the College integrated with ICT which complements, enriches and transforms education for the better. Every classroom of the College is equipped with ICT tools like Smart Interactive Panels to make the teaching-learning process more effective and student-centric through PPTs, audio-visual presentations etc. The adoption of the OBE model combined with ICT has given a facelift to conventional methods of instruction. ICT promotes high-order thinking and reasoning skills and these skills enable the process of evaluation, planning, monitoring,

controlling and reflecting. For effective implementation of the teaching-learning process, methods like experiential learning, participative learning and problem-solving are adopted where there is an intentional sequence of activities that will help the learner achieve the specified objective or desired outcome.

Experiential Learning includes various learning methods based on experience and observation under which the students learn by doing and by reflecting on their own experiences. The College offers the students opportunities to explore different learning environments to understand their needs and challenges by engaging them intellectually, creatively, emotionally socially or physically. The experiential learning process supports performance improvement, learning and development and is committed to releasing the untapped potential in individuals, teams and organizations through a deliberate and transformative process. The Experiential teaching-learning methods adopted in the College include:

- Field Trips and Study Tours
- Albertian Knowledge Summit and other Workshops and Seminars
- Albertian Expo
- Lab Activities (Virtual and Real)
- Internships
- Skill Development Programmes
- Outreach/ Extension activities
- Audio- Visual Learning in Classrooms
- Hands-on Training
- NSS/ NCC/ Social Work Camps
- College Union Programmes
- Curricular and Co-Curricular Competitions
- Activities of Clubs and Department Associations

Participative Learning enables the students to develop new ideas in an atmosphere created by the teacher. It enables them to gain various professional and civic values. . The College has adopted different methods which narrow the gap between the instructor and the learners, thus making the teaching-learning process a teamwork. Participatory Learning, therefore, empowers working effectively and respectfully with diverse teams, exercising flexibility and a willingness to make compromises to accomplish a common goal, and assuming shared responsibility for collaborative work while valuing individual contributions. The different methods used are:

- Group Discussions

- Group Projects
- Flipped Classroom Method
- Walk with a Scholar
- Other innovative methods

Students are also trained to develop skills like identifying a problem/task, evaluating it and applying the right technique to solve it through:

- Workshops
- Quizzes
- Case Study Methods
- Coaching for Competitive Exams

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

St. Albert's College (Autonomous) has always given prominence to keeping up with changing learning processes, evolving with the passage of time. Over time, learning transformed into an indulgent process which required an attitude of readiness to adapt from students and teachers. So, developing its e-Learning capacity and ensuring adaptation to the changing dimensions of the learning process became central to the development plans of the college.

The College has

- **A well-equipped recording studio-Accordion** is a space used by teachers to produce a roster of quality educational content which becomes a key source of learning for the student community not limited to the college. A part of studying was thus well digitized, including the Albertian English Learning Programme.

- **Its own Learning Management System, the Albertian e-Learning platform**, which holds learning content such as presentations, accessible to learners round the clock. These materials, adhering to set standards of quality, are available to interested learners, with many courses having participants from other countries. The development of this content required teachers to peruse various online resources, consolidate concrete ideas into presentations and record three videos on separate topics. These classes are also uploaded to YouTube, via Accordion, the Recording Studio, thus making it available to all interested learners.
- **Smart Interactive Panels** installed in all classrooms, assist teachers and students by providing facilities to make presentations in all classes, along with easy access to online resources such as journals, articles, videos, films and documentaries. In the academic year 2016-17, 129 teachers also used various ICT tools. This number increased to 172 teachers in the academic year 2020-21, with a considerable increase in the number of tools also being used.
- Other ICT tools used by teachers include Projectors, D-Space, a Computer Lab with Wifi, Origin, MS Word, Chemdraw, GAMESS, Firefly, Canva, Prezi etc., to name a few. The teachers and students also use numerous national and international online journals through J-Gate, N-LIST, Infilbnet, MOOC, NPTEL, Virtual Lab, CMFRI Repository, CIFT Repository, Infilbnet, OWL, Shodhganga, Pathsala, vlab, Hyperphysics, Kickstart, E-Books, Physiology Software, Document Reader, EBSCO, JSTOR, e-Gynkosh, Swayam, resources from The Society for the Teaching of Psychology, to name just a few.
- Students are encouraged to prepare assignments following specific stylistic rules after taking references from the above-mentioned online resources. For the final year UG and PG Projects, students are required to refer to these resources and the projects are run through the plagiarism software installed by the institution. For student seminars, PowerPoint Presentations are mandatory, which after sessions are shared with the class.

While the digitization of learning processes was previously perceived as an elitist learning method, this has changed in recent years, with online learning platforms and resources being the primary methods used by our teachers and learners thus ensuring that the teacher and the tot keep abreast with global learning patterns and outcomes.

File Description	Document
Any additional information	View Document
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	View Document
Link for Additional Information	View Document

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

Response: 19.4

2.3.3.1 Number of mentors ?????????????? ???????

Response: 163

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	View Document
Circulars pertaining to assigning mentors to mentees	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institution

Response:

Process of preparation of the Academic Calendar:

Every year the academic calendar is prepared and planned well in advance before the start of the forthcoming academic year. This is done by a designated committee of the College with inputs from the Office of the Deans, Principal, Vice Principals, Controller of Examinations and the Internal Quality Assurance Cell. It encompasses information regarding the dates of inception of the academic year, sessional examinations, open house, end-semester examinations, institution holidays and vacations and other scheduled activities such as Departmental seminars, workshops, invited talks, inter-departmental, intra-departmental and inter-collegiate competitions, activities of the associations, alumni, placement cell and PTA meetings planned for the year. National/international commemorative days (e.g. International Women's Day) as well as the state and central government holidays and other events are also included in the calendar. The calendar is published on the official portal of St. Albert's College as well as in the College Handbook. The academic calendar is prepared taking into account the requirements of the regulatory bodies.

The Planning and Evaluation Committee of St. Albert's College (Autonomous) is in charge of preparing the academic calendar. Most of the time the College adheres to 90% of the working days earmarked in the academic calendar. But when some unexpected holidays like bandh/strike, rain, flood etc occur, extra working days or special classes are arranged for students to compensate for the hours lost.

In the academic year, 2020-2021, classes were forced to be conducted in the virtual mode because of the Covid 19 pandemic and most of the departments made use of the LMS of the college <https://elearning.alberts.edu.in/>, Google classroom and other online platforms for online classes, assignments, discussions and online tests.

Teaching Plan:

At the end of each semester, the Head of each Department in consultation with the faculty members

finalizes the teaching workload of each faculty member of the Department for the forthcoming semester. The timetable of the department is then prepared and circulated to the students.

The course teaching plan for the semester is prepared by the course teacher(s) and this is reviewed by the Head of the Department. The course teaching plan delineates learning objectives, number of sessions, session-wise coverage, particulars of internal assessment components, etc. Through regular department meetings, the Head monitors the progress of the course as per the teaching plan. Utmost care is taken by all teachers to complete the teaching of the syllabus content successfully, as per the teaching plan which includes both offline and online instructional hours. Learning materials are uploaded on various platforms to ensure an effective student learning experience.

Feedback on the academic calendar is collected at the end of the academic year which is analysed by the Executive Committee which recommends suggestions for the forthcoming academic year. This ensures that difficulties are seldom faced in adhering to the planned academic calendar while conducting examinations and other activities.

File Description	Document
Upload Academic Calendar and Teaching plans for five years	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.4 Teacher Profile and Quality

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

Response: 98.62

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 31.11**2.4.2.1 Number of full time teachers with *Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit.* year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
54	51	44	37	39

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**Response:** 5.01**2.4.3.1 Total experience of full-time teachers**

Response: 862

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.5 Evaluation Process and Reforms**2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years****Response:** 66**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
22	31	34	115	128

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 11.13

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

2020-21	2019-20	2018-19	2017-18	2016-17
212	310	450	348	125

File Description	Document
Number of complaints and total number of students appeared year wise	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.3 IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution

Response:

An indigenously developed ERP system named EduAlberts for the smooth conduct of examination-related activities was developed in 2016. It is the first of its kind in the Arts and Science Colleges of Kerala.

- This system integrates the overall activities of examinations. It starts with students' admission followed by attendance entry, internal marks evaluation, hall ticket generation, barcode generation, question bank preparation, generation of question papers, invigilators list preparation, valuation, publication of results, malpractices, tabulation, preparation of semester grade card, consolidated grade card and transcript.

- When a student joins the college, along with the admission number and class number, a unique registration number (PRN) is automatically generated. During the initial stages the PRN was manually generated and the attendance of the student was recorded manually. Now the attendance is fully automated and can be entered into the portal by the teachers after each session
- Systematic updation of attendance in the portal helps students and teachers to be cognizant of the percentage of students' attendance. At the end of the semester, the attendance is consolidated and only the students having 75% or more will be eligible for appearing for the end-semester examinations.
- The portal also caters to addressing the grievance of students by providing provisions for condonation.
- The internal mark of the student is recorded automatically. The attendance is automatically updated in the internal portal and the teachers upload the other components into the system. It is visible to both the students and teachers.
- As part of the CIA, some Departments have introduced Credit For Merit (CFM). CFM considers the academic and non-academic activities outside the college also. It includes the contribution of the student towards research, arts, sports and social commitment. The contribution of the student to the above areas will be assessed by an expert committee and marks will be awarded to his/her internal marks as CFM. Students who fail the internal examination are not eligible to get CFM. The total marks after adding CFM should not exceed the maximum marks for the internal assessment. For Credit For Merit, the Students can upload achievements/ merits with relevant documents. The documents are scrutinised by a panel of examiners. The awarding of marks is done by the examination wing. Tutors can enter the CFM in the internal component, during the entry of internal marks.
- The portal for Open Course selection was developed and incorporated into the ERP system in 2019. This helps the students to apply for the course as per their priority.
- The ERP system integrates the arrangement of the seating plan for end semester examination.
- Apart from this, answer sheets are bar-coded for optical scanning and assigned false numbering to keep up the confidentiality of valuation and the entry of marks into the portal.
- The students can register for the regular/supplementary examination and payment can be done through the system. Hall tickets are automatically generated.
- This ERP system includes a separate Question Bank for each course. The evaluation of Question Bank is to be done on two levels: Internal level evaluation and External level evaluation. The teacher-in-charge uploads the questions into the internal Question Bank as per Bloom's Taxonomy. The questions are accepted by a team of members including the Chairman. The accepted questions are uploaded to the Question Bank. After these questions are scrutinized and accepted by an external examiner, they are updated into the Question Bank. There is a provision for adding an answer scheme along with the addition of questions into the portal.
- Question papers for examinations are automatically generated from the Question Bank. The

questions are in the ratio 1:2:1 - simple, moderate and complex. The questions are generated based on the credits of each module in the course. The system also provides the facility to update the credits of each course.

- In 2017, a system for monitoring the valuation progress was introduced. Appointment letters for additional and chief examiners were introduced and the automated generation of the list of invigilators was initiated.
- For paperless communication, two dedicated mail ids - exam@alberts.ac.in and coe@alberts.ac.in were created and published. A multilevel valuation of answer scripts is done through the system. After the valuation, when the marks are entered into the system, the system automatically identifies the difference in the marks, if any, and directs for appropriate next-level valuation.
- 100% double valuation (1 internal and 1 external) for PG courses and 20% double valuation for UG courses are made sure of. The progress of valuation is also monitored through the system.
- The results are published through the ERP system. The system prepares the grade card which is made available to the students. The students can also apply for revaluation through the system.
- The promotion of students to the next semester is also done through the system. The system also provides the details of students who discontinue a particular programme.
- A special squad for monitoring the malpractices in examinations was introduced. The system also helps to record the data regarding malpractices.
- The tabulation (regular /supplementary) of the programmes is prepared automatically in the system. It includes details of semester results, grade-wise and subject-wise analysis, and the pass list for each Programme. The consolidated grade card is also prepared.
- In 2020, automated transcript generation was introduced. A system for comprehensive result analysis was developed.
- The mail id scheme@alberts.edu.in was created to compile the schemes and aid the speedy valuation of answer scripts.
- In 2021, a repository for generated question papers was introduced. This provides programme-wise / course-wise arrangements of question papers.
- A centralized internal examination for UG/PG was introduced which furnishes a standardized and systematic way of conducting examinations. This helps in getting students familiarized with the examination patterns which helps them to manage time while writing the end-semester examinations.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

At St. Albert's College (Autonomous), Ernakulam the Course Outcomes (COs) represent the intended skills and knowledge a student acquires by the end of each course in a programme. It has been thoughtfully expounded for all courses across the various programmes offered in the college. **The respective course instructor of a programme prepares the COs by the beginning of a semester and the same is uploaded on the college website.** A teaching plan is maintained by the course instructor in which the course outcomes are recorded in detail. The COs are precise, measurable and spread across all cognitive levels of Bloom's taxonomy and they are communicated to the students through the introductory lectures delivered at the commencement of each semester. There is further scope for revising the COs if need be, provided approvals are sought from the department-level committees.

The **Programme Specific Outcomes (PSOs)** are framed to establish specific academic goals adhering to the vision and mission of the college. As part of the preparation of PSOs, a series of meetings are held at various administrative levels of the college.

Programme Outcomes (POs) have been developed clearly enunciating the knowledge, skills and attributes expected to be procured by a graduate/postgraduate student by the culmination of their course. The Office of the Dean of Academic Affairs, prepare the POs following the UGC Guidelines which provide the direction and template to the various departments of the college for the composition of PSOs and COs for a given programme.

The PSOs and COs along with the syllabi for different courses are systematically drafted by all the Departments in concurrence with their respective Boards of Studies (BoS) and further ratified by the Academic Council. This delineates the knowledge and skills that are expected to be attained by a student upon the completion of their undergraduate/postgraduate studies. The respective course instructor develops a detailed course schedule by the beginning of each semester. The PSOs and COs are kept in mind while preparing the Course Schedule. The teaching methodologies adopted for each course are chosen with much thought and consultation with due inputs from the faculty members and the Head of the Department.

The COs are presented by the course instructor at the beginning of the semester while discussing the syllabus for the course. Also at the beginning of every lesson, the course outcomes are also conveyed to the students. Weekly lessons and assignments are clearly mentioned in the course schedule after scrutiny by the Department Quality Assurance Cell (DQAC). This also serves as an important reminder to the course instructor to promptly finish the portions and get ready with question papers for the conduct of assessments. The PSOs and POs are also communicated to the students at the appropriate time and are uploaded on the institutional website. This is displayed on the college website on the web page of each

department which can be accessed by the students and other stakeholders through the college website. The syllabus is also made available through the institutional repository software.

At the beginning of the academic year, students and their parents are briefed about POs during the common orientation programme (Deeksharambh) and PSOs and COs at the departmental level. Course instructors are entrusted with the responsibility of briefing the students about the features of COs.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

The College has direct and indirect methods of assessing the attainment of **Programme Outcomes, Programme Specific Outcomes and Course Outcomes**. Strategies adopted to ensure attainment of POs, PSOs and COs are:

- Preparation and submission of Semester Plans and test question papers which ensure timely completion of portions and formative evaluation.
- Preparation of lesson plans along with participative instructional strategies.
- Careful selection of components of CIA such as written tests, MCQs, Quizzes, Presentations, Assignments, and Seminars.

