

SELF STUDY REPORT

CYCLE 1 ACCREDITATION

SUBMITTED TO

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

(NAAC), BANGALORE

BY



SCMS SCHOOL OF TECHNOLOGY AND MANAGEMENT

MUTTOM, ALUVA- 683106

KERALA

2014

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A. Preface

SCMS School of Technology and Management, affiliated to the Mahatma Gandhi University, Kottayam, Kerala is a premier institution in South India offering higher learning in the self -financing sector and is part of the prestigious SCMS Group of Institutions. Established in the year 2003, the institution is recognized by the All India Council of Technical Education, New Delhi (AICTE).

The Institution was started with a vision to impart quality education at affordable costs to aspiring youngsters in India. It offers valuable education that is responsive to the challenges of the current knowledge economy in the emerging world scenario. Over the years, SSTM has established a network of institutions providing quality education in diverse disciplines like Management, Computer Applications, Biotechnology and Commerce in its state-of-the-art campus.

SSTM is a secular institution as envisaged in its mission and vision. It is spearheaded by a supportive management, committed and professionally competent faculty, a team of dedicated non-teaching staff and a group of energetic and spirited students with an unquenching thirst for knowledge leads the institution to the highest potentials of excellence.

The Self Study Report – Cycle 1 of the institution is being presented here. Utmost care has been taken to highlight the quality initiatives taken by the institution in pursuit of our mission and vision statements. The IQAC was constituted as per the guidelines of NAAC to oversee the quality of academic as well as extracurricular and administrative aspects. The Institution has implemented almost all the suggestions of IQAC in maintaining quality in the institution.

We are eagerly looking forward to the Peer Team visit.

Thank you.

B. Executive Summary

SCMS School of Technology and Management, affiliated to Mahatma Gandhi University, Kottayam, Kerala is a self-financing institution in higher learning offering courses in Management, Computer Applications, Biotechnology and Commerce. It was started to impart quality education at affordable costs to aspiring youngsters in India by the Prathap Foundation for Education and Training and is part of the SCMS Group of Institutions since 2003. The institution is located along side of NH 47 beyond Kalamassery, in the heart of the industrial and business capital of Kerala, Cochin. The institution was started by Dr. G.P.C Nayar at Kochi. Dr. Nayar, who held top management positions with leading global corporate houses set up SCMS-COCHIN. Over the years SCMS grew to become a centre of excellence for management and communication studies. Today it has acquired international reputation. An executive summary of the Self Study Report of the Institution is presented below.

Criterion 1: Curricular Aspects

The institution has a vision of being a centre of excellence renowned for its quality. It provides quality education to aspiring younger generation through the best of teaching and learning opportunities. It plans to achieve its objective by developing total personality of the individual, emphasizing ethical values to meet growing challenges of the industry. All the courses are in the self financing stream of the Mahatma Gandhi University, Kottayam, Kerala. The university provides the curriculum and academic calendar. Based on this, each department prepares their own academic calendar consisting of teaching sessions, internal assessments, assignments, seminars and other activities. Course plans are prepared by each faculty for each subject. The weekly timetable prepared by the office takes care of teaching sessions, Integrated Management Learning Programme (IMLP), Pre-Placement Programme (PPP) and mentoring sessions. The institution receives practical support from the University in the form of detailed break-up for internal marks (for undergraduate courses) and guidelines for project evaluation and viva voce examination.

The faculty keeps themselves updated by attending national and international seminars, conferences, and workshops. The library is well stacked with new books, journals and magazines and e-resources such as EBSCO and Proquest. The Institution organizes a Faculty Enrichment Programme (FEP) for faculty members to share their

research findings and readings to an interested group of faculty. The institution also ensures quality teaching through its performance appraisal and student feedback of teachers which is taken twice in a semester.

The Institution has provided a state-of-the-art infrastructure for its teaching learning process. The campus is made Wi-Fi and all classrooms are fitted with roof-mounted LCD projectors and multimedia systems. The labs of the M.Sc (Biotechnology) course are fully equipped for latest research. MOODLE- learning management system is used for effective knowledge transfer, sharing and delivery.

The curriculum is always made recent by the participation of the faculty in the university syllabus review meetings. Also, with the interaction with the industry, latest concepts are introduced in the classroom teaching. Molecular Biology and Genetic Engineering syllabus was written by the faculty of the M.Sc (Biotechnology) course. Students get practical exposure through Industry Institute Interaction (III) sessions, month long organisation study, and two months' internship project. The Institute also receives feedback from industry during placement sessions. The curriculum given by the University offers various electives to students to choose from. Along with these, the Institution offers various add-on courses. The University has introduced Choice Based Credit System (CBCS) for B.Com.

Curriculum is enriched through various initiatives relevant for each stream. This is supported by case based learning, project based learning, and skill oriented courses, tally and other courses. The university curriculum is supported by integrating cross cutting issues such as human rights, gender issues, learning disability issues and climate change. The other value added initiatives are Parivarthana (CSR Initiative), visit to charitable institutions, participation in social service oriented project work, mentoring, alumni and industry interaction and National Service Scheme Unit. Feedback is taken from students, recruiting firms, local community, and public institutions in enriching curriculum. In the last two years, B.Com (Taxation) and B.Com (Computer Applications) have been introduced by the institution.

Criterion II: Teaching-learning and evaluation

The institution follows the norms of Mahatma Gandhi University in fulfilling the requirements of admission of students. MBA and MCA seats are completely filled-up by the management, and M.Sc (Biotechnology) and B.Com seats are filled-up on a 50:50 basis. On

admission all the students undergo a rigorous foundation course to align the students to their relevant streams of studies. Once the academic year begins, advance learners and slow learners are identified and special attention is given to both types of students.

The teaching learning process begins with the preparation of the academic calendar and course plan for each subject. Learning is made student-centric by many activities such as extra readings, independent learning, collaborative learning, interactive learning and use of audio-visual aids. To nurture critical thinking, creativity and scientific temper various methods such as field visits, lab exercises, IMLP, OBT, participation in competitions and projects, providing application oriented assignments, etc are used. Faculty are provided with MOODLE, well equipped computer lab with internet connectivity, audio-visual aids, language lab, e-resources from NPTEL, etc.