The curricula and the programmes are developed keeping in mind academic and vocational excellence. Learning outcomes are disseminated through the syllabus which is scientifically designed by the faculty through workshops and hands-on training by experts from various fields. The Course Outcomes are carefully listed after taking into account the Programme Outcomes. Due care is taken to ensure that the curricula are aligned with the Vision-Mission of the College and Programme and Programme Specific Outcomes. Each course outcome is mapped to one or multiple Programme Specific Outcomes. Student learning is evaluated keeping in mind the pedagogy of Bloom's Taxonomy and Course Outcomes. Two internal assessments every semester as well as a summative End Semester Assessment are conducted. Various methodologies for the Continuous Internal Assessments like written tests, MCQs, Quizzes, Presentations, Assignments, and Seminars are adopted. There is a healthy mix of various assessment tools thus ensuring that a student has the opportunity to a fair and just evaluative system. The question papers for the summative assessment are set per the pedagogy goals and course outcomes. The question papers are

scrutinized by the Heads of the Departments and the Examination Committee. The exam results are published by the Controller of Examinations after getting approval from the governing body. Performance analysis reports at the Department level help in the assessment of the attainment of objectives. Regular feedback is sought from the students, on the course curriculum, course objectives and assessment methodologies. A coherent assessment of the learning outcomes is conducted by the IQAC through internal and external audits of the academic programmes. The higher councils of the institution like the Governing Council, the Academic Council, and the BOS evaluate student progression and constantly monitor the programmes to ensure that they are resource intensive.

Apart from core academics, students are also encouraged to actively participate in co and extra-curricular activities. The College always gives priority to personal and community growth and encourages students to participate actively in Social Outreach Programmes. The curricular and co-curricular activities make the students aware of the course outcomes which correspond to the knowledge base of the topic. The teaching methodologies and assessment strategies focus on competency-based education and the programme outcomes. The performance of the students in curricular and co-curricular activities also provides valuable insights to deliberate on the achievement of the learning outcomes.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 86.37

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

Response: 786

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

Response: 910

File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	View Document
Any additional information	View Document
Link for the annual report	View Document
Link for additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 2.91

File Description	Document
Upload database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

St. Albert's College (Autonomous) has always realised the significance of research and over the years, it has gradually progressed in its research output. Moreover, increased emphasis was given to the promotion of research culture among faculty and students. The College has made considerable improvements in the development of research infrastructure in terms of space, equipment and support facilities resulting in more research output. Required facilities and infrastructure available on the campus for undertaking research are:

- Five recognised Research Centres of Mahatma Gandhi University, Kottayam and two recognised Research Centres of KUFOS
- Special Laboratories available for research are:
 - Aquarium and Hatchery Complex
 - Aquaculture Farm
 - Bio-Chemistry Laboratory
 - DST-FIST Lab
 - Fisheries and Aquaculture Laboratory
 - Micro-Biology and Pathology Laboratory
 - Laboratory of Botany, Chemistry, Physics and Zoology
- Centralised Facilities for research are:
 - Computer/ IoT/Hardware Labs
 - Library
 - Special Equipment for Research: The College has spacious laboratories equipped with modern instruments as listed in Annexure-A
- Desk Space and Cubicles for researchers to work independently

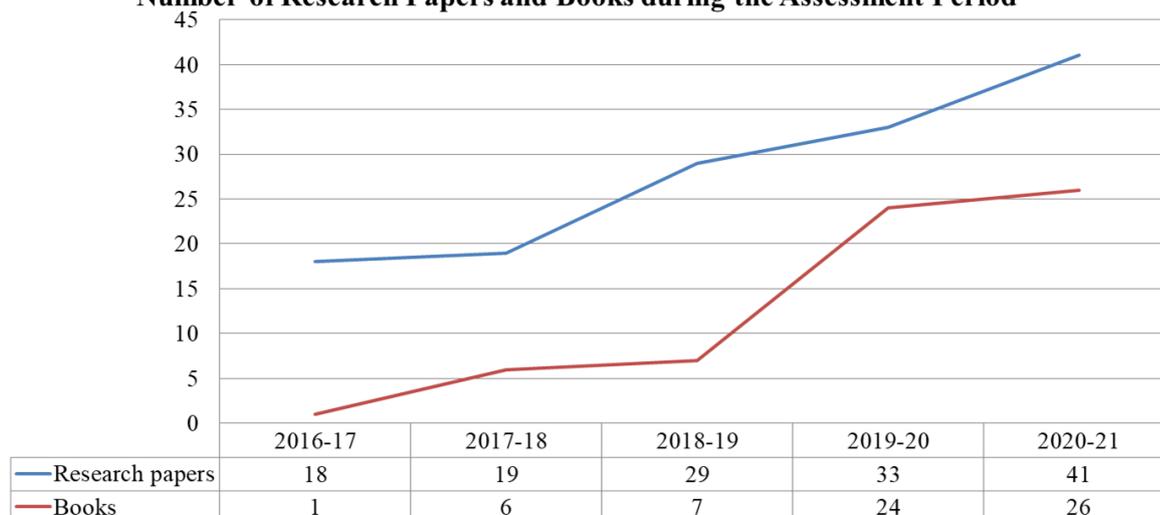
The College plays a pivotal role in undertaking funded research projects and encourages faculty members to carry out research projects funded by UGC, ICSSR, DST and the like. Presently, the College has also signed MoUs of research collaboration with nine International Universities, 22 National Universities/Colleges and 67 industries.

The fully automated libraries are equipped with Wi-Fi, and prominent databases like J-Gate, N-List, and NDL with access to more than 30 million reference materials. Moreover, the College has four reputed journals to its credit, namely Erudition (ISSN:0973-7839), Albertian Review of Literature (ISSN:2394-3009), Cognizance (ISSN:2349-2813), Albertian Journal of Pure, Applied Mathematics (ISSN:2454-8251) and a Conference Proceedings titled "Albertian Journal of Multidisciplinary Research (ISBN:978-93-5351-066-4). The College Library has also subscribed to a Plagiarism Checker and the theses and dissertations of students are run through the software to check for plagiarism.

The College has formulated a Research Promotion Policy to motivate its faculty members to undertake scientifically and socially significant research work ([Link_Research_Policy](#)). The Policy has a stated Code of Ethics for maintaining the integrity and authenticity of research ([Link_Research_Code-of-Ethics](#) and [Link_Code-of-Ethics_Policy](#)), guidelines for obtaining seed money for research projects for the faculty members ([Link_Seed-Fund_Policy](#)), etc. and provides incentives to faculty for promoting research ([Link_Incentives_Policy](#)).

The financial aid set for research projects is INR 10,00,000 per year and a faculty can avail up to a maximum of INR 100,000 per year for undertaking research projects. Apart from monetary incentives, the faculty members can earn research points, which form an integral part of employee appraisal. The College also promotes innovation by encouraging interdisciplinary research and joint/individual research projects and motivates faculty to collaborate with industry/academia. Research facilities are also provided to postgraduate students of other institutions to carry out their research projects in the College.

The Research and Promotion Policy of the Institution has gradually changed the research ambience of the Institution. The number of research publications in quality journals has increased over the years resulting in knowledge transfer among peers.

Number of Research Papers and Books during the Assessment Period

The members of the faculty also organise conferences, workshops etc. which have resulted in research projects, consultancies etc.

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

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 0.79

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

2020-21	2019-20	2018-19	2017-18	2016-17
3.929	0	0	0	0

File Description	Document
Minutes of the relevant bodies of the Institution	View Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	View Document

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

Response: 3.19

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

2020-21	2019-20	2018-19	2017-18	2016-17
11	0	3	0	9

File Description	Document
List of teachers and their international fellowship details	View Document
e-copies of the award letters of the teachers	View Document
Any additional information	View Document

3.2 Resource Mobilization for Research

3.2.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)

Response: 187.45

3.2.1.1 Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
4.029	0	31.47107	0	151.9522

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by government and non-government	View Document
Any additional information	View Document

3.2.2 Percentage of teachers having research projects during the last five years

Response: 3.19

3.2.2.1 Number of teachers having research projects during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
11	0	3	0	9

File Description	Document
Names of teachers having research projects	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.3 Percentage of teachers recognised as research guides

Response: 20.35

3.2.3.1 Number of teachers recognized as research guides

Response: 35

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years**Response:** 18.04**3.2.4.1 Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
7	0	2	0	6

3.2.4.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
19	18	15	15	15

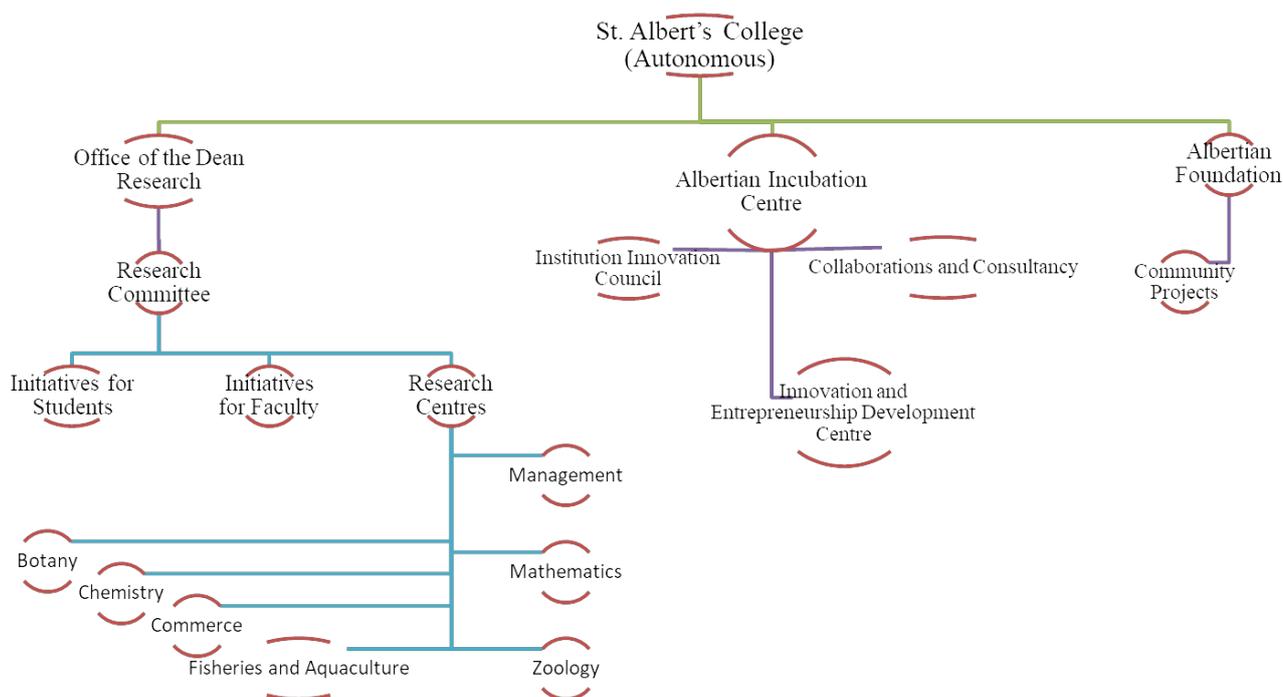
File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Any additional information	View Document
Paste link to funding agency website	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.

Response:

St. Albert's College (Autonomous) constantly aims at cultivating innovation and entrepreneurship attitudes in the minds of students by supplying them with adequate resources for the development of an enterprise and fuelling them with the wisdom to face the corporate business world. In order to achieve this, the College has created an ecosystem for innovation, creation and transfer of knowledge through dedicated centres of research, entrepreneurship, community orientation and incubation.



Through Research

The College has seven research centres where programmes leading to PhD are offered. For cultivating research attitudes in the minds of students, scholars and faculty, they are provided with the required infrastructure and support for the effective conduct of Research. They are provided remote access to a vast collection of research Databases and Networks like N-List, National Digital Library, J-Gate, Availability of E-books etc to support their research efforts. The College also provides Seed Fund for research for the faculty and also provides incentives for achieving milestones in research.

Through Entrepreneurship and Incubation

To cultivate innovation and entrepreneurship attitudes in the minds of students, Albertian Incubation Centre (AIC) was set up to support innovation among students.

Incubation Centre: The College has an exclusive Incubation Centre facilitated by the IEDC which provides functioning space for the companies along with expert mentoring. It is open to any student in the College who is interested in entrepreneurship. To date, four start-ups are being mentored in the AIC.

Innovation and Entrepreneurship Development Centre (IEDC): The IEDC was established in the College in August 2017 supported by Kerala Startup Mission (KSUM), the designated nodal agency for implementing the Kerala government's entrepreneurship and innovation-related projects. The objectives of IEDC are to organize entrepreneurship awareness camps and to develop programmes for helping students to set up their own start-ups while there are students of the college, by providing information and technical support. To nurture the entrepreneurship skills required to become a successful entrepreneur, the centre

arranges entrepreneurship enrichment interactive sessions by successful entrepreneurs who are icons in their own fields. Moreover, the cell organizes training programmes, seminars, and initiatives for starting enterprises. Leveraging membership in various professional bodies like CII, NIPM, KMA, etc. the Institution organizes industry-academia interactive sessions for knowledge sharing between experts from industry and students.

Young Innovators Programme: The College has also registered in the Young Innovators Programme of the Kerala Government and has submitted projects for approval.

Community Orientation

The College organises various community development activities through Albertian Foundation where various activities are planned and organised. Some of the Programmes organised under various heads are as follows:

Link_Report_of_extension_activities

Another initiative of making paper pens and paper bags as a sustainable alternative to plastic pens and plastic carry bags is aimed at orienting the students and society towards the responsibility of protecting the environment. The students also learn the dignity of labour and “earn while they learn”.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response: 122

3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
59	15	17	19	12

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document
Any additional information	View Document

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Any additional information	View Document
Link for additional information	View Document

3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years

Response: 2.86

3.4.2.1 How many Ph.Ds are registered within last 5 years

Response: 100

3.4.2.2 Number of teachers recognized as guides during the last five years

Response: 35

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI web site	View Document

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

Response: 0.96

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

2020-21	2019-20	2018-19	2017-18	2016-17
41	32	29	18	18

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years

Response: 0.44

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

2020-21	2019-20	2018-19	2017-18	2016-17
26	24	7	6	1

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response: 5.61

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

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

Response: 10

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy

3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 12.2

3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
1.71823	6.71757	3	0	0.764

File Description	Document
List of consultants and revenue generated by them	View Document
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View Document
Any additional information	View Document

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).

Response: 1.3

3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0.3332	0	0.6265	0.34231	0

File Description	Document
List of training programmes, teachers and staff trained for undertaking consultancy	View Document
List of facilities and staff available for undertaking consultancy	View Document
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View Document
Any additional information	View Document

3.6 Extension Activities

3.6.1 Extension activities are carried out in the neighbourhood community,-sensitising students to social issues, for their holistic development, and impact thereof during the last five years

Response:

St. Albert's College (Autonomous) is committed to catering to the educational needs of students with an aim to create trendsetters who would uphold the motto of the College - "for truth and service". The college gives priority to building competencies among students necessary for them to improve the quality of life for themselves and the society in which they live. Through various outreach programmes, the institution carves a path for them to develop a commitment to social change and a sense of compassion and solidarity.

For the institution, social outreach is more than a responsibility. Every year, the Social Outreach and Academic Extension Committee in collaboration with the various Departments of the College, the NSS (National Service Scheme) and the NCC (Navy/Army/Air Wing) organises multiple events, gender equity programmes, talks and activities that aim to sensitize and transform students as agents of change.

Along with actively participating in the events, the staff and students volunteered in extending a helping hand when the state was hit by a flood in 2018. St. Albert's College was one of the relief camps and the members of the institution continued to help until the community recovered. Those affected by the calamity were provided with basic necessities and utensils. The management, staff and students did their best to fulfil the immediate as well as long-term needs of the affected people. Students also conducted surveys to assess the impact of floods on biodiversity and livelihood. In recognition of these efforts, the Institution was honoured with the Social Service award in 2019 instituted by the Prof. K V Thomas Vidhyadhanam Trust. The award was handed over by His Excellency Honourable Justice (Retd.) P Sathashivam, Governor of Kerala. In addition, the Institution was also given an award by the Kerala Latin Catholic Association, Kottapuram Diocese in recognition of rehabilitation work and trauma care in flood-affected areas in 2018.

The institution was also recognised as Filament Free Campus in 2021 by Urja Kerala Mission, Government of India.

Major Social Outreach Programmes carried out between the years 2016-2021 are as follows:

Annual Report of Extension Activities 2016-17	https://www.alberts.edu.in/wp-content/uploads/2022/10/SPARSH-2016-17.docx.pdf
Annual Report of Extension Activities 2017-18	https://www.alberts.edu.in/wp-content/uploads/2022/10/SPARSH-2017-18.docx.pdf
Annual Report of Extension Activities 2018-19	https://www.alberts.edu.in/wp-content/uploads/2022/10/Sparsh-2018-19.docx.pdf
Annual Report of Extension Activities 2019-20	https://www.alberts.edu.in/wp-content/uploads/2022/10/Sparsh-2019-2020.pdf
Annual Report of Extension Activities 2020-21	https://www.alberts.edu.in/wp-content/uploads/2022/10/Sparsh-2020-2021.docx.pdf

St Albert's College, with its vision and mission of providing an environment that promotes the holistic development of the individual, who can play a vital role in the nation-building process and contribute to the progress of humanity, has endeavoured to decode the mission into practice during the last 75 years. The college over the years has developed socially accomplished, professionally seasoned and intellectually competent individuals for the development of the country.

File Description	Document
Upload Any additional information	View Document
Paste link for additional information	View Document

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

Response: 23

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	8	10	0	0

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document
Any additional information	View Document

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

Response: 90

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	22	27	10	19

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document
Any additional information	View Document

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 72.95

3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
2493	1985	1824	2016	2348

File Description	Document
Reports of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document
Any additional information	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

Response: 146

3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

2020-21	2019-20	2018-19	2017-18	2016-17
349	112	106	98	65

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document
Any additional information	View Document

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

Response: 81

3.7.2.1 Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
43	15	16	3	4

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other Institutions etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The College is spread over five campuses, the Main Campus, Sports Campus, the Albertian Institute of Management (AIM) and Aqua Farms. The total area of the campus is 23.13 acres. There are 87 classrooms to cater to 30 Undergraduate Programmes, 15 Postgraduate Programmes, one Integrated Programme and 8 research centres, of which 14 Programmes are in the afternoon session. There are 51 classrooms with LCD facilities and all classrooms have WI-FI/LAN facilities. In addition, there are seven seminar halls to conduct extension lectures, seminars and workshops, of which three are air-conditioned. The Main Auditorium (Papali Hall), the open auditorium (Baccinelli Hall) and the open air stage are used for major and minor events of academic and cultural relevance. A Wellness centre is set up to promote the physical and mental health of the students and the staff.

The Sports Campus is an integrated facility for sports activities which has provisions for training athletes and preparing them for national/international events. The BVoc Fitness Management and Personal Training Programme is conducted on that campus. The Aqua Farms of the College help in demonstrating pond management studies, the culture of fishes and shrimp, plankton studies as well as monitoring of water and soil quality parameters.

The LMS platform, desktops, laptops, firewall, servers and ICT tools like projectors and interactive panels are part of the IT infrastructure. All members of the staff use the recording studio (Accordion), learning management system (LMS) and other e-resources to facilitate multiple modes of teaching.

The College has separate laboratories for each science department and specialized laboratories for postgraduate and research programmes. There is a DST-FIST-sponsored centralized research facility for chemical, physical, computer, mathematical as well as life sciences. In addition, the College also has three museums, a Herbarium and a Botanical Garden.

The Main Library is located on the main campus and has two floors with 791 Sq. m. It is spacious and has a total seating capacity of 280 (including the Digital Library). An extension of the main library functions in the AIM Campus. The Library has access to e-journals and e-books on various disciplines, in addition to national and international journals. The Library has a rich collection of rare books of international, national and regional importance, manuscripts, special reports and many other knowledge sources. In addition, most of the research departments have their own libraries.

There are five computer labs with 384 computers to cater to the needs of students and staff. The college has 60 Apple MAC mini computers. The labs provide modern computational and research facilities to undergraduate, postgraduate and research students. Also, there is an Internet of Things (IoT) lab to make students keep up with advanced technology. The recording studio Accordion helps teachers to create e-content.

As an autonomous institution, the college offers flexibility in the conduct of examinations. An

indigenously developed software provides automated question paper generation from a centralized question bank, virtual marks entry, generation of e-hall tickets, virtual payment of fees, and online publication of results. The College also supports students with benchmark disabilities (Divyangjan) as per the UGC guidelines. An online feedback mechanism for teaching learning evaluation and grievance redressal is available in the portal.

File Description	Document
Upload Any additional information	View Document
Paste link for additional information	View Document

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

Response:

The College houses one main auditorium (Papali Hall), one open auditorium (Baccenelli Hall), one open-air stage (@Albertian Institute of Management) and five halls (**Mellano Hall (1668 sq. ft)**, **Bernard Hall (1130 sq. ft)**, **Board Room (850 sq. ft)**, **Emmanuel Hall (1163 sq. ft)**, **Daniel Hall (861 sq. ft)**) for conducting cultural events. The four halls, the auditorium and the open-air auditorium have a sound system and a mixer. Two halls have wall-mounted projectors, one hall has a movable LCD Display Screen and the other halls have movable LCD projectors. **Papali Hall [10226 sq.ft]**, the main auditorium of the College is used to host cultural fests. In addition to that, the College organizes the Albertian Cultural Dayz every Friday in the open auditorium-**Baccenelli Hall [5070 sq.ft]**.

The sports facilities in the College have been created to improve and develop the fitness and concentration level of the students. The College is committed to expanding facilities from time to time by adding new sports programmes and amenities which offer students more opportunities to compete, interact, unlock their physical potential, and learn about holistic health. **The Sports Campus of St. Albert's College (Autonomous)** has playgrounds for Cricket, Football, Hockey, Basket Ball, Handball, Netball, Kabaddi, Kho-Kho, Roll Ball, and various track and field events. Indoor courts for Badminton, Table Tennis, Chess, Judo, Taekwondo, Wrestling, Aerobics as well as Carrom Boards are available on the College campus. **Two basketball courts [6007 sq.ft]**, **one football Turf [31485 sq.ft]**, **a Yoga practice area [539 sq.ft]**, **Four indoor badminton courts [4844 sq.ft]** and **a state-of-the-art multi gymnasium [539 sq.ft]** are the other highlights of the College.

The main campus as well as the Sports Campus have an **Open Gym** that provides students and the staff with the opportunity to take care of their health and fitness even during leisure time. The institution ensures the participation of students in intra-departmental and inter-departmental competitions as well as the Annual Athletic Meet. Selected students are encouraged to participate in inter-institutional, inter-university, national and international competitions. The institutional facilities are used for hosting national and international events. The college also hosted an international FIDE-rated Chess tournament in 2018.

The **Yoga training facility** provided on the sports campus and the open auditorium of the main campus helps the students to practise yoga asanas and meditation. The College also has **separate rooms for NSS and NCC** where documents related to the same are kept.

A **Wellness Centre** has been set up by the College in collaboration with Lourdes Hospital, to promote the physical and mental health of the students as well as the staff. Health awareness programmes promote a sense of well-being among staff and students.

The College Chapel provides the spiritual energy for all the activities of the college.

St. Albert's College (Autonomous) has always kept up with changing times. Dedicated to making education available to all under all circumstances, the college opened **Accordion**, a fully equipped recording studio with the aim of producing a roster of visual learning media to aid students in the online learning process. It also provides support in broadcast production, studio event recording, classroom A/V support, digital archiving and academic training.

File Description	Document
Upload any additional information	View Document
Geotagged pictures	View Document
Paste link for additional information	View Document

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

Response: 60.64

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 57

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Paste link for additional information	View Document

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

Response: 8.81

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

2020-21	2019-20	2018-19	2017-18	2016-17
10.85	72.31	17.91	10.85	38.41

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	View Document
Upload audited utilization statements	View Document
Upload any additional information	View Document
Link for any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

The College Library is a crucial resource of information for the academic community. The Main Library is located on the main campus and comprises two floors covering an area of 791 m². It has a total seating capacity of 280. An extension of the main library functions in the Albertian Institute of Management Campus which has an area of 1088 sq. ft.

The first automation of the Library began in 2001 with the Integrated Library Management System (ILMS) software **Book Magic**, which provided a user-friendly interface and could be used to locate books, periodicals, documents in the library, and their issue status. Currently automation with the new ILMS, **KOHA** is under process.

The following are the details of these ILMS:

- Name of the ILMS software: **Book Magic**
- Nature of automation (fully or partially): Fully automated
- Version: 4.0
- Year of automation: 2001
- Name of the ILMS software: **KOHA**
- Nature of automation (fully or partially): Partially automated

- Version: 20.11.04.000
- Year of automation: 2021

The College subscribes to various national and international journals (hardcopies) as well as e-journals and e-books on various disciplines. The total holdings in the library are over 3 lakhs. Apart from the Central Library, a few Department libraries provide immediate reference and easy access to students, teachers and research scholars at the Department level.

A D-space Digital Repository (institutional documents, questionnaires, rare books, theses, dissertations etc.) is also available in the library. The Digital Library gives access to major e-resources (subscribed) such as UGC, N-List, and EBSCO (Journals & Books). The learners can access the academic-related links through the Digital library. Moreover, links to Open Access Journals are provided. There are 50 computers with internet facilities which afford users access to the e-resources facilities. A reprographic facility is also available in the library. The library has a log book to record the usage of the library by teachers, students and researchers. The work on Bar-coded (RFID) magnetic ID cards is in progress using RUSA funding and RFIDs will be furnished for all so that entry of all users can be documented.

In addition to research books, there is an erudite collection of books on unique concepts as well as a repository of resources on a wide range of topics covering all disciplines of life. The collection includes regular textbooks, research books, dictionaries, encyclopaedias, yearbooks, collected works, government publications, general books, etc. The library has subscriptions to e-Journals, e-ShodhSindhu, Shodhganga membership, e-books and a digital database.

The College also has the **plagiarism checker X 2020 Business** to help students and researchers verify whether or not their text really is their intellectual property.

The College also has a library committee which also helps in the smooth running of the library. According to the need and funds available, the College updates the library with the latest textbooks, reference books, journals, e-books, e-journals, etc. CCTV surveillance is available in the library which ensures security.

The following is the link to the website: <https://www.alberts.edu.in/library/>

File Description	Document
Upload any additional information	View Document
Paste Link for additional information	View Document

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc	View Document

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

Response: 7.25

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

2020-21	2019-20	2018-19	2017-18	2016-17
10.78	1.22	11.82	5.69	6.74

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

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

Response: 12.56

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

Response: 419

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 *Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities*

Response:

St. Albert's College has a comprehensive IT policy for the college to support and facilitate teaching, evaluation, research, and administration through a secured e-supported environment. The college has implemented individual servers for the Application, Library Software, personal computers, laptops and Digital Library with uninterrupted power backup. All the buildings have wired and wireless computing networks that allow faculty and students to log onto the internet at any point in time. All the computers on the campus are connected with LAN provided with an internet facility. More than 50% of the classrooms have Interactive Flat Panels with Wired and Wi-Fi internet connectivity. 80% of the classrooms and 90% of outdoor areas are under 24x7 CCTV surveillance. On campus, all rooms have two network wired connections for uninterrupted internet connectivity and a fully Wi-Fi-enabled campus with a high-speed internet facility.

The IT facilities include Computers, Laptops, Printers, Scanners, Projectors, and Intercom. The campus has a digital recording studio (Accordion) with an Interactive Flat Panel for recording e-content, Albertian News etc.

The internet connection to all the users is secured with individual usernames and passwords and MAC authentication. The campus is digitally well equipped for effective classroom delivery; lab-oriented focused information sharing and knowledge assimilation. There are six labs in the college with internet facilities for the students and teachers. The conference hall is acoustically designed and fully equipped with PLUG and PLAY facilities to give enriching teaching and learning experience for stakeholders during guest lectures, seminars, and workshops. Internet facility is provided to all 384 workstations with 275Mbps bandwidth, with multiple connections and secured by a firewall facility to block unnecessary content and to monitor and track all activities of the users.

Modern Dell EMC NAS Storage, with windows database operating system, is implemented. There is a storage facility for server backups and confidential data. Online web servers and e-learning platforms are hosted in the cloud for students.

RFID ID Cards with QR codes for the staff and students are provided with encrypted personal data.

- Purchased on 30.01.2016

Server: HPDL380 Gen 9 Rack Server 8-Core Processor x 2, 16 GB DDR4 RAM x 4, 600GB 6G 10K SAS HDD x 4, 10GB SFP ethernet adapter with volume licensing

Operating System: WinServer standard 2012R2 with 10CAL

- Added on 29.03.2021

PowerEdge R440 with Intel Xeon Silver 4210R 2.4GHz processor x 2, 64GB RDIMM x 4, 1.2TB 10K SAS HDD x 5

16GB Fiber Channel HBA

Operating System: Win Server standard 2019 with 5CAL

- Added on 29.03.2021

Dell NAS: EMC NX3240 Intel Xeon Bronze 3204, 8GB RDIMM x 2, 2.4TB 10K SAS HDD x 7

Operating System: Windows Storage Server standard edition 2019

- Optiplex 3080 Dell Server with Windows Server Standard 2019 (for Digital Library)
- Upgraded on 29.09.2021 Firewall: Sophos XGS 3300 HW Appliances / XG3ATCHIN with XGS 3300 X stream Protection Bundle - 3 years (last updated on 29.09.2021)
- Wifi Access Points: AP15, AP55, APX320 (last updated on 16.06.2020)
- BENQ Interactive Flat Panel: RE 6501-65" dual-core A73+dual core A53 processor 1.5GHz, 3GB Memory, 32GB HDD, Android 8.0 OS, 4KUHD resolution (42 panels updated on 2021)

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 9.47

File Description	Document
Upload any additional information	View Document
Student - computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution.