Students and faculty are exposed to advanced level of knowledge and skills by participating in seminars, conferences and workshops. Students are provided with academic, personal and psychosocial support through counseling, mentoring, personality development programmes and project guidance. Innovative teaching approaches used are assignments, video case studies, interactive self learning lessons, role play, data mining tasks and mini projects. Library resources are used in the teaching-learning process by way of extra reading sessions, prescribing reading material, posting of latest readings in MOODLE and maintenance of log book to record readings.

The quality of teaching-learning process is monitored and evaluated by way of on-line student feedback on the course, semester-end university exam result assessment, feedback from placement cell, feedback from recruiters and open-house meeting with parents.

Teachers are scientifically selected on merit only. Wherever needed guest lecturers and industry experts are used to augment the teaching process. To enhance the teaching quality, the institution persuades the faculty to involve themselves in business consultancies to acquire the required depth of knowledge. Also, many faculty training programmes have been conducted. Facility of leave with pay is provided for faculty who opt for doctoral work. On duty leave is given for attending seminars/workshops. Incentives are given for publication of articles in refereed journals. The faculties are encouraged to take up minor and major research projects and guideship for M.Phil and Ph.D students.

Stakeholders are made aware of the evaluation process through manual of policies, lesson plans uploaded in MOODLE, periodic publication of

internal marks on notice board. Major evaluation reforms of the University includes component-wise breakup of internals into tests, assignment and class participation, limiting the number of repeat attempts to one (for those students failing in internal marks), permission to improve the results of a subject, etc. Major reforms brought by the institution include retest eligibility, splitting of class participation component of internal assessment, inclusion of surprise test, etc. The evaluative reforms have been implemented by the institution, prominent among them being preparation of a detailed course plan, advance selection of sub-components and its weights in internal assessment, establishment of the examination monitoring cell and examination inspection squad, etc. The formative assessment is done by the internal assessment plan and summative assessment is done by the semester-end University examination.

Rigour and transparency in internal assessment is maintained by the establishment of the examination monitoring cell and the examination inspection squad, approval system for the internal assessment component, maintenance of records on internal written examination and retest, and periodic publication of internal marks. Any grievance related to evaluation is redressed at two levels. At the institutional level, there is periodic publication of internal marks on the notice board, examination monitoring cell, etc. At the university level there is revaluation of answer scripts, scrutiny of answer scripts, etc.

The expected learning outcomes are made aware through the course plan, internal assessment components and co-curricular activities. The institution monitors and communicates the progress and performance of students through the duration of the course by internal assessment, statistical measure of internal assessment marks, mentoring sessions, participation in co-curricular activities, etc.

The intended learning outcomes are structured into teaching, learning and assessment strategies by way of foundation course, detailed course plan, component-wise break up of internal assessment, etc. To enhance the social and economic relevance of the courses offered, steps have been taken such as orientation sessions for placement, introduction of additional certificate courses, accounting software packages, problem-centered dissertation topics, support for entrepreneurial activity, field studies, etc.

The institution collects and analyses data on student performance and learning outcomes and uses it for planning and overcoming barriers of learning through periodic publication of internal marks on notice board, intimations sent to parents, drawing resource persons from industry,

revision sessions and so on. Institution monitors and ensures the achievement of learning outcomes through linking internal assessment components to learning objectives, use of evaluation outcomes as an indicator for evaluating student performance, communicating with students on performance, etc.

Criterion III: Research, Consultancy and Extension

SSTM has two departments engaged in research – MBA and M.Sc (Biotechnology). MBA focuses on social research and has an off-campus research centre approved by the Mahatma Gandhi University. M.Sc (Biotechnology) focuses on product and process research in biotechnology. This department is recognized as SIRO under Department of Scientific and Industrial Research (DSIR), New Delhi.

M.Sc (Biotechnology) has a research advisory committee to evaluate the research activities. To facilitate smooth progress and implementation of research projects, the institution has provided autonomy to the principal investigator to plan, design, and executes research projects. The resources- financial, manpower, technical – are released so that the smooth execution of the project is facilitated. The institution provides adequate infrastructure in the form of labs, library, computer centre with advanced software like SPSS and reprographic facility. The time table and work schedule are adjusted for the faculty members engaged in research. The finance department of the institution undertakes the timely auditing of the research fund at the end of every financial year. The principal investigator will forward the audited statement and the report of the research work done to the funding agency. Students are introduced to the research process through the course research methodology with a social-science research project. Students are enthused to prepare scientific papers to present in seminars and conferences. Faculty are involved in research projects funded by agencies such as Indian Council for Social Science Research (ICSSR), Global Works International, Cochin Corporation, Coconut Development Board, Department of Science and Technology, etc. Among the products that reached the masses from the lab is Coconut Neera. Faculty also guides student projects every year.

The institution has conducted an international conference in Ageing Well – Managerial and Social Challenges, conferences in the areas of finance, marketing, HR and information systems, a National workshop on Molecular Genomics, and an international conference on Biomaterials, Artificial Organs and Tissue Engineering. During these

occasions researchers of eminence visited the campus and interacted with the students and teachers.

Apart from the external funded projects all the in-house projects are funded by the institute in its own way. The institution encourages interdisciplinary research. To optimally utilize all the facilities, the institution makes available all the facilities to all faculty interested in research. The institution has received grants from Department of Science and Technology, Coconut Development Board to develop research facility.

Along with the well equipped labs, libraries and equipments, the students are encouraged to make contribution to various research projects. The institution provides training for students from outside institutes and also provides for a customer service facility for outside research scholars for utilizing the equipment facility of the institute.

Among the achievements of the faculty and students, the project on Microfinance, Gender and Poverty highlighted the usage of funds at the micro level. The Biotechnology department has acquired patents for its products and processes. Notable among their achievements is the development of Biodiesel from coconut oil. The institution publishes a journal titled SCMS Journal of Indian Management. The faculty have published in national and international journals, and published books to their credit

The faculty has received awards for their commendable work. A notable one being Dr. Radha Thevanloor, Principal, SSTM was awarded the title of Research Fellow of the Oxford Institute of Population Ageing. She has also been awarded the Pfizer prize for Aging, Japan. Many faculty members have got recognition from reputed professional bodies and agencies.