Response: 250 MBPS

File Description	Document
Upload any additional information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.4 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

Response: A. All of the above

File Description	Document
Upload Additional information	View Document
Institutional data in prescribed format	View Document
Link for Additional information	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 29.85

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

2020-21	2019-20	2018-19	2017-18	2016-17
142.09	85.04	70.32	141.74	55.57

File Description	Document
Upload any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts	View Document

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

Response:

The College has well-established systems and procedures for maintaining and utilizing physical, academic and support facilities. **The Systems and Procedures Policy** details the systems and procedures for the maintenance of the academic and non-academic infrastructure of the College. The College continuously strives to meet the growing needs of the institution in the twenty-first-century academic world and works in collaboration with the **Planning and Evaluation Committee (PAEC)**, making available adequate physical infrastructure and constantly upgrading facilities in order to provide a good teaching-learning environment. The PAEC also ensures that the developmental activities consider the extra-curricular requirements of the students, in order to provide a holistic campus life.

Systems and Procedures for Maintenance

- The Bursar is primarily responsible for providing and maintaining the infrastructure. He is overall in charge of all facilities and coordinates the same through the Administrative Officer who takes care of all the assets of the college. He directly connects with the Heads of Departments, faculty, administrative staff, lab attendants, the librarian and library assistants.
- There are security personnel on duty round the clock on the campus who ensure the safety and security of all estates and infrastructure. They monitor the entry and exit of vehicles and regulate the parking inside the college.
- The roads, entry points, College facilities etc. are under CCTV surveillance for safeguarding the assets.
- The budget is allocated for maintenance every year
- The Mechanic of the College is in charge of maintaining all electrical and electronic equipment. The generator, fire extinguishers and UPS are serviced regularly with internal and external experts.
- Any furniture repairs needed are attended to immediately by the carpenter available on campus.
- Complaints regarding infrastructure are recorded in a register maintained in the College office
- The proper and optimal use of electric lights/fans/projectors etc. as well as the judicious usage of water is ensured.

Maintenance of Laboratory/Classroom/ Library Facility

- St. Albert's College (Autonomous) has the most updated academic and research-oriented equipment helpful for researchers and students. Each science Department has separate labs. There is a DST-FIST-sponsored centralized research facility for chemical, physical and life sciences and computer sciences. Apart from this, there are departmental research laboratories equipped with

many instruments. A dedicated teaching and non-teaching staff team keeps the laboratories clean, tidy and ordered.

- There is a stock register to maintain the purchase and discard of equipment. A separate consumable register is maintained where the purchases and issues of all consumable items are recorded. These registers are verified and signed with remarks by the concerned Heads of the Departments every month. Annual stock verification is done at the time of the annual internal audit.
- Instruments are calibrated and serviced routinely. Periodic reporting on requirements of repairs and maintenance is submitted by the HoDs.
- The Purchase Committee and the Finance Committee approve each purchase according to the funds available. There is a policy of yearly maintenance for equipment and devices. The in-house maintenance team takes up those repairs and maintenance, which can be done internally.
- A Library Committee reviews the monthly activities and requirements of the Library. According to the need and funds available, the College updates the Library with the latest textbooks, reference books, journals, e-books, e-journals, etc. Book Magic is used as the Institution's Integrated Library Management System. The Library has a logbook to record the usage of the Library by teachers, students and researchers.
- The Library Committee and the librarian look after the maintenance of the libraries. The annual stock of books, shelves, computers, and other belongings in the library is monitored and maintained in the library stock register. The Library committee works for maintaining the optimal functioning and improvement of facilities provided by the library to different stakeholders.
- There is a regular assessment of IT facilities in the library.
- Annual maintenance of laboratories, classrooms and general facilities is taken up during the months of April-May before the commencement of classes. The classroom furniture is checked and repaired on a regular basis. Technical problems are noted and intimated to the Principal which in turn is taken up by the maintenance committee.

Sports Facility

- The Sports Committee reviews the monthly activities and requirements of the sports complex.
- There is a gymnasium, football ground, hockey practice court, cricket pitch, basketball court, indoor badminton court, judo practice area, yoga practice area, table tennis boards, chess, carrom boards, etc.
- These are being maintained and updated by experienced and well-qualified teaching and non-teaching staff.
- Periodic repairs and up-gradation of sports equipment and accessories are conducted
- First-aid kits are always available for any emergency in the store room.

Maintenance of Information Technology Facility

- There are 5 computer labs with 384 computers to cater to the needs of the students and staff.
- The Information Technology (IT) team handles the requirements and updates required for computer labs.
- The staff of the Computer Centre are in charge of maintaining the IT facilities.
- Repair/ upgradation/ purchase of hardware/ software are also taken care of by the system administration team.
- The internet/intranet/ LAN facilities are also fully functional and are properly maintained and monitored by the IT team.
- Anti-virus /Anti Malware software is installed and updated at specific intervals.

Other Facilities

- Water tanks are available and maintained for clean drinking water.
- The Green Cover of the campus is well maintained. Gardening and watering of plants are systematically looked after by workers appointed for the purpose.
- The college maintains a healthy ambience through eco-awareness displays like Plastic Free Campus and Litter-Free Area.
- Adequate dustbin facilities with colour distinctions for the segregation of bio-degradable and nondegradable waste are also provided.
- Regular checking of canteen facilities and fixing of prices are supervised by the Canteen Committee.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 43.48

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

2020-21	2019-20	2018-19	2017-18	2016-17
1056	1096	1342	1428	1402

File Description	Document
upload self attested letter with the list of students sanctioned scholarships	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years

Response: 8.34

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

2020-21	2019-20	2018-19	2017-18	2016-17
383	304	205	209	133

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freships besides government schemes in last 5 years	View Document
Institutional data in prescribed format	View Document

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 40.92

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

2020-21	2019-20	2018-19	2017-18	2016-17
2045	1022	1095	927	967

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies

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

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

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

Response: 12.01

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

2020-21	2019-20	2018-19	2017-18	2016-17
175	158	90	74	52

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

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

Response: 41.1

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 374

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document

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

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
26	32	20	10	4

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

2020-21	2019-20	2018-19	2017-18	2016-17
26	32	20	10	4

File Description	Document
Upload supporting data for student/alumni	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

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

Response: 76

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

2020-21	2019-20	2018-19	2017-18	2016-17
19	17	18	15	7

File Description	Document
Number of awards/medals for outstanding performance in sports/ cultural activities at inter-university / state / national / international level during the last five years	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document

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

Response:

St. Albert's College (Autonomous), Ernakulam has a participatory governance system where the students and the teachers work together for the holistic development of the students.

The **Student Council** is constituted each year and the members of the Council are elected by the class representatives who are elected by the students of their respective classes. Students who have a minimum of 75 % of attendance, who have showcased academic excellence, and have had no disciplinary action initiated against them can contest as class representatives. The class representatives so elected will form the Electoral College, and they cast their vote to elect the members of the Student Council.

The College Students Union comprises the Chairman, Vice-Chairman, General Secretary, Arts Club Secretary, University Union Councilors (2 Representatives), Magazine Editor, UG Representatives (from first, second and third years respectively), PG Representatives (from first and second year respectively) and Lady Representatives (2 representatives). The Office of the Dean, Student Affairs monitors the functioning of the College Union for the smooth conduct of the meetings and events. The main objective of the Student Council is to work with the College to provide support for the holistic development of the students by engaging them in various activities related to arts, sports, and culture so as to enhance their leadership skills.

<https://www.alberts.edu.in/student-union/>

Class Coordinators

From the academic year 2018-19, every Department has had student coordinators shouldering the following responsibilities: Department Secretary, Treasurer, DQAC Coordinator, IEDC Coordinator, Examination Coordinator, Placement Coordinator, Social Outreach Coordinator, E-governance Coordinator, Arts/Programme Coordinator, Sports Coordinator, Media Coordinator, and Green Coordinator. The Head of the Department leads the entire team. From each class, two representatives (Department Secretaries), the tutor, and two teachers handling the class form the Class Executive. Two students each, a boy and a girl shoulder the responsibility of the other eleven positions mentioned above. These 24 students along with their tutor and the above-mentioned teachers form the Class Extended Executive. The entire class, tutor, and teachers create the General Body of the Class. The Head of the Department, along with the teaching and administrative faculty of the Department, along with the class executives form the Extended Executive of the Department. All the students of the Department along with the faculty form the General Body of the Department.

Clubs

There are several active clubs in the College and the class Arts Coordinators are the members of the organizing committees. Participation in the clubs brings empowerment, responsibility, sharing, and delegation of authority. It leads to openness to new ideas which can facilitate innovation and an overall increase in the ownership of work, leading to increased efficiency, productivity, and improved morale.

<https://www.alberts.edu.in/clubs/>

NCC

The College has all three wings of NCC - Army, Navy and Air Force, which foster leadership, character, comradeship, sportsmanship, and the notion of service among students.

<https://www.alberts.edu.in/ncc-2/>

NSS

The NSS encourages students to participate in activities that enhance social responsibilities like blood donations, women empowerment, rural health and sanitation, education of the weaker sections, environmental awareness camps etc. in the College and in surrounding areas of the city.

<https://www.alberts.edu.in/nss/>

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 14.6**5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
18	16	16	9	14

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events / competitions organised per year	View Document

5.4 Alumni Engagement**5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.****Response:**

The College has an active Alumni Association. The mission of the Association is to stimulate strong bonds with the Institution. Alumni Association coordinates the alumni and includes them in the development and growth of the institution. It creates networking opportunities through various activities to foster relationships among alumni, students, faculty and management. An Elected Executive Committee coordinates various activities of the association. The activities and contributions of the association are the following:

- Helps the College in organizing invited lectures, national/International seminars
- Offers sponsorships and logistic support for various programmes and extension activities
- Emphasizes the need and importance of educating and moulding students into morally able, enlightened, socially responsible and self-reliant citizens
- Stresses the importance of alumnae gatherings and the role of alumnae in voluntary programmes like mentoring the students in their areas of expertise
- Has contributed an amount of Rs.847537/- during the assessment period for developmental and relief activities
- Plays a significant role in providing constructive feedback on various programmes offered by the college: their effectiveness and the expectations of the industry and the trajectory of advanced

research.

- Noted alumni are the members of the Boards of Studies in various departments and contribute significantly to the curriculum review and revision:
 - to address cross-cutting issues like gender, human values, environment and sustainability,
 - to increase skill development, entrepreneurship development and employability.
- Notable alumni serve as resource persons for seminars and value education classes and play a key role in grooming students for various competitions and placements.
- Give feedback on facilities available on the campus and contribute to the improvement of infrastructural facilities.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

5.4.2 Alumni financial contribution during the last five years (in INR).

Response: E. <2 Lakhs

File Description	Document
Link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

St. Albert's College champions an atmosphere of creative and rational dynamism as well as the uprightness of students who can commit to the nation-building course and upgrading of society. The College aims at forming leaders who will champion the cause of justice, love, truth and peace. It imparts quality education and enriches the learning environment in order to optimize each student's overall development and help them realize his/her full potential.

The Nature of Governance

St. Albert's College, through distinct administration, institutional preparation and development, formulates strategies to improve the quality of higher education for students. The spotlight of the college is on areas such as academics, administration, financial management and infrastructure development. The governance ensures that the delivery of educational programmes reflects the Institution's vision and mission. (<https://www.alberts.edu.in/about/vision-mission/>)

The Governing Body

The Governing Body is the highest statutory advisory body of the College. The Governing Body is collectively responsible for overseeing the Institution's activities, determining its future direction, and fostering an environment in which the Institutional Vision and Mission are achieved. The Governing Body adopts guidelines and takes decisions necessary to enable the Institution to achieve and develop its mission and primary objectives for learning, teaching and research.

The Academic Council

The Academic Council ensures quality in academic activities such as design & framing of curriculum and gives direction regarding methods of instruction, evaluation, and revision in academic values. The maintenance of academic standards within the College and the planning, coordination, development, validation and review of the curriculum and all academic work of the College is monitored by the Academic Council by considering the suggestions from the Boards of Studies.

The Executive Committee (EC)

The Executive Committee meets every first, third and fourth Mondays to consider important matters and take appropriate decisions. All decisions relating to the functions of the College are made by the Committee. The Committee develops and implements policies and strategic plans proposed by the Governing Body and Academic Council for the administration of the College.

The Extended Executive Committee

This Committee comprises the EC members and the Heads of the Departments. The committee members report to their respective departments on the deliberations, actions, and activities of governance following each meeting.

Finance Committee

The role of the Finance Committee is primarily to provide financial oversight for the Institution and discuss the finalisation of the budget proposals submitted by various departments and forward the proposals to the Purchase Committee if necessary.

Internal Quality Assurance Cell

The IQAC develops a system for conscious and consistent improvement in the overall performance of the College and is responsible for the development, application and monitoring of quality benchmarks for various academic and administrative activities of the Institution. The IQAC also develops and maintains the institutional database through MIS for the purpose of maintaining and enhancing institutional quality.

Participative administration is evident through different committees functioning in the College. The Management is also enthusiastic about promoting distinction in teachers and strives to set up a suitable climate for inquiry, innovation and consultancy.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

St. Albert's College has adopted a participatory style of governance to build commitment and develop initiatives within work teams. This promotes a genuinely collaborative culture in the Institution and positively impacts every stakeholder thus creating a community culture based on collaboration and valorization. The College has put in place management strategies where faculty members holding administrative positions, key administrative officers and other faculty members are actively involved in decision-making processes.

Case Study

Decentralization of Governance: Deanery

The College is decentralized to a great extent and has delegated responsibilities to the various Deans – Academics, Research, Quality Assurance, Student Affairs, Resource Mobilization, International Affairs & Training and Development. They are granted spaces and positions of significance and are sought out for

the discharge of various duties and functions. The College has a Human Resources Policy and Procedures Manual that lists out the duties and responsibilities of the Deans.

Office of the Dean - Academics is responsible for the preparation of the academic calendar, monitoring the progress of class work, and syllabus coverage. The Office also receives, processes and maintains all records related to all the programmes offered in the College including curricula, programmes and courses offered and is involved in supervising, evaluating, and supporting Departments in a manner that promotes excellence in instruction, and scholarly productivity.

Office of the Dean- Research provides strategic leadership in developing and refining the College's research mission and activities toward meeting current and future needs. The office also assists faculty to form successful collaborative research groups that integrate and support individual, community-based, and team-based programs of research.

Office of the Dean-Quality Assurance is responsible for the development and implementation of quality benchmarks/parameters for various academic and administrative activities of the institution.

Office of the Dean-Student Affairs provides general assistance to students and is the liaison between the College administration, students and the Student Union.

Office of the Dean-Training and Development facilitates the creation of a learner-centric environment conducive to quality education and lifelong learning in the College.

Office of the Dean- Resource Mobilization is responsible to handle/monitor/update all matters relating to Governmental and Non-Governmental Funds. The Office also conducts internal and deeper reflection on the financial situation of the College, its resource requirements and ways to achieve that.

Office of the Dean-International Affairs leads the development of the College's Internationalization Strategy through the development of new initiatives and strategic partnerships and fosters global engagement.

Dean, Management: is responsible for building the internal norms for smooth & seamless operation, setting up the beyond educational activities - workshops, industry assignments & internships, co-curricular non-academic programmes as well as placement assistance for graduating students,

Thus, the Deanery ensures participative management at St. Albert's bringing in the delegation of authority, sharing of responsibility and stakeholders' empowerment. It encourages openness to new ideas which result in innovation and an overall increase of ownership of work among stakeholders, finally leading to increased efficiency, better productivity and improved morale. This helps in creating a new community of efficient and educated youngsters, conscious of their rights and dignity, by providing them with multi-faceted learning and offering them adequate leadership training, to become worthy citizens and competent leaders.

File Description	Document
Any additional information	View Document
Link for strategic plan and deployment documents on the website	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

St. Albert's College (Autonomous), Ernakulam has invested responsibly in the expansion of its physical resources, with a major focus on infrastructural development and renovation. The need to ensure the availability of proper infrastructural facilities is a significant part of the college's long-term vision. This vision is a responsible one, which studies the impact it may have on the environment as well. The existing buildings would be refurbished maintaining the highest standards of accessibility and environmental sustainability. Acquiring properties which would facilitate the needs of research and education was also part of this vision. For this, suggestions were sought from stakeholders and professionals during meetings. There were discussions with regard to this at the management level where suggestions received were incorporated into the overall design of these facilities. The regular inspection was also conducted by the Building Committee.

The following are some of the concrete measures adopted by the College to enhance its resources

- Since its inception, there has been considerable expansion in the **College's buildings**. But these expansions were done without affecting the historic quality of its architecture. Over the years, this development process has been done to facilitate research without impacting the environment. The college also purchased 10 acres of land at Vypin, Kerala.
- As part of this process, the **square feet area** was increased. The existing buildings were renovated with concealed wiring and replastering. More areas were turned disabled-friendly to facilitate easier mobility and greater access.
- **Accordion**, the recording studio of the College is a well-designed studio which is used for recording classes, Albertian News etc. The studio is equipped with the tech support necessary for facilitating this.
- **Mellano Hall** was renovated and inaugurated in the year 2019. The hall is 1668 sq. ft., is air-conditioned, seats 150 people and is designed to facilitate programmes without interruptions from external noises.
- **A building** was constructed with the sanctioned RUSA funds following a Detailed Project Report submitted to the Government of Kerala.

- **The D block** of the College was constructed. The laboratories of the Renewable Energy Department were renovated and the existing lab facilities of the Science Department were upgraded.
- The college has a world-class collection of books which are housed in the **newly renovated library** which also has the facility to seat a greater number of students.
- With the construction of new buildings, the number of classrooms increased. Existing classrooms were renovated. **Smart Interactive Panels** were installed in all classrooms, assisting teachers and students by providing facilities to use presentations in all classes. Network cables were also run through all classes.
- **Café de Navarra**, an open-air snack bar was set up with tea and snacks available to all, at all times. The **college canteen** was also refurbished, with an area reserved for guests. The seating capacity was increased along with larger wash areas with a separate space for washing plates.
- The college installed **open gyms** at the Arts & Science campus and the Sports campus at Kaloor. This campus was also equipped with **a turf** to facilitate easier and regular practice for all interested students.

File Description	Document
Any additional information	View Document
Link for Strategic Plan and deployment documents on the website	View Document
Link for additional information	View Document

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

Response:

The College has a well-defined system to plan and implement its policies and programmes for its smooth and efficient functioning. The statutory and non-statutory bodies function in accordance with the statutes, manuals and policies laid down by the government, the parent university and the governing body of the college.

The Organization Structure

The Governing Body takes decisions on new programmes, examinations, results, fee structure, scholarships and facilitation of curricular activities. The Chairman, Vice Chairman, Registrar, Bursar, Principal, Vice Principals and Deans who are part of the Executive Committee meet every Monday and

take decisions on the day-to-day administration of the College. The Controller of Examinations is responsible for the conduct of the end semester examination and publication of results on time. The major decisions taken by the Executive Committee bodies are communicated to the staff of the Departments by the HoDs who are part of the Extended Executive Committee. The staff serve as a link between the HoDs and students.

The Academic Council and Boards of Studies meet at least twice a year to prepare/approve the curriculum and syllabus for new programmes or review the existing programmes, and recommend methodologies for innovative teaching, learning and evaluation.

The Internal Quality Assurance Cell looks into aspects related to strategic planning, quality initiatives, infrastructure development, and framing of various policies. It also takes initiatives in FDP, research and innovations in teaching, learning and evaluation.

The Finance Committee and the Purchase Committee prepare the budget for the utilization of the plan fund for infrastructure development and for obtaining teaching learning resources.

In addition to the above, there are various committees such as the **Discipline committee, Consultancy committee, PTA and Alumni Association, SC/ST Welfare Committee** and various clubs, the college also has a special wing for extension and outreach work.

Appointment of the Staff

Human resource planning is done annually for both the aided and the unaided sections. The staff for the aided section is appointed in compliance with the guidelines of the government, and the service conditions laid down in the KER and KSR. The selection, promotion and appraisal of the unaided staff are in accordance with the HR policy of the college.

Policies

The College has well-articulated policies on Quality, Research, Infrastructure Development and Maintenance, HR and Staff Welfare, Student Support, Environment, Research and Publication, Equity, Gender and Anti-ragging etc. The policies are published on the college website.

Feedback and Review

The college has a structured mechanism for collecting feedback from all stakeholders. The feedback collected is analysed and used for the review of existing policies and practice

The Office Superintendent coordinates the functioning of the administrative staff for work allotted to them. The administrative staff work in different groups according to the duties assigned to them- ERP Team, Technical Staff, Finance officer and Administrative, Non-teaching/supportive staff. For academic matters, the administrative staff are governed by the Principal and for administrative work they report to the Secretary. The Student Council is guided by the Dean, of Student Affairs. This way of administration creates a collaborative environment.

File Description	Document
Any additional information	View Document
Link to Organogram of the Institution webpage	View Document
Link for additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format	View Document
ERP (Enterprise Resource Planning) Document	View Document
Any additional information	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression

Response:

The College has undertaken effective and suitable welfare measures for teaching as well as non-teaching staff. The management is very keen on the academic as well as the welfare development of both teaching and non-teaching staff.

- Seminars, conferences, training programmes and FDPs are organised at the national and international levels for faculty enhancement and for nurturing a competitive and thriving academic environment
- Faculty Enhancement programmes for skill up-gradation and training are organized for both teaching and non-teaching staff
- Teaching and administrative staff are provided with ample and adequate training in their respective domains to increase their skill sets so as to catch up with changing times and technologies

- ICT training is provided for teaching and non-teaching staff
- Seed money is given for research to faculty
- All the staff members are encouraged to attend orientation, refresher and other training programmes so as to gain a fresher perspective on academic thinking and progress
- The College has an active Cooperative Society which was established in the year 1955. Deposits are accepted from members in the form of monthly deposit schemes. Quick loan facilities are provided for members of the society with low-interest rates. In addition, initiatives in providing housing facilities for students, and providing scholarships to children of staff members both teaching and non-teaching are also taken. Medical camps are organized by the society members for the welfare of the students, teachers as well as the public.
- The College also provides loans to its staff. During 2016 – 2021, a total of 4,90,500 rupees were given as loans to the teaching and non-teaching staff members.
- Annual staff picnics are organized so that staff get to enjoy a sense of camaraderie.
- Staff members are wished on their birthday.
- All festivals are celebrated ebulliently by the College and all staff members are encouraged to participate in them thereby increasing the staff happiness quotient.
- Free Wifi facilities are provided in the college to staff with online materials to support and enhance their teaching as well as research endeavours. Various collaborative works of the college are done with the help of these facilities.
- State-of-the-art computer labs are provided to support the teachers in learning computer-oriented and computer-assisted subjects and courses.
- Parking facilities for about 40 cars and for about 100 two-wheelers are provided so that staff can safely occupy those spaces to park their vehicles.
- Various welfare schemes are provided for staff as well as their children. Subsidized residential facilities (in total 8 quarters of 1BHK with approximately 600 sq. ft.) and hostel facilities are provided.
- Subsidized food for staff members is provided by the College Canteen on a daily basis.
- All eligible staff are given ESI (Employees State Insurance) and EPF (Employees provident fund). At present ESI facility is being provided to 65 teaching staff. 24 non-teaching staff are also eligible for the same. 47 aided staff are eligible for EPF as per the government guidelines.
- The Staff Club under the aegis of St. Albert's College organizes an annual staff family get-together where each member of the Albertian family gets to spend some quality time with their colleagues and their families.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 1.17

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	0	2	4

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 7.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	11	3	7	6

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View Document
Reports of Academic Staff College or similar centers	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 27.6

6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
58	41	45	36	22

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
IQAC report summary	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The College conducts internal and external financial audits regularly. St. Albert's College as its motto for

Truth and Service believes in creating and maintaining transparent and accurate systems in the interest of stakeholders. For smooth functioning, the Finance Committee meets regularly to evaluate and prepare the budget for the new academic year. The Finance Committee of the College comprises the Coordinator, Bursar and Principal. They conduct internal auditing with the help of treasurers from various Departments. External audits for all the transactions done by the College are also done by Chartered Accountants deputed by the college management. At present K T Antony and Associates is the Chartered Accountant agency taking care of all the auditing of College transactions. Together with this, the auditing by the Deputy Director of Collegiate Education (DyDCE) and by the Accountants General (AG) of India is done regularly for all funds and collections under the aided stream. The Public Financial Management System (PFMS) is also used in updating the usage of funds for various projects such as RUSA. The major financial provider of the College are

1. UGC Grant for various schemes
2. DST-FIST support
3. DBT STAR College Scheme
4. Autonomy grant from UGC
5. Mandatory fee collections from students at the time of admission and during the study as stipulated by the University and Government of Kerala
6. Other Government Schemes like WWS, SSP, ASAP, Scholarships, etc.
7. Parent Teachers Association Collection
8. Management Fund from students admitted to Self-financing Programmes and
9. Research Grant to individual faculty members

In most of these schemes, the Principal in consultation with the Manager appoints a coordinator to oversee the utilization in tune with the guidelines of the sanctioning authority. The coordinator with the consent of the Principal makes payment. For Alumni funds, the Alumni general body elects a secretary who oversees the utilization and auditing. The management funds are handled by the Bursar who gets the accounts audited by external auditors every year. With regard to research grants, the Principal Investigator of the project is responsible for the auditing and submission of the accounts, through the principal, to the sanctioning authority. The budget is prepared annually on the basis of allocated funds and funds are distributed to all departments. Any objection or clarification raised by the auditors will be dealt with utmost care and the required additional documents/bills/vouchers will be produced before the auditors in time.

An audit objection and its reply during the Principal's Audit 2021 conducted by the Directorate of Collegiate Education are given below:

An objection (Ref: Annexure 1 in additional documents) was raised with respect to an anomaly noticed in the **“bill book wherein amounts of 30645, 6000 and 6000 marked as contingent payment on 30/3/21**

have not been entered in the cash book.”

The reply (Ref: Annexure 2 in additional documents) for the above-stated objection was “**The amounts mentioned in the objection are payments from the NCC army for ANO Lt. John Sinoj and the receipts from the same are attached herewith**”

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 13.25

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

2020-21	2019-20	2018-19	2017-18	2016-17
7.685	1.92	0.55	3.093	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Annual statements of accounts	View Document
Link for additional information	View Document

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

Response:

Different funding schemes announced by the Central/State Government, UGC, DST, DBT etc. are identified from time to time through social media notifications, website notifications, newspaper advertisements etc. Once identified, the Principal, in consultation with the Executive Council, directs the

Research Promotion and Ethics Committee to prepare the proposal according to the guidelines specific to the scheme. The Committee initially collects the requirements submitted by the Departments and with the consent of the Principal prepares the technical and financial proposals for Government funding. The proposal is then sent to the funding agency for evaluation and the Principal makes a presentation of the proposal wherever necessary.

It is also the policy of the College to motivate faculty members to apply for research projects from UGC, DST, etc. In the case of research projects, the Principal Investigator prepares the proposal and gets approval from the Research Promotion and Ethics Committee before sending it to the appropriate agency. The major sources of funds for the college are from the following agencies like UGC, NAAC, RUSA, ICSSR, DST-FIST, DBT-STAR, UGC fund for B.Voc, Major and Minor projects and Scholarships.

State Government Funds for NSS, ASAP (Additional Skill Acquisition Programme), WWS (Walk with the Scholar Programme) and SSP (Student Support Programme) as well as Scholarships are received from time to time. Non-Government Funds and Endowment Awards Funds are raised by different departments/associations.

After submitting the technical report and Utilization certificate of DST-FIST support, the institution presented the proposal for DST-FIST in 2018 and a total amount of Rs.65 lakhs was sanctioned. Recently the College also prepared the proposal for RUSA funding and was given Rs. 2 Crore under RUSA projects during the year 2018. The College was successful in getting B.Voc Programme funding in 2014 with 85 lakhs and also in 2021 with 12 lakhs.

The Finance Committee contacts all sources including the UGC for funds for infrastructure development. The College also produces solar electricity which is very profitable as it helps in paying the major recurring expenses of electricity bills.

Funds from the college management are sought when there is any financial necessity and the management then mobilizes/sanctions amounts. The College is very keen to ensure the optimal utilization of resources by inviting tenders/quotations from parties and allocating work to the minimal quoted amount while ensuring the quality of the product/work. Progress of the utilization is periodically assessed by the Principal/Bursar/Finance Committee. The College prepares a budget for all these grants received in order to ensure effective utilization of the funds. UGC funds are deposited in a separate bank account. The utilization of these funds is ensured through financial auditing at the end of each financial year. Fees received from students used for infrastructure augmentation, maintenance work, and salary for faculty of unaided courses are audited annually.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)

Response:

During the post-accreditation period, especially after the grant of autonomy for the College in 2016, the IQAC contributed significantly to the institutionalization of many quality initiatives, and quality strategies.

The IQAC aimed at ensuring academic quality by organizing **professional development programmes** for teaching and non-teaching staff of the College. In addition to this, the different Departments/Offices were encouraged to promote and endorse quality-related activities and endeavours through various programmes and tasks such as seminars, workshops, conferences, panel discussions, and academic meetings for all the stakeholders of the Institution. Programmes having vital significance in areas like research and analysis, outcome-based education, computer skills, office automation, curriculum development, equity and inclusiveness, research paper writing, Intellectual Property Rights, ICT-enabled teaching, mental health, communication and the like were introduced.

The IQAC also took initiative to conduct **webinars on the NAAC reaccreditation process** addressing criterion-wise questions, documentation processes and benchmarking.