The institution promotes student engagement in the institution neighbourhood-community network by social service day, SCMS social initiative 'Parivarthana', Emerging Kerala Biennial Global Connect, etc. The involvement of students in various social activities is built into the institutional curriculum. The students are required to take up assignments of social relevance and also related to their subject of study. At the end of the study, they submit a report on the activities taken up by them and make a presentation in front of a panel of experts. The major outreach programme planned and organized by the institution is 'Parivarthana'. This initiative has dual objectives. One, to foster a positive influence on the society and two, to develop social awareness among the students, making them socially responsible professionals. The major themes on which Parivarthana was conducted

were Aids awareness, Prevention of drug abuse, misuse of technology and mobile phones, safety on internet, programme of health and hygiene for adolescents and road safety. Apart from this initiative, students take part in social surveys and extension activities. While working on several outreach programmes, constructive relationships were forged with Indian Medical Association, The Regional Transport Office, The Kerala police and so on. For the contribution made by the institution for the conduct of 'Emerging Kerala, The biennial Connect 2012, the Kerala chief Minister issued a letter of recognition to the institution.

The institute promotes collaboration with Institutes such as Department of Science and Technology (DST) for extending research facilities. Several MOUs were signed in this regard. Many students have been placed with the collaborating institutions for their final project.

Criterion IV: Infrastructure and Learning Resources

The institution has adequate number of classrooms, seminar halls, tutorial space, well equipped scientific labs and computer labs, an animal house, research room attached to the library, facility for indoor and outdoor games, gymnasium, yoga centre attached to the gymnasium, open air auditorium, language lab, first-aid facility, priority treatment at the outpatient departments in select hospitals in the city, hostel facility for students with recreation facility, canteen, playground and parking facility. New enhancements are made to existing infrastructure when needed by the management.

The institution has spacious libraries, long hours of functioning, sufficient number of books, journals, magazines, e-resources such as EBSCO and Proquest. Computer labs are provided with latest Pentium machines which are networked. Two leased line connections of 10 MBPS have been provided. Upgradations are done every year after assessing the changes in the syllabus. All classrooms are provided with LCD projectors and Net connectivity. The institution uses MOODLE software to communicate course details and share information related to classroom sessions. Special care is given to the upkeep of sensitive equipments, lab equipments, LCD projectors, etc. Annual maintenance and timely servicing of equipments ensure their upkeep.

Criterion V: Student Support and Progression

Students participated in various college fests and won many awards. All expenses are paid in advance and vouchered against original bills.

Students are provided with coaching classes for competitive exams. Students have regular soft skill development classes conducted under different titles every day. Slow learners are given personal attention by the faculty. Industry Institute Interface (III), guest lectures, industrial visits are organized for the benefit of the students. Institution also sponsors students to participate and present their ideas at the State and National level new business venture competitions. Shikhar, the annual inter-collegiate competition hosted by SSTM is an occasion where students take ownership of the event and conducts the programme as one would conduct the business. Extracurricular and co-curricular activities form an integral part of studentship in the institution. The institution has a policy of celebrating cultural festivals during which students participate and compete in groups. The institution conducts sports competition on Sports Day every year. The institution has an active career Guidance and Placement Cell that takes care of the career requirements of the students. Academic support and guidance services to students are provided by the faculty of the institution. The institution has set up counselling groups that get guidance of faculty mentors. Each faculty mentor counsels his/her group on personal and professional issues. There is a grievance redressal cell and anti-ragging committee and many welfare measures functioning in the institution. The registered alumni association provides various development oriented services to the institution.

The faculty encourages the students to take up employment after graduation. Throughout their stay in the institution, the faculty trains the students in various aspects leading to employment. Students are acclimatized to the corporate way of life through rigorous Personality Development Programs focusing on areas as diverse as Grooming, Soft Skills Development, Group dynamics and career planning. The institution has a very active placement cell which constantly sends updates to the students and all concerned stakeholders about forthcoming placements, company profiles and also placement updates.

The institution has a student union formed as a result of an election. The student union organizes social initiatives, intercollegiate meet, cultural meet and other social initiatives.

Criterion VI: Governance, Leadership and Management

The quality policy is framed by Top Management and is implemented through the Principal and faculty who are also actively involved in the

design and finalization of various action plans for implementation. The teaching and learning objectives are mainly achieved through course plans approved by the Director. The faculty members are actively involved in the design and formulation of the course plan in their respective specialization. The evaluation, counseling, mentoring, conducting remedial sessions for weaker students and organizing project works are also undertaken in close co-ordination with the faculty and staff. Monitoring and follow up is done by the Principal with the support of the Heads of Divisions. This is carried out through periodical review of various action plans. Top management is supportive of the faculty and always appreciates their good performance. Faculty with good potential for leadership are identified during academic sessions, group activities and interactions, and are entrusted with specific role functions in important academic and administrative activities. Participative management is practiced at all levels of administration through an open door policy in communication. The institution has a quality policy which is developed over the years through a process of periodically reviewing and incorporating necessary refinements. The institution's perspective plan for development is systematic enhancement of capabilities in teaching and research with the objective of achieving a deemed university status with global presence. There is a system of obtaining student feedback at stipulated intervals which is also shared and discussed at the top level. Faculty involvement is encouraged by conducting open forum where faculty views and suggestions are invited and followed up. Mentoring system facilitates feedback on Institutional performance; students can offer suggestions and make requests through their mentors. Alumnae feedback is also taken when they visit the campus. The impact has been improvement in facilities to students

The teaching and non teaching staff attends various types of faculty/self development programmes and faculty enrichment programmes and participates in Management Development programs which help them to improve their professional and networking skills. In curriculum related activities, academic freedom is enjoyed by the faculty. They actively participate and support the curriculum development, delivery, and assessment within the overall framework of the program approved by the University. Annual performance appraisal of faculty member is done every year in the month of April to review the performance during the previous year. The institution hires people having wide range of experience at different levels in variety of organizations comprising of

private and public sectors, cooperative and joint sectors, IT field and other business enterprise.

Financial planning and budgeting for institutional infrastructure is done in the short term. Internal audit of financial operation is done by an external agency. Resources are allocated based on the budget and also on a case to case basis. Major sources of Institutional receipts are Fee receipts from students, Income from research and consultancy and Interest on fixed deposits with banks.

The institutional policy with regard to quality assurance aims at continually improving the effectiveness of the quality Management System of SSTM through imparting quality education to the students using excellent infrastructure, teaching and training of employees. Many initiatives and training programs of IQAC have been implemented. IQAC has been constituted as per the NAAC requirements. An internal audit of all the departments is conducted once every 6 months. All the departments, libraries and offices are subjected to the audit by a team of internal auditors. Suggestions for improvement are prepared in the form of a report and submitted to the Management review meeting.

Criteria VII: Innovations and Best Practices

Efforts are made to keep the campus eco-friendly to the extent possible. All efforts are made to conserve electricity used in the campus. Rain water harvesting is done and routed to the well in the campus.

Innovations introduced in the institution include use of business dailies in the curriculum through Business Knowledge, students are sent for branch experience for the subject of Bank Management, the Out Bound Training Experience, and rural market visit, online tests, projects in Graphics lab, surprise test, open book test, New Method of Assessment of Student Assignments and remedial coaching. Two best practices are explained. They are Parivarthana and New Method of Student Seminar Assessment.

C. Profile of the Institution

1. Name and Address of the College:

Name :	SCMS SCHOOL OF TECHNOLOGY AND MANAGEMENT	
Address :	MUTTOM P.O.	
City : ATTUVAKKAL	Pin :683106	State :KERALA
Website :	www.scmsgroup.org/sstm	

2. For Communication:

Designation	Name	Teleph hone	Mobile	F a	Email
Principal	Dr. Radha Thevannoor	O:04842625004 R:0484255	9846044713	04842625006	radha@scmsgroup.org
Vice Principal	Dr. Sherin Alex	O:04842625004 R:04843012479	9645538480		sherinalex@scmsgroup.org
Steering Committee Co-ordinator	Dr. Indu Nair	O:04842625004 R:04842540062	9846234713	04842625006	indunair@scmsgroup.org

3. Status of the Institution:

Affiliated College

☒

Constituent College

☐

Any other (specify)

☐

4. Type of Institution:

a. By Gender

i.	For Men	
ii.	For Women	
iii.	Co-education	✓

b. By Shift

i. Regular



ii. Day

iii. Evening

5. It is a recognized minority institution?

Yes

No



If yes specify the minority status (Religious/linguistic/ any other) and provide documentary evidence.

6. Sources of funding:

Government

Grant-in-aid

Self- financing ✓

Any other

**7. a. Date of establishment of the college: ...18/06/2003...
(dd/mm/yyyy)**

**b. University to which the college is affiliated /or which governs
the college (If it is a constituent college)**

Mahatma Gandhi University, Kottayam

c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks (If any)
i. 2 (f)	NIL	
ii. 12 (B)	NIL	

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

**d. Details of recognition/approval by statutory/regulatory bodies
other than UGC (AICTE, NCTE, MCI, DCI, PCI, RCI etc.)**

Under Section/ cl	Recognition/Approval details Institution/Department Programme	Day, Month and Year (dd-mm-yyyy)	Validity	Remarks
i.	AICTE / 1 – 7826356 SSTM/ MBA	19 – 03 - 2013	Validity is extended by AICTE each academic year	2013-14
ii.	AICTE / 1 – 7878501 SSTM / MCA	19 – 03 - 2013	Validity is extended by AICTE each academic year	2013-14

(The recognition/approval letter is enclosed)

8. Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?

☐ Yes ☒ No

If yes, has the College applied for availing the autonomous status?

☐ Yes ☐ No

9. Is the college recognized

a. by UGC as a College with Potential for Excellence (CPE)?

☐ Yes ☒ No

If yes, date of recognition: (dd/mm/yyyy)

b. for its performance by any other governmental agency?

☐ Yes ☐ No ☒

If yes, Name of the agency and

Date of recognition: (dd/mm/yyyy)

10. Location of the campus and area in sq.mts:

Location *	Rural
Campus area in sq. mts.	20165 sq.mts

Built up area in sq. mts.	6027 sq.mts
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(* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

11. Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.

• Auditorium/seminar complex with infrastructural facilities ✓

• Sports facilities

* play ground ✓

* swimming pool

* gymnasium ✓

• Hostel: Boys hostel

i. Number of hostels - 2

- ii. Number of inmates - 102

iii. Facilities (mention available facilities) mess, internet facility

Girls hostel:

i. Number of hostels – 1

ii. Number of inmates - 111

iii. Facilities (mention available facilities) mess, internet facility

* Working women's hostel- NIL

i. Number of inmates

ii. Facilities (mention available facilities)

• Residential facilities for teaching and non-teaching

staff (give numbers available — cadre wise) – 5
rooms (guest house)

- Cafeteria — 2
- Health centre – 1

First aid, Inpatient, Outpatient, Emergency care facility, Ambulance: First aid is provided in the campus
Health centre staff – NIL

Qualified doctor Full time ☐ Part-time
Qualified Nurse Full time ☐ Part-time

- **Facilities like banking, post office, book shops:** A banking dropbox and two ATMs have been provided
- **Transport facilities to cater to the needs of students and staff:** NIL
- **Animal house:** Animal house for rabbits (for experiments)
- **Biological waste disposal:** NIL
- **Generator or other facility for management/regulation of electricity and voltage:** A generator is functioning in the campus
- **Solid waste management facility :** YES
- **Waste water management:** NIL
- **Water harvesting:** YES

12. Details of programmes offered by the college (Give data for current academic year)

SI. No.	Programme Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/ approved Student	No. of students admitted
	Under-Graduate	B.Com	3 years	Higher secondary	English	130	72
	Post-Graduate	MBA	2 years	} UG + Entrance score Graduation	English	120	120
		MCA	3 years		English	60	15
		M.Sc	2 years		English	80	5

	Integrated Programme s PG						
	Ph.D.	Ph.D	3 to 5 years	PG with first class	English	12	2
	M.Phil.						
	Ph.D						
	Certificat e courses						
	UG Diploma						
	PG Diploma						
	Any Other (specify and provide details)						

13. Does the college offer self-financed Programmes?

Yes ☒ No ☐

If yes, how many?