The concept of the Albertian Educational Expo with the theme of Knowledge for All in Society as well as the **Albertian Knowledge Summit - An international conference on multidisciplinary research**, was conceived

As part of the College's mission for continuous improvement in all sectors, academic or administrative, **the IQAC collects feedback from stakeholders** each year so that they remain aligned with the goals of the Institution and continue to be part of the continuous learning process for regular improvisations to serve better. The feedback is compiled and analyzed.

The IQAC plays an active role in **curriculum restructuring and has initiated several steps to include innovation and improvement in the syllabi and a paradigm shift in learning and teaching pedagogy incorporating OBE.**

With a view to allowing flexibility in the education system, so that students depending upon their interests and aims can choose interdisciplinary, intra-disciplinary and skill-based courses, a choice-based credit system (CBCS), has been adopted. The choice-based credit system not only offers opportunities and avenues to learn core subjects but also explores additional avenues of learning beyond the core subjects for holistic development.

The IQAC monitors and evaluates the institutional process through systematic internal and external reviews by conducting **academic and administrative audits**. The IQAC encourages the different Departments and the Institution to evaluate their quality processes and standards based on predetermined benchmarks and to suggest activities required to produce, assure, and regularly improve the quality of the whole system in place including curricular and co-curricular programmes and activities and the infrastructure and support services.

The College took a leap to an **E-governance mode of planning, development and management through a unique campus information system using an ERP system**. A data management system through ERP covering various aspects of academics and administration was introduced along with the automation of admission and examination systems.

The initiative was taken to prepare staff for **ICT-based teaching technologies** for which periodical training was given in the ICT Mode of teaching and testing. During this accreditation period, SMART Boards were installed in classrooms and staff was trained in SMART class teaching techniques. Dedicated to making education available to all under all circumstances, the College opened Accordion, a fully equipped recording studio with the aim of producing a roster of visual learning media to aid students in the online learning process.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

The IQAC of St Albert's College is a synchronizing and aiding structure amid numerous extensions of the college. The intention of the IQAC is to guarantee excellence and distinction. In the course of quality proposals, IQAC logically adds to the progress, augmentation and further improvement of the teaching-learning procedure. It warrants a spirited responsibility of both the students and faculty.

Feedback Collected

To operate robust internal mechanisms for setting, maintaining and reviewing quality and standards, the IQAC collects feedback through the College online platform (EduAlberts) each year from major stakeholders, compiles and analyses them and places them before the Executive Committee for action. Feedback is deemed to be a vibrant tactic to expedite students' progress as autonomous learners in order to scrutinize, appraise, and standardize their own scholarship. Since the most effective feedback is focused, clear, and considers motivation and learning, a floor for free discourse and feedback is occasionally organized by IQAC which generates grander involvement and enhanced shared understanding in the teaching-learning process. This is accomplished through students' appraisal of staff as well as the curriculum in feedback acquired. The IQAC also envisions a better amalgamation of teaching, technology, infrastructure and support services to simplify the efficient flow of the teaching and learning process. The IQAC also spearheads the conduct of a review of the teaching-learning environment and facilities of the College. The Internal Audit Team visits all the Departments and examines the classrooms, labs, facilities,

teaching-learning process etc. In an attempt to strengthen the teaching-learning process, the IQAC seeks innovative ideas from students, teachers, employers, alumnae of the Institution and takes feedback from them to evaluate the effectiveness of the teaching-learning environment and available facilities and identify areas that need to be improved

ICT Tools

Each academic year begins with an Academic Retreat and Strategic Planning Workshop titled To Transform and to Lead, organized by IQAC focusing on the teaching-learning pedagogies in addition to professional ethics programmes. In addition to that, the teachers of the College are tutored from time to time on teaching practices and procedures, innovative teaching methods, and usage of ICT in the classroom and are encouraged to delve into new approaches in teaching and assessment.

The IQAC of the College has a significant role in reviewing the teaching-learning process and outcomes for its effectiveness and introducing reforms for quality enhancement. IQAC engages in focused and remedial roles in the course of creating new practices and infrastructure that are required to bring ICT into teaching spaces for better erudition, instruction and assessment. It also gauges proposals to guarantee that the established learning outcomes are achieved. Technology integration in the classroom is an instructional choice and the teacher involves in collaboration and deliberate planning. Teachers are trained to be digitally literate and to use ICT and these approaches can lead to higher order thinking skills, provide creative and individualized options for students to express their understandings, and leave students better prepared to deal with ongoing technological change in society and the workplace. The IQAC also establishes standards for academic programmes like seminars, workshops, symposiums, research paper publications and the use of innovative teaching methodologies. Training programmes are organized for teaching Faculty to maximize the use of the Learning Management System (elearning.albertsedu.in) which is in place. Faculty are encouraged to cultivate a positive attitude to develop e-content and have completed MOOC and other courses on the NPTEL platform.

As an institutional practice, all teachers submit their teaching plan on the online EduAlberts faculty portal. Teachers are to think critically and creatively and present the lesson for the hour based on components such as pre-requisite knowledge, outcomes, methodologies, teaching aids used etc.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

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

Response: All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Paste web link of Annual reports of Institution	View Document
Link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

St. Albert's College acknowledges and shares values and principles, such as equality, inclusion, respect for human dignity, fairness and justice for all. The Institution especially appreciates and encourages a diverse range of talent among all genders. The College believes that acknowledgement of responsibility acts as a pivotal step in working toward an inclusive world. One of the most significant mottos of the College is to strive for gender equity through the promotion of education among women, upgrading life skills as well as skills for empowerment and imparting value education for the holistic development of the students.

St. Albert's College which was initially a Men's College became progressively inclusive by accommodating female students from 2006. The college assigns administrative roles to women. Many women hold responsible positions such as Deans, Heads of the Department, members of the Academic Council and Governing Council etc.

The following Measures were initiated by the Institution during the assessment period:

A number of courses that focus explicitly on gender issues were offered by different departments. Some of them are *Women's Writing, Text and Performance, Economics of Growth and Development, Cultural Studies, Literature and Gender, Women's Rights and Gender Issues, Social Legislation and Human Rights*

The Women Cell prepares the *Annual Gender Sensitization Action Plan* for gender equity promotion activities.

The Institution celebrates various days of national importance like Women's Day, Women Equality Day, Zero Discrimination Day etc.

The College observes International Women's Day every year with the intention of creating awareness of gender equality among all students as well as staff.

As part of gender equality initiatives of the Institution, talks by speakers from the trans community are also conducted.

The facilities provided for women on campus include:

(a) Safety and Security:

- Sign boards are placed at various points on the campus to sensitize the students about gender issues.
- A female staff/faculty accompanies girl students during industrial visits and field trips.

- The college has an Internal Complaints Committee, Grievance Redressal Committee and Medical Committee.
- The college is under 24/7 surveillance with the help of 117 CCTV cameras at all vantage points of the college. The college has appointed a staff nurse and a physiotherapist.
- Separate washrooms for female students and staff have been constructed.
- Identity Cards are issued to all the students, teachers and the non-teaching staff.

(b) Counselling:

- Fulltime Counsellor on campus
- Mentoring Programme
- Wellness Clinic with complete privacy
- Annual value orientation programme for students and faculty

(c) Common Rooms:

- Well-furnished common rooms with a first aid box are available for girl students and teachers
- Girls who feel sick or uneasy during class hours are taken to the campus nurse/ sick rooms for girls.
- The washrooms of the girl students have an incinerator and napkin vending machine.

(d) Other Information:

Safety Measures were adopted during the pandemic period within the campus.

- Provisions were made for checking the temperature at the entrance gate
- Hand wash facility at the entrance,
- Encouraging the use of hand sanitisers by deploying them in strategic places compulsory use of masks

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b.Counselling c.Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Annual gender sensitization action plan	View Document

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

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

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

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

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

Response:

St. Albert's College practises the principles of waste management - reduce, reuse and recycle. The wastes generated on the campus are segregated into biodegradable & non-biodegradable waste

Biodegradable Waste Management

Solid Waste

For managing solid waste, the College has the following facilities-

- Three coloured waste bins are kept on all the floors of the College - red for plastic, green for paper

and blue for food waste.

- Biogas Plant-Food waste on the campus is converted to biogas in the biogas plant.
- Vermicompost Pit - The dead and fallen leaves as well as other compostable waste are processed in the pit, which provides the compost for plants grown on the campus.
- Paper Shredder - Waste paper in the examination cell are shredded and fed into the vermicompost pit.

Non-biodegradable Waste Management:

Non-biodegradables are segregated and collected in large bags and handed over to scrap collectors of the Kochi Corporation.

- Under the initiative of the Women Cell, the College signed an MoU with Vesta Ignitors, Thodupuzha, who provided the incinerator for sanitary pads.
- The College has tried its very best to reduce the use of plastic on campus. All plastic banners were replaced by cloth banners painted by students. Plastic glasses and bottles were replaced by steel glasses and glass bottles. Plastic bags were replaced by cloth bags stitched and painted by the students. The College organized webinars to sensitize the students and staff about plastic waste management.

Liquid Waste:

- Liquid waste from the canteen, washrooms and toilets are let out to the drainage system.

Chemical Waste:

- The College manages liquid chemical waste by reducing the use of chemicals during practical classes. Analyses involving toxic metals have been removed from the practical syllabus. Mercury from broken thermometers is collected in a glass bottle. The use of chemicals during practical sessions is minimized by practising microanalysis. Used organic solvents, chlorinated solvents, aqueous solvents, organic solids and inorganic solvents are collected in separate large containers and handed over to chemical waste collectors. Solvents like hexane used for research purposes are regenerated by using a rotary evaporator and reused. The segregated wastes are handed over to chemical waste collectors in the district.

E-Waste:

- Electronic waste from various Departments is also collected and handed over to e-waste recycling centres. An MoU has been signed between the college and Random Task Recyclers, Thevakkal, Ernakulam for managing the e-waste in the College.

WASTE RECYCLING

The College has initiated different programmes to create awareness on campus about recycling waste.

- Organised “THOOLIKA”-An initiative for paper pen making and “CARRY- Conserve. Abate. Recycle. Reuse Yourself” under the project “BHOOMIKA” to promote the use of paper bags and teach the students and faculty to make their own paper bags.
- In addition, workshops for palm pen making and cloth bag stitching and designing were conducted every year to reduce the use of plastic pens and kits.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geotagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any additional information	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles

2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

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

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document

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

Response:

St Albert's College (Autonomous), since its establishment, has been a vibrantly diverse institution that prioritizes tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities. As the motto of the college reiterates, the college administration and staff stand for truth and explore opportunities for serving the student community and society. The administration nurtures and shapes generations of students to become morally committed and socially responsible citizens.

- The all-around development of students is a matter of major concern for the Albertian family. The Albertian Happiness Project is a prime example of the same where teachers take value-added sessions for the first-year students who join the college.
- Cochin Heritage Research Centre (CHRC) of St. Albert's College, strives to promote studies on the life and culture of people in and around the city of Cochin. For a couple of years, the centre functioned as a meeting point for enthusiasts in this research area and also took steps to promote interest in the related topics among the young generation.
- The College realizes that diversity and inclusion enrich the educational experience. Students learn from people whose experiences, beliefs, and perspectives are different from their own, and these lessons can be taught best in a diverse intellectual and social environment. The College welcomes students from all economic, religious and social backgrounds, as well as differently-abled students.
- Special initiatives like the observation of the Energy Conservation Week and the conduct of Social Outreach Programmes instill ethical values and inspire students to become leaders who learn to identify and resolve pertinent social problems through active participation.
- Every Department in the college collaborates with the Albertian Foundation to reach out to economically weaker and emotionally vulnerable sections of society every year. Student coordinators of social outreach programmes from every class actively participate in such activities and share positive feedback they receive from the underprivileged in our society.
- The Equal Opportunity Cell addresses issues concerning students from Scheduled Caste, Scheduled

Tribe, Other Backward Class and Persons with Disabilities on the campus

- The Institution has a code of ethics for students and staff irrespective of their cultural, regional, linguistic, communal, socio-economic and other
- The NCC/NSS units, the various Clubs and Department Associations take the initiative to promote the ideals of equality, communal harmony, inclusiveness and diversity, and to enlighten students on fundamental rights through awareness programmes
- Different sports and cultural activities organized inside the College promote sportsman spirit and togetherness
- The College celebrates various cultural and regional festivals like Onam, Christmas, Kerala Piravi, etc. Such opportunities build harmony among students and teachers and provide opportunities to share the diverse cultural and moral values that shape their personalities.
- Seminars/webinars, workshops and conferences are organized regularly by various departments for spreading awareness about diversity, scientific temper, and spiritual and mental health.
- Commemorative days observed include Women's Day, Human Rights Day, Gandhi Jayanthi, Independence Day, Republic Day, Environment Day, Constitution Day, Teachers Day, Youth Day, Ethnic Day, etc.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Any other relevant information	View Document

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

Response:

India is a mosaic of diverse elements. People of cultural, social, economic, linguistic, and ethnic diversities live in harmony, governed and guided by the Constitution irrespective of caste, religion, race and sex. St Albert's College believes that in addition to preparing students academically and developing their skills, they also have a responsibility to make the future generation trustworthy social citizens. The students are made aware of social crises the world is currently facing, from climate change to racial and gender discrimination and inappropriate personal behaviour.

The College sensitizes the students and the employees of the Institution to the constitutional obligations about values, rights, duties, and responsibilities of citizens which would empower them to conduct

themselves as responsible citizens.

The National Anthem is played at the beginning of each day. Constitution Day (Samvidhan Divas) is observed. The National Flag is hoisted and cadets participate in the NCC parade on Independence Day and Republic Day.

The College Union Election follows the parliamentary mode. The returning officer is entrusted with the duty of educating students about the electoral procedures as defined in the constitution.

The College organizes seminars/talks/workshops with the aim to familiarize students and staff with Fundamental Duties and Rights as well as promote constitutional values, rights, duties, and responsibilities of citizens.

The College organizes various programmes to inculcate social and civic responsibilities among students. Through such engagements and initiatives, the College achieves sustainable development goals and brings progress in the development indicators.

The Women's Cell, Equal Opportunity Cell and Office of the Dean, Training and Development organize various activities to promote national values, human rights, gender rights, awareness of the violation of fundamental rights, and other constitutional values.

The programmes facilitated are designed as direct engagement and conviction-building sessions. The direct engagements were made through the humanitarian responses during the back-to-back disasters in Kerala as well as combating the Covid 19 pandemic. The Ernakulam district administration gave adequate guidance and orientation to encourage students to join as volunteers in disaster management programmes. The students were deployed in relief camps, distributing relief materials including dry rations, and collecting data for the needs assessment of the victims during the disaster period. During the outbreak of Covid 19 and the subsequent lockdown, students were actively involved in spreading "break the chain" campaigns through social media platforms. Later, the students were given orientation on creating awareness about preventive measures and vaccination drives and subsequently they supported the Health Departments to spread awareness of the pandemic and also ensure that people were getting vaccinated.