4

14. New programmes introduced in the college during the last five years if any?

Yes	<input checked="" type="checkbox"/>	No		Number	2
-----	-------------------------------------	----	--	--------	---

15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

Faculty	Departments (eg. Physics, Botany, History	UG	PG	Research
Science	Biotechnology		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Arts				
Commerce	Commerce	✓		
Any Other (Specify)	Management Computer technology Ph.D		✓ ✓	✓

16. Number of Programmes offered under (Programme means a degree course like BA, BSc, MA, M.Com...)

- a. annual system
- b. semester system ☒
- c. trimester
system

17. Number of Programmes with

- a. Choice Based Credit System
- b. Inter/Multidisciplinary Approach
- c. Any other (specify and provide details)

18. Does the college offer UG and/or PG programmes in Teacher Education?

Yes ☐ No ☒

If yes,

a. Year of Introduction of the programme(s).....
(dd/mm/yyyy) and number of batches that completed the programme

b. NCTE recognition details (if applicable)

Notification

No.:

.....
..... (dd/mm/yyyy)

Date:

Validity:.....

c. Is the institution opting for assessment and accreditation of Teacher Education Programme separately?

Yes ☐ No ☐

19. Does the college offer UG or PG programme in Physical Education?

☐ ☒

Yes No

If yes,

a. Year of Introduction of the programme(s).....
(dd/mm/yyyy) and number of batches that completed the
programme

b. NCTE recognition details (if applicable)

Notification

No.:

.....

Date:

..... (dd/mm/yyyy)

Validity:.....

c. Is the institution opting for assessment and accreditation of

Physical Education Programme separately? Yes ☐ No ☐

20. Number of teaching and non-teaching positions in the Institution

Positions	Teaching faculty						Non-teaching staff		Technical staff	
	Professor		Associate Professor		Assistant Professor					
	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F
Sanctioned by the UGC / University / State Government <i>Recruited</i>										
<i>Yet to</i>										
Sanctioned by the Management/ society or other authorized bodies <i>Recruited</i>	2	3	4	5	9	16	4	8	2	Nil
<i>Yet to</i>										

*M-Male *F-Female

21. Qualifications of the teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.							

Ph.D.	2	3	1	5	1	Nil	12
M.Phil.	1	1	Nil	2	Nil	2	6
PG	2	3	4	5	9	16	39
Temporary teachers							
Ph.D.							
M.Phil.							
PG							
Part-time teachers							
Ph.D.							
M.Phil.							
PG					1	4	5

22. Number of Visiting Faculty /Guest Faculty engaged with the College.

5

23. Furnish the number of the students admitted to the college during the last four academic years.

Categories	Year 1		Year 2		Year 3		Year 4	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	0	0	0	0	0	0	0	1
ST	0	0	1	0	0	0	0	0
OBC	24	34	17	36	35	26	23	17
General	45	80	50	76	68	63	95	76
Others	0	0	0	0	0	0	0	0

24. Details on students enrollment in the college during the current academic year:

Type of students	UG	PG	M. Phil.	Ph.D.	Total
Students from the same state where the college is located	72	137	Nil	Nil	209
Students from other states of India	Nil	3	Nil	Nil	3
NRI students	Nil	Nil	Nil	Nil	Nil
Foreign students	Nil	Nil	Nil	Nil	Nil
Total	72	140	Nil	Nil	212

25. Dropout rate in UG and PG (average of the last two batches)

UG

3.03

PG

4.59

26. Unit Cost of Education

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

(a) including the salary component

Rs. 269091

(b) excluding the salary component

Rs. 206289

27. Does the college offer any programme/s in distance education mode (DEP)?

Yes

No



If yes,

a) is it a registered centre for offering distance education programmes of another University

Yes

No

b) Name of the University which has granted such registration.

c) Number of programmes offered

d) Programmes carry the recognition of the Distance Education Council.

Yes

No

28. Provide Teacher-student ratio for each of the programme/course offered

UG: 1: 17

PG: 1: 15

29. Is the college applying for

Accreditation :

Cycle 1

☒

Cycle 2

Cycle 3

Cycle 4

Re-Assessment:

(Cycle 1 refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refers to re- accreditation)

30. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)

Cycle 1: (dd/mm/yyyy) Accreditation

Outcome/Result.....

Cycle 2: (dd/mm/yyyy) Accreditation

Outcome/Result.....

Cycle 3: (dd/mm/yyyy) Accreditation

Outcome/Result.....

** Kindly enclose copy of accreditation certificate(s) and peer team report(s) as an annexure.*

31. Number of working days during the last academic year.

280

32. Number of teaching days during the last academic year

(Teaching days means days on which lectures were engaged excluding the examination days)

216

33. Date of establishment of Internal Quality

Assurance Cell (IQAC) IQAC 26/08/2013

(dd/mm/yyyy)

34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC:

AQAR (i) (dd/mm/yyyy)

AQAR(ii) (dd/mm/yyyy)

AQAR (iii) (dd/mm/yyyy)

AQAR (iv) (dd/mm/yyyy)

35. Any other relevant data (not covered above) the college would like to include. (Do not include explanatory/descriptive information)

D. Criterion-wise Analytical Report

CRITERION 1: CURRICULAR ASPECTS

1.1 Curriculum Planning and Implementation

1.1.1 State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.

SCMS School of Technology and Management (SSTM) was started with a vision to cater to impart quality education at affordable costs to aspiring youngsters in India. From its simple beginnings, SSTM has grown to become a centre of excellence for management, technology, bioscience, biotechnology and commerce in a very short span of time

Vision: A centre for excellence renowned for its quality in management, technology, bioscience and biotechnology education and for its commitment to help individuals to achieve a holistic development.

Mission: To provide quality education to aspiring younger generation through the best of teaching and learning opportunities, to discover full potential in technical and managerial competencies, to nurture and enhance creativity and innovation and to imbibe human values through relevant programmes in research, extension and community involvement.

Objective: SSTM is envisaged as a premier centre of excellence for offering Management and Technology education to students, by developing the total personality of the individual, emphasising ethical values and by preparing them to meet the growing challenges of the industry and diverse social needs of our nation.

These are communicated to the students, faculty, staff and other stakeholders through

1. Prospectus
2. The Manual of Policies given to students.
3. Published official website of the Institution.
4. Displayed outside the Principal's office as well as in all departments, libraries and labs.
5. At The induction programme for the new students which begins with the vision, mission and objectives of the Institution.

1.1.2 How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).

The curriculum for all the courses is given by the Mahatma Gandhi University, Kottayam. The University calendar is adopted by the institution to plan the implementation of the curriculum.

Each department prepares their own academic calendar with curricular and extracurricular activities. Apart from regular class sessions, the academic calendar also has internal assessments, assignments, seminars, and other activities.

Based on the academic calendar every faculty prepares a Course Plan for their respective courses. Each Course Plan will indicate topics, tests, assignments, presentations, books prescribed and evaluation marks.

The office prepares weekly time table for class sessions and tests, co-curricular activities such as Integrated Management Learning Programme (IMLP), Pre-Placement Programme (PPP) and Mentoring sessions.

At the backside of the attendance sheet, the faculty has to maintain a record of the topics covered so far which will be compared with the Course Plan for compliance. The record should also show test papers returned with feedback as well as the assignments. The Principal periodically verify the record for compliance.

1.1.3 What type of support (procedural and practical) do the teachers receive (from the University and/or institution) for effectively translating the curriculum and improving teaching practices?

Procedural support from the University

The University provides an academic calendar in the beginning of every year. Also, the University provides the syllabus and expected teaching hours allotted to each module and model questions papers.

Procedural support from the Institution:

Based on the academic calendar of the University, the Institution provides an academic calendar annually including curricular and extracurricular activities. Every faculty member has to prepare Course Plan based on the academic calendar for effective implementation of the curriculum.

Practical support from the University:

The University provides a detailed break up of the Internal Assessment, grading system for undergraduate programmes and guidelines for project evaluation and viva voce examination.

Practical support from the Institution:

The institution provides opportunities for faculty members to attend national and international seminars, conferences and workshops to update themselves with latest developments in their field of expertise.

The library is thoroughly updated with recent books, peer reviewed journals and magazines, online resources such as EBSCO and PROQUEST. The faculty and students are encouraged to use the same. Students are provided with library hours to encourage self learning.

Faculty Enrichment Programme (FEP) is organized once in a year to encourage faculty members to present their research findings or readings on latest developments to an interested group of faculty members inside the Institution.

The Institute also ensures quality teaching through its performance appraisal and student feedback of teachers.

1.1.4 Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other Statutory agency.

1. Course Plan is prepared by the institution in line with the University calendar.
2. The institution has provided well equipped lab for latest research studies in the Biotechnology division.
3. The institution assists the departments in conducting international seminars and workshops with participation of experts.
4. The library is equipped with latest books in sufficient numbers.
5. Language lab is provided for developing and enhancing skill in communication.
6. The institution provides well equipped classrooms with latest audio-visual aids.
7. MOODLE – a learning management system - is provided for effective knowledge transfer, sharing and delivery.
8. The faculty participates in discussion with peers to update the University syllabus.
9. Regular assessments are done with tests, assignments and presentations.
10. Workbook on Statistics are given to students to encourage self

learning

11. All classes are fitted with LCD projector.
12. Since this is a Wi-Fi campus, live online support is sought through you-tube for teaching Advertising Management.
13. Efficient networking helps the faculty access personal academic files.

1.1.5 How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalisation of the curriculum?

1. Industry Institute Interaction (III) sessions are organized by the institution wherein every week the student gets an opportunity to interact with an expert from the industry.
2. The MBA students do a month long organisation study in an organisation wherein they get an opportunity to interact with the industry.
3. MBA students undertake a two month long internship training in an industrial organisation during which the students do a problem based project for the organisation.
4. The institution receives feedback from the industry during campus placement which is considered for implementation through Personality Development Programmes.
5. The students of Biotechnology participate in research projects with well known research institutes in the country.
6. The students of B.Com go for an industrial visit and submit a report to the institution.
7. The institution networks with the University by implementing all the regulations stipulated in their orders. The examinations are held as per the University norms. The students' project reports and internal assessment marks are dispatched to the University on time. The organisation study for one month and the problem based project for two months are organized for the students at the time mentioned by the University. The faculty participates in syllabus revision discussions, answer paper valuation and setting of model question papers of the University whenever called for.
8. Whenever an organisation needed the assistance of students for doing short surveys on any relevant issue, the institution has volunteered by sending students for the same. The students have also been involved in writing the report and the same are been submitted to

the partnering organisations. E.g. Decathlon

1.1.6 What are the contributions of the institution and/or its staff members to the development of the curriculum by the University?(number of staff members/departments represented on the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.

1. The faculty members selected by the University have participated in the syllabus revision discussion held at various colleges in and around Ernakulam District. The recommendations of such discussions have been submitted to the university. These recommendations have been incorporated into the new/revised syllabus for the next academic year.
2. Biotechnology syllabus has been framed only by the panel of experts of the institution especially for Molecular Biology and Genetic Engineering.
3. Specialisation in Oracle and AIX of MCA Batch 2008-11 has been drafted and framed by the faculty of the Institution. This specialization has been offered only by this institution.

1.1.7 Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university)by it? If ‘yes’, give details on the process (‘Needs Assessment’, design, development and planning) and the courses for which the curriculum has been developed.

Yes, the institution has developed curriculum for these courses which do not come under the purview of the affiliating University. Needs assessment is done using the general awareness of current trends in industry and the scope for getting jobs. The institution provides certificate of completion of such additional courses to students

MBA

1. **Securities analysis and Financial Derivatives:** This course was offered to MBA students specialising in Finance. This course was introduced as it was not offered by the Mahatma Gandhi University

2. **MS Project:** This course was offered to MBA students during the second year of the course to enable the students to manage simple or complex projects using Microsoft Project, learners will get the skills of scheduling and tracking all tasks and learners will be able to exchange

project information with others over the internet.

3. **Corporate Social Responsibility:** This course was offered to MBA students specializing in Human Resource Management to develop an understanding of CSR, from its inception as philanthropy, to a form, where now it is mandatory, to be sensitive about CSR as a critical business need

4. **Programme on Smart Professionalism** was offered to MBA students in 2009 to enable the learners to acquire additional skills to look at important decisions and problems from a number of different perspectives, to develop an understanding strategy of the workings and cultures of organisations, and to deal with a team to lead a team focusing on innovation.

4. **Business Knowledge:** This course is offered to all MBA students in the first and second year in order to make them update their knowledge in all current business affairs.

5. **Critical Thinking:** This course was offered to MBA students of the 2013-2015 batch during the foundation course to enable the students to gather additional skills to look at problems in novel ways, to learn to lead a team that focuses on innovation, and to gain an understanding of the workings and cultures of innovative organisations.