The conviction and perspective-building thematic sessions focus on gender, prevention of harassment in the workplace, saying no to substance abuse etc. Apart from these, visits to orphanages, and destitute homes, participating in blood donation camps, and Swachh Bharat campaigns are organized for the students. The College strongly believes that these engagements will enhance the political consciousness of the students and build their values with human rights perspectives. Eventually, the students will consider their fellow citizens with due respect and dignity, be responsible in the workforce and contribute to the political economy of the country.

File Description	Document
<ul style="list-style-type: none"> • Details of activities that inculcate values; necessary to render students in to responsible citizens 	View Document
Any other relevant information	View Document

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

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

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

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

Response:

At St Albert's College, the day starts with the National Anthem. All national festivals are celebrated with great enthusiasm to inculcate a sense of patriotism in the students. Through the celebration of these events, the students, teaching and non-teaching staff of this college get to know the importance of national integrity in the country in engaging and participatory ways and thus mainstream young peoples' voices, actions and initiatives, as well as their meaningful, universal and equitable engagement.

The Institution is committed to promoting the values of nationalism, preservation of cultural diversity and the mores and heritage of India. Every department association, the NCC and NSS wings of the College have always been in the practice of organizing annual activities to initiate and motivate the students to adopt various practices that promote the ideals of Unity in Diversity of the nation. Some of the commemorative day celebrations include

- Constitution Day, Gandhi Jayanthi, Martyrs Day, Kargil Vijay Diwas, Republic Day, and Independence Day are some of the significant days observed with great solemnity by the students
- International Women's Day, Human Rights Day, National Youth Day, Vigilance Week, Rashtriya Ekta Divas, International Yoga Day, Hiroshima Day, Blood Donation Day, and International Day Against Drug Abuse and Illicit Trafficking are observed annually with awareness programmes, presentations and talks

- World Wetland Day, World Environment Day, Ozone Day, World Science Day, World Ocean Day, International Tiger Day etc. are also celebrated to spread awareness about the environment inspiring action to protect the environment and sustainably use resources.
- Onam, Christmas and Kerala Piravi are celebrated every year on campus by organizing cultural events, spending time with inmates of orphanages/Old Age Homes and providing lunch to them. On the occasion, an Onam/Christmas message is delivered to students and teachers by an apt person every year. Quiz, Onappattu, Malayalimanka and carol competitions are also organized by the college union and various departments on the occasion
- The vibrant NSS Wing of the college has two units and the NCC has three wings, and they coordinate most of the observance of international, national and regional importance related to socio-cultural and political aspects like the Swachhata Abhiyan Movement and extension activities. These Wings help the Institution in maintaining the discipline of the campus and in observing official decorum like providing a guard of honour to the distinguished invited guests during important College programmes
- During the pandemic, students of the college organized, coordinated and participated wholeheartedly to uplift the values associated with significant Days through online mode using various social platforms

Academic programs organized by the College like seminars, conferences, and invited lectures have enriched the awareness of the multifarious aspects of the significant commemorative days. Taking part in various creative activities like poster making/slogan writing/performing patriotic songs/preparing video messages/essay writing/poetry writing promotes integrity and character building and enhances their aesthetics and moral sense. This also helps to decode the spirit of tolerance, communal harmony, the spirit of patriotism, ethics and moral values, duties and responsibilities, humanity, and inclusivity among the students and staff.

File Description	Document
Geotagged photographs of some of the events	View Document
Any other relevant information	View Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:

Best Practice 1: Albertian Digital Campus

Title of the Practice: Drishti – Drive for the Digital

Objectives of the Practice:

- To align ourselves with the national mission - 'Digital India'.
- To develop an in-house ERP Solution.
- To develop a tailor-made e-learning platform for the College.
- To enable blended learning.
- To impart technology-based education to students.
- To enhance the digital infrastructure of the campus, to promote online learning.
- Design and create a full-fledged examination module with processes from question bank creation to grade card generation.
- To transition into a paperless campus.
- To expand the e-governance practices on the campus.
- To digitalize the various processes of the College to enhance transparency and avoid duplication.
- To improve the digital literacy and skills of the students.

The Context:

Aimed at nation-building, St. Albert's College has prioritized the Digital India Programme in its Institutional Development Plan. The management and IQAC of the College have introduced state-of-the-art facilities to be digitally smart in every aspect including educational services, management information systems, digital documentation for a paperless office, examinations etc. The College has focussed on updating the teaching and student communities with skills in information technology for the smooth conduct of blended learning as envisioned by the UGC. This has transformed the teaching and learning processes of the Institution, improving the competence of students in their respective streams of learning.

The Practice:

The College had already developed and established the “online admission portal” in the academic year 2014-15, thus becoming the first aided College in Ernakulam to conduct the admission process online. In the academic year 2016-17, the College significantly improved the existing system by establishing the

“EduAlberts Portal” which encompasses Faculty Portal, Student Portal, Examination Portal, and Student Feedback Portal. The College also installed its own local web server to host EduAlberts Portal considering the security aspects and confidential nature of the same.

The online faculty portal enabled the staff to document and update details regarding the faculty profile, the courses they teach, timetable, student attendance, internal marks, etc.

The EduAlberts Student Portal, hosted by a local web server (HP DL-380 Gen-9 rack server) was set up for students where they could log in using their roll number and date of birth, enabling them to keep track of their attendance, results, certificates and details of participation in academic as well as extra-curricular activities, awards received, certificate courses, scholarships, fees, etc.

EduAlberts Examination Portal was set up to aid the examination wing to manage the online question bank, student details, generation of hall tickets, examination timetable, marks entry, assigning invigilators and publishing the results. The examination portal includes a question bank connected to the faculty portal so that faculty members could add questions to the existing question pool, each semester, to update the online question paper generation system.

Adding to the facilities already available, in the academic year 2017-18 the College developed the Online Fee Payment Portal for students and linked the same to the EduAlberts Student Portal. The online fee payment system allowed the students to pay their tuition fees, examination fee, etc. easily and in a paperless manner, furthering the Green Campus initiatives of the college.

Wireless Network Access Points were also installed across the campus, enabling the students and faculty members to use internet facilities with ease while they are on campus.

The College also upgraded the previously existing 200 Mbps network bandwidth to 280 Mbps in the academic year 2017-18.

During the academic year 2018-19, St. Albert's College (Autonomous) improved upon the already established Digitization Process.

Faculty Feedback Portal and an updated version of the previously existing Student Feedback Portal were added to the EduAlberts Portal during the academic year. The Student Feedback Portal was updated including queries on the curriculum, College infrastructure and other facilities.

Student Transfer Certificate Generation was automated and added to the EduAlberts Portal which eased the generation and distribution of Transfer Certificates.

The College also started assigning email IDs with institutional domain (e.g. student@alberts.edu.in) to students and faculty members during the academic year 2018-19.

In 2018-19, the network bandwidth of the college was increased from 280Mbps to 1000Mbps, which improved the efficiency of all the digital facilities of the College.

In the academic year 2019-20, the College added several new features to the EduAlberts Portal, thereby improving the digitization process initiated in the year 2014-15. To the existing features, the college added Online Students Grievance Portal, E-Filing System, the Learning Management System and Student

Transcript generation.

The Online Student Grievance Portal enabled students to submit their grievances through the portal as well as track the progress of the grievance redressal process through the same.

E-Filing System was added to the EduAlberts Administration Portal, which enabled the administrative office to file all the necessary documents in a paperless manner. This would aid the easy retrieval of the stored documents at a later point in time if needed.

The College also started the process of developing its own Learning Management System in the academic year 2019-20 to help students gain access to their lessons and study materials online. The Learning Management System also helped the College achieve an effective blended teaching-learning process.

Generation of Student Transcripts was added to the EduAlberts Examination Portal through which, the generation of transcripts became easier and faster so that the students were able to receive the transcripts without delay.

In 2019-20, the network bandwidth of the college was increased from 1000Mbps to 1800Mbps, improving the digital activities associated with the Institution.

The unprecedented Covid-19 pandemic accelerated the growth of technology-driven learning. Today, the teaching-learning experience is influenced by the efficiency with which knowledge can be recorded and shared. As a pioneer in higher education, St. Albert's College (Autonomous) has always kept up with changing times and developed e-content during this phase.

Dedicated to making education available to all, the College opened Accordion, a fully equipped recording studio with the aim of producing a roster of visual learning media to aid students in the online learning process. Teachers from all the Departments of the College record 20-30-minute-long videos explaining selected topics from the syllabus, aided by PowerPoint presentations and other visual media presented on the smart interactive TV. The unique Albertian English Learning Programme has also been successfully adapted into its e-content version. These materials will remain as easily accessible, ever-evolving pathways of learning. Albertian News, the weekly online news broadcast of all the events and achievements of the College is recorded and released via the Accordion. This programme keeps the staff and other well-wishers of the College updated on all the activities of the institution.

St. Albert's College (Autonomous) has developed a Learning Management System, the Albertian e-Learning Platform, an online learning space for teachers and students to keep up with changing times where technology is inevitable. This allows teachers to promptly upload online study materials and recorded classes, thus forming a good corpus of subject material. It also gives students the flexibility to access them as and when required. This Learning Management System makes the learning experience accessible and in pace with the globally developing online educational resources. The courses, fully developed by teachers, are also available for learning communities from around the globe.

Smart Interactive TVs are installed in classrooms, to ensure the availability of all online resources, enhancing the visual learning capacities and the quality of student presentations and seminars as well. Currently, around 46 Smart Interactive TVs have been installed and once the process is completed, the institution would be equipped with 80 Smart Interactive TVs.

Evidence of Success:

- Student profiles were generated using the EduAlberts portal, enabling tutors to access their details via the faculty portal. Attendance and internal marks were also recorded in the portal.
- Question papers for the UG and PG end semester examinations were prepared using the Question Bank facility. The quality of questions was ensured using computer-generated question papers.
- Entry of Marks was done through the examination portal.
- Wi-Fi Access Points enabled easy access to the EduAlberts portal.
- Students made payments of tuition fees, examination fees etc. through the online fee payment system.
- Upgraded network bandwidth to 280Mbps; gigabyte network bandwidth enabled more users to log in simultaneously.
- Faculty members and students recorded their feedback through the online feedback system.
- Students submitted grievances via the online grievance portal and positive feedback was received.
- Generation of student transcripts using the online portal received positive feedback from the students as the transcripts were easily available.
- Network bandwidth was increased, giving access to more users simultaneously.
- Students use the e-Learning Portal to access study materials.
- The features such as the smart whiteboard which has many built-in functions proved very helpful.
- Albertian News and e-content by faculty members created in the Recording Studio.

Problems Encountered & Resources Required:

- Frequent bug fixes had to be done in the initial stage.
- Network Bandwidth needs to be upgraded with more Wi-Fi access points as internet usage increased drastically over the last year.
- The student feedback portal ran into some technical glitches, also the questionnaire needed to be updated.
- Student transcript generation needed to be automated.
- The e-Filing portal had to be set up for the more accessible storage and retrieval of documents.

- Advanced LMS system facilities are required for quality e-content generation.

Best Practice 2: Albertian Social Outreach

Title of the Practice: Sparsh: Solidifying Solidarity

Objectives:

- Induction of the Social Outreach Committee with the aim of streamlining the outreach programmes of Departments.
- Help bridge gaps found in accessibility to basic requirements in communities.
- Ensure committed continuation of previously initiated outreach activities.
- To generate a deeply ingrained urge to be involved in community issues and causes among faculty/students.
- To promote a spirit of solidarity with the oppressed, those in need and the underprivileged, among faculty/students.
- To foster spontaneous and joyous responses to volunteering and social action.
- To ensure participation and awareness of stakeholders within and outside the Albertian community.
- To provide creative ways to tackle issues affecting social well-being such as environment protection, academic and social extension, gender sensitization, and energy conservation.

The Context:

St. Albert's College (Autonomous) has always been a concerned party in the general well-being of the society and its various communities. Over the course of years, the generation of awareness and the involvement of stakeholders within and outside the Albertian community have been increased. The various Departments of the College have and continue to organize and execute a number of social outreach and community engagement activities. The challenge for the institution was to streamline these extensive activities and bring them under the guided and channelized umbrella of the institution, ensuring greater reach and wider accessibility to the ones in need. The Social Outreach Committee was thus designed based on the necessity of including more stakeholders – students, teaching and non-teaching staff, alumni and others involved with the college through academic and co-curricular channels. The challenge also involved identifying communities/ individuals/ causes in need and tracing the path of activities needed to work for them.

The Practice:

Sparsh: Solidifying Solidarity is the umbrella title which brings under it, the social outreach activities undertaken by St. Albert's College (Autonomous), Ernakulam. Divided into six categories, these activities focus on important areas such as – Environment and Sustainability, Education, Helping Society, Social Change and Community Engagement, Disaster Management, Gender Equality and Nation Building. The outreach activities give specific focus to how they affect immediate and local communities, grounded on the practical knowledge that extension activities need to begin from the grassroots and work their way up.

Social Responsibility continues to be an integral part of the motto of the Ministry of Education, which calls for “the nurture and care in the form of basic education to achieve a better quality of life.” In this, achieving a better quality of life is a significant part, which throws light on the need for educational institutions to be aware of their roles in making society a safer space, which provides access to resources to all its members. Educational institutions have considerable roles in ensuring that the socio-economic and cultural fabric of society is fair and equal. The inaccessibility to a better life has ripple effects, and this is the root cause St. Albert's College (Autonomous) tries to work with.

In the area of **Environment and Sustainability**, Sparsh worked in areas of maintaining cleanliness not just within the campus which is plastic free, but in homes and the society at large. It focused on encouraging sustainable practices such as digitizing administrative work, use of paper pens and bags, planting saplings and working with external stakeholders and communities in need.

In the domain of **Education**, the College provides arenas for accessible learning through scholarships.

Helping Society is yet another significant category which included house construction for deserving staff and students, innumerable blood donation camps, hair donation sessions, distribution of food for the needy and the adoption of six villages in the coastal area of Kochi and assisting them through activities including socio-economic status surveys, medical camps and workshops.

Social Change and Community Engagement realm included awareness programmes, medical support sessions and various extension activities with institutions engaged in social work.

The Disaster Management activities at the college were significant and extensive, being one of the largest flood relief camps and ensuring the availability of LED lamps in affected areas, and assisting in building the Chellanam Sea Wall.

Gender Equality and Nation Building go hand in hand, involving Government agencies, and equipping students to be socially aware and committed to causes.

Evidence of Success:

St. Albert's College (Autonomous), Ernakulam was able to shape the path to be adopted in the years to come, with greater plans for the expansion of outreach activities. All social and medical plans were able to ensure community participation and contribution and the students were able to benefit from the literacy and social outreach programmes of the college. The streamlining of extension activities was successful, with the induction of the Social Outreach Committee. The institution was able to collaborate with important stakeholders in wider programmes such as Bin it India, Haritha Keralam Programme, Unnat Bharat Abhiyan, Rebuild Kerala etc, and ensure the participation of institutions such as Aster MIMS, BPCL Kochi, Sakhi Women's Resource Center, Thiruvananthapuram, NIFPHATT, SAAF Society, ITC Vivel, Josh Talks etc. The College was also able to organize the Kerala Youth Assembly 2020 (COVID19

Special) which was inaugurated by Shri P. Sreeramakrishnan, Honourable Speaker of the Kerala Legislative Assembly.