MCA

While making syllabus for most of the Add-on courses which are not included by the University in the regular offerings, industry experts are consulted and in some cases like **Oracle and AIX**, the courses are made in line with **Oracle University** and **IBM courses** respectively. Faculty members teaching such courses in some cases were sent for special workshops and faculty development programmes (e.g. Python, AIX, and Oracle)

Additional Courses given:

1. **One year Post Graduate Diploma in Business Management recognized by Government of Kerala** was given to MCA students of Batch 5 students which included subjects like: Principles and Practices of Management, Accounting for Management, Quantitative Techniques, Economics for Management, Marketing Management, Human Resource management, Operations Management, Financial Management, Strategic Management, Project Work.

2. **Introduction to Information systems** The course intends to provide the fundamentals associated with the management of

information technology in a business enterprise. The students will have an idea of the role of information systems in business processes

3. Advanced Python Revision of Basic Concepts in python. Web application development: Revision of basics of Django- model view and template, Accessing databases. Creating Django admin interface, cookies, sessions, users, file uploading and downloading

4. Introduction to Programming The course intends to develop logic and reasoning power, Improve problem solving capability, Know the different principles of computer languages

5. AIX 5L Basics This course enables students to perform everyday tasks using the AIX 5L operating system The course is also a prerequisite for students who plan to attend the AIX System Administration courses.

Value Added Courses:

6. Microsoft Share Point (Batch 8, 9), Personality Development Programme, Integrated Management Learning (batch 9)

7. For this academic year it has been planned to give **Advanced Excel program as two levels- Level 1 and Level 2 to sem1 students.** Level 1 will deal with simple Excel worksheet learning and Level 2 will be given to those students who really do a good job in level1 and to those who are interested. Level 2 will be of high standards. Lesson Plan has been developed and classes on it will start very soon.

B.Com

1. Tally 5

The Senior Batch Students (2012-2015) are provided with Tally 5 Classes with the objective of getting knowledge in computerized accounting methods so that the students can prepare final accounts of a company or firm, prepare cash flow and fund flow statements, ratio analysis and also calculate taxes on VAT, FBT, Service tax, Custom duty, TDS, Advance tax, etc.

2. CPT classes

The CPT classes are provided for the students of 2013-2016 batch to appear for the objective type periodical examination which is the centralized eligibility test to do Chartered Accountancy course, conducted by Institute of Chartered Accountants of India, (ICAI).

3. Soft Skill Development Classes

A. For the students of 2012-2015 batch, the following was the detailed classes taken.

(a) Semester 2: Classes was given for Grammar, Classes for improvement of their language and talking ability, Classes for improving their creativity. They were also given Group Discussions and also practice for interviews. They were also given classes regarding use of phrases and usage of it. Debates, Word Games and Jam Sessions were also given to the students. They were also given Reading Skills and also Extempore Sessions.

(b) Semester 3: Quiz Programs were conducted, 7 Principles of English was dealt with, Group Discussions were conducted, and Stress Interview Practice was also given.

(c) Semester 4: From the Semester 4, Certificate Programs has been introduced to them. They are being provided with the Power Communication Classes presently so that students shall be empowered with communication skills for their career and life. Leadership qualities and abilities can be improved and also it aims at giving the students skills for creative communication through writing skills.

B. For the students of 2013-2016 batch, the following was the detailed classes taken:

Semester 1: The activities done were:

- (1) How to introduce yourself
- (2) Voice Control and Modulation
- (3) Body Language
- (4) Group Presentations like Extracting a Situation, Creating an advertisement, Acting out a film Clip.
- (5) Group Discussions
- (6) How to make a Short Speech.

Semester 2: The activities covered were according to the program “**English for Self Enhancement**” under which Study Skills like Locating Information, gathering information through Skimming, Scanning, prediction etc. and storing information through note making was developed. Reading from the prescribed text “Ignited Minds’ by Dr. A.P.J. Abdul Kalam was done. Group Discussions on various topics in the text was also done.

Semester 3: **English for Empowerment** has been proposed to enable students to learn English, to develop self-esteem and confidence, to prepare them for the job market and to make them live as better human beings in the society.

Semester 4: **Power communication** has been proposed to enable students with the requisite skills for all types of communication in their

chosen career and life, to instill in students leadership qualities and abilities required for success in the professional business and social realms and to equip students with the necessary skills for creative communication through writing

Semester 5: English for business has been proposed to teach the students Business English and to give them a good grounding on English grammar.

1.1.8 How does institution analyze/ensure that the stated objectives of curriculum are achieved in the course of implementation?

The internal assessment provides information about students' performance which is an indicator that they had imbibed the objectives stated by the curriculum. The placement cell provides information on the number of students who had been successfully placed in organisations. The institution collects student feedback twice in a semester that indicates the imbibing of objectives of the curriculum occasionally when parents come to the institution, information is gathered about their ward's progress in studies. The feedback given by placement cell provides information regarding students' acquisition of technical skills and interpersonal skills.

1.2 Academic Flexibility

1.2.1 Specifying the goals and objectives, give details of the certificate/diploma/ skill development courses etc., offered by the institution.

SSTM provides quality education to aspiring younger generation through the best of teaching and learning opportunities. SSTM aims at developing the total personality of the individual, emphasizing ethical values and prepares them to meet the growing challenges of the industry and diverse social needs of our nation. SSTM nurtures and enhances creativity and innovation and to imbibe human values through relevant programmes in research, extension and community development.

The Following Certificate/ Skill development courses were offered by the institution to realize these goals and objectives:

Sr. No.	Title	Department
1.	Securities analysis and Financial Derivatives	MBA

2	MS Project	MBA
3	Corporate Social Responsibility	MBA
4	Programme on Smart Professionalism	MBA
5	Business Knowledge	MBA
6	Critical Thinking	MBA
7	Post Graduate Diploma in Business Management	MCA
8	Introduction to Information systems	MCA
9	Advanced Python	MCA
10	Introduction to Programming	MCA
11	AIX 5L Basics	MCA
12	Advanced Excel program	MCA
13	Tally 5	B.Com
14	CPT classes	B.Com
15	English for Self Enhancement	B.Com
16	English for Empowerment	B.Com
17	Power communication	B.Com
18	English for business	B.Com

1.2.2 Does the institution offer programmes that facilitate twinning /dual degree? If 'yes', give details.

The institution does not offer programmes that facilitate twinning / dual degree as the University does not permit

1.2.3 Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability.