The students and teachers of the Department of Renewable Energy made LED lamps for the people of flood-affected areas. The students of the college visited Chellanam and actively assisted natives, the Police and volunteers in filling geo-bags and setting up a sea wall to protect the communities from the inflow of seawater.

Problems Encountered and Resources Required:

Initially, a unifying system was required to bring the activities of various Departments together. Following the slow and planned rectification of this issue, the involvement of all the members of the college had to be ensured in important spaces such as planning, decision making and policy formulations, which was later ensured through participatory management systems. There was, and continues to be a need in finding the required resources to operate outreach programmes. Even though the participative culture of voluntary service and a sense of purpose held by the college have led to creative ways of raising funds for these projects, it continues to be an area that requires constant work. The greatest challenge was ensuring consistency in social activities during the Covid-19 pandemic. The inability or limitation in ensuring physical presence for programmes was a problem. A need for a better configured online platform to streamline digital requirements also exists.

File Description	Document
Best practices in the Institutional web site	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

JNANAM SARVAJANARTHAM - KNOWLEDGE FOR ALL.

St. Albert's College (Autonomous), established in 1945 in the heart of the city of Kochi, has certain unique practices focusing on its distinctiveness as a knowledge hub in almost all areas of human endeavour.

Unique Programmes offered at St.Albert's College

Aimed at addressing at least a few of the local needs of the relatively industrialized coastal city of Cochin,

the College offers specialized programmes in Aquaculture, Industrial Fisheries, Industrial Chemistry, Logistic Management, Fitness Management, Sports, Nutrition and Physiotherapy, Renewable Energy and Journalism and Mass Communication apart from a plethora of knowledge and awareness programmes. The College also offers M.Sc in Space Science and Technology, a unique programme under the UGC innovative scheme.

The College has 14 skill development vocational courses at UG and PG levels in accordance with the National Skill Qualifying Framework, which facilitates the component of skill development in the proposed National Education Policy as well as creates a space for the talent development of youngsters in the country. These programmes build actual competencies, bridge skills gaps, boost productivity and increase employment, all of which have a positive impact on society.

Learning Management System with 300 Online Courses

The College has a Learning Management System where around 300 courses are offered online (alberts.edu.in/academics/e-content/) which incubates and nurtures the thinking process. Students are given fresh themes to discuss and collect data and high-order thinking abilities are developed due to this continuous process.

Specialized Research Groups

There is a Conservation Research Group (CRG) of faculty members who are actively involved in research with regard to the conservation of endangered species. Additionally, the College has a Sea Club that conducts various activities in collaboration with the Marine Products Export Development Authority (MPEDA) with a view of imparting knowledge and awareness to fishermen/fisherwomen/processing workers, technicians, etc. in fish quality management, conservation of fish resources as well as sustainable fishing. The College has 129 research publications in various national and international journals of repute. Many PG students of the College could do their project work in premier institutes in India with scholarships.

Albertian International Educational Expo

St Albert's College believes that the contribution of education to community development is vast and complex and that education can help to develop the understanding and knowledge of individuals, communities, and societies. The Albertian International Educational Expo was initiated with the aim to empower students to make informed decisions about their lives and the community around them so as to promote civic engagement and social responsibility and a sense of belonging to a community.

Albertian Knowledge Summit

The College has initiated an international conference on multidisciplinary research named Albertian Knowledge Summit to promote research and innovation - a month-long programme conducted every year. Delegates and scholars from various parts of the globe visit the College and share their research outputs, knowledge, and ideas in multiple disciplines.

Albertian Incubation Centre and Albertian Computer Centre

The Albertian Incubation Centre was set up with the aim to promote a culture of innovation and

entrepreneurship in society. It promotes innovation and revolutionizes the entrepreneurial ecosystem. Recognizing that the concept of computer literacy is multifaceted and the involvement of the home, workplace, community, and College in creating a computer-literate society, the Albertian Computer Centre was set up with the aim of providing computer literacy to enable participation in the knowledge society.

Academic and Industrial Collaborations

More than 81 MoUs are operational which comprise collaborations with academic, industrial, and non-governmental organizations with a multidisciplinary approach. The academic community in the Institution is engaged in research in areas that create not only a new knowledge base but also a knowledge base that sustains human society.

Journal Club

To keep students updated about recent innovations and literature, many departments conduct a Journal Club for PG students where students present their views and ideas on relatively new articles from a reputed journal. The College also encourages students from nearby schools to conduct experiments in the science department laboratories and also provides them opportunities to visit the research laboratories and utilize the instrument facilities of the College.

Unique Student Support Programmes

Walk With the Scientist and Meet the Alchemist are some of the highly successful academic extension programmes of the College that cater to students who exhibit outstanding aptitude and talent in different learning areas. In addition, the College offers skill and competency development programmes like the Albertian English Language Programme, Albertian Happiness Programme, etc. for undergraduate students, and Pioneer Build-up, Junior Scientist Programmes etc. for high school students. The full-time residential Civil Service Grooming Programme (CSGP) is a unique programme conducted by the College where talented students get benefited.

The Albertian Integral Development Programme (AIDP)

The Albertian Integral Development Programme (AIDP), a community engagement extension programme of the College is conducted to empower the young people of the community. Activities such as career guidance seminars and counselling, individual mentoring, etc are carried out under the title "Vidyamarg".

Commitment towards Society

The College conducted a national seminar -"Rebuild Kerala", in the aftermath of the 2018 Kerala Floods, where sustainable redevelopment of various flood-affected sectors was discussed.

The College promotes LED lamps on campus and gives training for making the same through workshops. The College has an astronomical observatory equipped with two telescopes and peripheral equipment which is used by students and the general public to observe rare cosmic events.

The faculty from the Albertian Institute of Management are resource persons at the Ernakulam Service Society where they handle sessions on Entrepreneurial Development.

The College fosters the celebration of ethnic diversities to help students reconnect with the country's traditional and cultural roots. St.Albert's College has all three wings of the National Cadet Corps (NCC) and an NSS unit that are highly active with regard to various activities that impart awareness to students and service to the general public.

The teaching-learning process is an active engagement in education, training, knowledge production, and innovation initiatives that produce physically and mentally sound, emotionally balanced as well as psychologically and spiritually enlightened students who are empowered to build a reliable, structured, and efficient society.

File Description	Document
Any other relevant information	View Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The focus areas are:–

Accessible Education

- Ensures the accessibility of higher education to a large number of students with a special focus on local communities.
- Provides admissions purely on merit with higher chances of learning for the economically and socially marginalized.

All-round Formation

- Provides a holistic space for the academic, social, cultural and physical growth of all stakeholders.
- Instils social and civic responsibilities by ensuring committed engagement with various communities in society.
- Connects disciplines learnt with roles and spaces to be filled and performed effectively in society.

Learning Standards

- Ensures a student-friendly environment with state-of-the-art facilities for learning.
- Provides competent learning methodologies through experienced faculty and external resource persons.
- Ensures student-teacher-alumni participation in enriching learning methodologies.

Concluding Remarks :

Thus, St. Albert's College (Autonomous), Ernakulam continues to strive towards its motto – “For Truth and Service”, constantly working to make quality education accessible to all, irrespective of various social limitations. The College actively reviews its strengths, weaknesses, opportunities and challenges and ensures that all stakeholders are aware and involved in the collective functioning of the institution. Staying committed to the vision and mission of St. Albert's College (Autonomous), the management and faculty have persevered continuously over the years to equip students with knowledge and skills for truthful service to society. Altruistic service, promotion of extra-curricular activities and imbibing the best practices in the field of education, the Institution has helped students to realize and achieve their true potential in the contemporary competitive world. St Albert's College believes that in addition to preparing students academically and developing their skills, they also have a responsibility to make the future generation responsible social citizens.

Celebrating the 75th year of its existence, St. Albert's College (Autonomous) continues to firmly believe and practise the ideals propounded by the founding fathers of the Institution as it rises up to meet the challenges of the future.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Percentage of Programmes where syllabus revision was carried out during the last five years.</p> <p>1.1.2.1. Number of all Programmes offered by the institution during the last five years. Answer before DVV Verification : 46</p> <p>1.1.2.2. How many Programmes were revised out of total number of Programmes offered during the last five years Answer before DVV Verification : 29 Answer after DVV Verification: 13</p>																				
1.3.2	<p>Number of value-added courses for imparting transferable and life skills offered during last five years.</p> <p>1.3.2.1. How many new value-added courses are added within the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>6</td> <td>0</td> <td>0</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>8</td> <td>2</td> <td>2</td> <td>3</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	14	6	0	0	3	2020-21	2019-20	2018-19	2017-18	2016-17	15	8	2	2	3
2020-21	2019-20	2018-19	2017-18	2016-17																	
14	6	0	0	3																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
15	8	2	2	3																	
1.3.3	<p>Average Percentage of students enrolled in the courses under 1.3.2 above.</p> <p>1.3.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1426</td> <td>958</td> <td>723</td> <td>767</td> <td>679</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1426</td> <td>958</td> <td>723</td> <td>767</td> <td>679</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	1426	958	723	767	679	2020-21	2019-20	2018-19	2017-18	2016-17	1426	958	723	767	679
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1426	958	723	767	679																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
1426	958	723	767	679																	
2.1.1	<p>Average Enrolment percentage (Average of last five years)</p> <p>2.1.1.1. Number of students admitted year-wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17															
2020-21	2019-20	2018-19	2017-18	2016-17																	

1376	994	1042	1032	1025
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Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1376	994	893	893	893

2.1.1.2. Number of sanctioned seats year wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
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2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
564	423	386	394	367

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
564	423	386	394	367

Remark : Observation accepted & Input edited accordingly

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

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

Answer before DVV Verification : 786

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

Answer before DVV Verification : 913

Answer after DVV Verification: 910

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
11	0	3	0	9

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
11	0	3	0	9

3.2.2 Percentage of teachers having research projects during the last five years

3.2.2.1. Number of teachers having research projects during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
12	2	4	7	8

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
11	0	3	0	9

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
7	1	2	3	4

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
7	0	2	0	6

3.2.4.2. Number of departments offering academic programmes

Answer before DVV Verification:

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

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

3.3.2.1. Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

Answer before DVV Verification:

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

102	34	38	66	40
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Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
59	15	17	19	12

Remark : Observation accepted & Input edited considering workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development only

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
24	35	51	28	36

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
12	22	27	10	19

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

3.6.4.1. Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3163	2881	2923	2904	2756

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2493	1985	1824	2016	2348

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

3.7.1.1. Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1105	234	201	197	150

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
349	112	106	98	65

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

4.1.3.1. **Number of classrooms and seminar halls with ICT facilities**

Answer before DVV Verification : 57

Answer after DVV Verification: 57

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
132.90	82.68	28.98	26.37	77.19

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
10.85	72.31	17.91	10.85	38.41

Remark : Input Edited as per Income & Expenditure statement provided by HEI

4.4.1 **Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
371.95	328.92	290.33	381.12	249.24

Answer After DVV Verification :

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

142.09	85.04	70.32	141.74	55.57
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Remark : Input edited considering expenses on repair & maintenance only

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
175	158	90	75	52

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
175	158	90	74	52

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
19	17	18	15	8

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
19	17	18	15	7

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

5.3.3.1. Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
33	20	18	12	14

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
33	20	18	12	14

18	16	16	9	14
----	----	----	---	----

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

Answer before DVV Verification : C. 5 Lakhs - 10 Lakhs

Answer After DVV Verification: E. <2 Lakhs

Remark : Observation accepted & Input edited because of supporting documents not provided by HEI

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	1	4	4

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	0	2	4

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

6.3.4.1. Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
80	44	46	36	26

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
58	41	45	36	22

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>51</td> <td>37</td> <td>34</td> <td>34</td> <td>34</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>47</td> <td>33</td> <td>30</td> <td>30</td> <td>30</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	51	37	34	34	34	2020-21	2019-20	2018-19	2017-18	2016-17	47	33	30	30	30
2020-21	2019-20	2018-19	2017-18	2016-17																	
51	37	34	34	34																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
47	33	30	30	30																	
2.1	<p>Number of students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>3163</td> <td>2881</td> <td>2923</td> <td>2904</td> <td>2756</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>3163</td> <td>2881</td> <td>2923</td> <td>2904</td> <td>2756</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	3163	2881	2923	2904	2756	2020-21	2019-20	2018-19	2017-18	2016-17	3163	2881	2923	2904	2756
2020-21	2019-20	2018-19	2017-18	2016-17																	
3163	2881	2923	2904	2756																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
3163	2881	2923	2904	2756																	
2.2	<p>Number of outgoing / final year students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>913</td> <td>1001</td> <td>930</td> <td>844</td> <td>791</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>910</td> <td>1001</td> <td>930</td> <td>844</td> <td>791</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	913	1001	930	844	791	2020-21	2019-20	2018-19	2017-18	2016-17	910	1001	930	844	791
2020-21	2019-20	2018-19	2017-18	2016-17																	
913	1001	930	844	791																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
910	1001	930	844	791																	
2.3	<p>Number of students appeared in the examination conducted by the Institution, year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>2862</td> <td>2604</td> <td>2624</td> <td>2510</td> <td>1987</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>2862</td> <td>2604</td> <td>2624</td> <td>2510</td> <td>2352</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	2862	2604	2624	2510	1987	2020-21	2019-20	2018-19	2017-18	2016-17	2862	2604	2624	2510	2352
2020-21	2019-20	2018-19	2017-18	2016-17																	
2862	2604	2624	2510	1987																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
2862	2604	2624	2510	2352																	

3.1	<p>Number of eligible applications received for admissions to all the programs year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 309 986 421"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>15793</td> <td>13295</td> <td>13686</td> <td>11409</td> <td>11731</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 501 986 613"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>15793</td> <td>13295</td> <td>13686</td> <td>11409</td> <td>11731</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	15793	13295	13686	11409	11731	2020-21	2019-20	2018-19	2017-18	2016-17	15793	13295	13686	11409	11731
2020-21	2019-20	2018-19	2017-18	2016-17																	
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2020-21	2019-20	2018-19	2017-18	2016-17																	
15793	13295	13686	11409	11731																	
3.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 813 986 925"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>787</td> <td>512</td> <td>443</td> <td>446</td> <td>442</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 1005 986 1117"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>787</td> <td>512</td> <td>443</td> <td>446</td> <td>441</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	787	512	443	446	442	2020-21	2019-20	2018-19	2017-18	2016-17	787	512	443	446	441
2020-21	2019-20	2018-19	2017-18	2016-17																	
787	512	443	446	442																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
787	512	443	446	441																	
3.5	<p>Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 1276 986 1388"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>983.98</td> <td>465.01</td> <td>450.89</td> <td>440.45</td> <td>371.24</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 1469 986 1581"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>290.19</td> <td>383.58</td> <td>365.36</td> <td>361.4</td> <td>282.98</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	983.98	465.01	450.89	440.45	371.24	2020-21	2019-20	2018-19	2017-18	2016-17	290.19	383.58	365.36	361.4	282.98
2020-21	2019-20	2018-19	2017-18	2016-17																	
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