• **Range of Core /Elective options offered by the University and those opted by the college :** The institution offers a basket of courses, chosen from the range of core / elective options offered by the university that ensures academic flexibility and help students to develop their skill, enable academic mobility, higher studies and better potential for employment. The range of subjects offered by the university and those offered by the college are summarized below

MBA: Core papers

The Third Semester will have 8 courses and a placement project in connection with an organization centered study. Out of the 8 courses two are compulsory and other 6 are electives. Of the six electives 4 courses from one major functional area opted by the student and remaining 2 in another minor functional area are opted by the student.

SEM 1	SEM 2	SEM 3	SEM 4
1.Principals of management 2.Managerial communication 3.Managerial Economics 4.Accounting for management 5.Quantitative methods for management 6.Legal environment of Business 7.Computer application in business 8.Organizational behaviour	1.Financial Management 2.Marketing Management 3.Operations Management 4.Human Resource Management 5.Environment Management 6.Operations Research 7.Research Methodology 8.Management information system	1.International Business 2.Business Ethics and Corporate Governance 3. Organizational Study	1. Strategic Management 2. Project Work

In the Fourth Semester, there are 4 full courses of which one is compulsory. Of the remaining 3, two subjects will be from the major functional area opted by the student and one from the minor area opted by the student

The students are offered the freedom to choose their area of specialization and also the elective subject they would like to pursue their studies from the range of subjects permitted by the university. Institution offers the elective subject if the number the students opting for the subject is more than the practical minimum needed for conduct of the course. This ensures the academic flexibility to the students to take up studies in their preferred areas of specializations and the specific topics of interest within their specialization. In order to facilitate the students to take appropriate choices based on their aptitudes and interest the institution conducts a workshop at

the end of the second semester wherein the faculty from all the areas of specialization and the students discuss the content of the specialization, the basic skills necessary to pursue the specialization areas, and the difficulty level of each elective. Apart from this, few other relevant issues like the employability potential of the areas, the list of organizations who have made recruitment from the functional specialization and the combination of major and minor specialization that are highly in demand are also discussed in the workshop. Table below lists the electives offered under the various specializations

Specialization	Electives	
Financial Management	1.Bank Management (Sem 3) 2.Financial Derivatives and Risk Management 3.Insurance Services (Sem 3) 4.International Financial Management 5.Management of Financial Services (Sem 4)	6.Management accounting and control systems 7.Project Management (Sem 3) 8.Security Analysis and Portfolio Management (Sem 3) 9.Tax Management 10. Working Capital Management (Sem 4)
Marketing Management	1.Agri-Business and Rural Marketing 2.Business to Business Marketing, 3.Consumer Behaviour, (Sem 3) 4.Digital Marketing 5.Integrated Marketing and Communication	6.Marketing Research, (Sem 4) 7.Product and Brand Management(Sem 3) 8.Retail Business Management (Sem 4) 9.Sales and Distribution Management(Sem 3) 10.Services Marketing (Sem 3)
Human Resources Management	1.Compensation management (Sem 4) 2.Counseling skills for Managers (Sem 3) 3.Human resources management 4.Industrial Relations 5.Managing Interpersonal & group Processes (Sem 3)	6.Managing Organizational change and development (Sem 4) 7.Performance Management (Sem 3) 8.Human resources Information systems 9.Strategic Human resource management 10. Training and Development (Sem 3)
Production and Operations Management	1.Supply Chain and Logistics Management (Sem 3) 2.Total Quality Management(Sem 3) 3.Advanced Maintenance management(Sem 3)	6.Productivity Management 7.Operations Strategy 8.Technology Management 9.Service Operations Management (Sem 4) 10. Occupational Hazard and

	4.Lean Manufacturing (Sem 4) 5.Integrated materials Management (Sem 3)	Industrial Safety.
Information Systems	1. System Analysis and Design 2. Electronic Commerce and Internet marketing 3. Enterprise Resource Planning 4. Business process Reengineering 5. Software Quality Management	6. Multimedia Management 7.Management support system 8.Software project Management 9.Database management system 10. Planning and implementing IT Strategies

Note: The semesters when the electives were offered is given in brackets along with the name of the elective. Information Systems was not chosen by students for specialization.

MCA:

List of Core subjects semester – wise

Sem 1	Sem 2	Sem 3	Sem 4	Sem 5	Sem 6
1. Mathematical Foundations of Computer Science 2. Digital Systems & Logic Design 3. Computer Organisation and Architecture	1. Probability and Statistics 2. Data Structures and Analysis of Computer Algorithms 3. Microprocessors and Embedded systems. 4. Operating	1. Java and Web Programming 2. Software Engineering 3. System Software 4. Data Base Management Systems 5. Data Communications 6. Java Programming	1. Operations research 2. Computer Networks 3. Linux and Shell Programming 4. Object Oriented Modeling and design 5. Linux	1.Computer Security 2. Internet Technology and Distributed Applications 3. Computer Graphics 4. Data	1. Project 2. Viva Voce

4. Principles of Management and Accounting	Systems	g Lab	Lab	Mining	
5. Structural Programming in C	5. Object Oriented Programming with C++	7. DBMS lab	6. Open Source Lab – Python/PHP	5. Computer Graphics lab	
6. C Programming Lab	6. C++ lab			6. Seminar	
7. PC Hardware Lab	7. Data Structures Lab in C			7. Mini Project	
8. Communication and Soft Skills					

The list of Electives for the Batch 8 in their Fourth and Fifth Semesters are as follows

Semester	Electives offered by the University	Elective selected by the Institution
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Fourth	Visual Programming Software Quality Management Business Data Processing & COBOL Programming Enterprise Resource Planning Multimedia Systems Neural Networks & Fuzzy Logic Artificial Intelligence Management Information Systems	Enterprise Resource Planning Multimedia systems
Fifth	User Interface Design Bioinformatics Digital Image Processing Advanced Computing Paradigms XML & Web Services Distributed Computing Embedded Systems Genetic Algorithms	Advanced Computing Paradigms XML and web services

M.Sc (Biotechnology)

Name of the Course: M.Sc Molecular Biology & Genetic Engineering

List of subjects in all the four semesters are given below:

Sem 1	Sem 2	Sem 3	Sem 4
Fundamental genetics Molecular organization of chromosome theory of heredity Molecular structure of nucleic acid, gene regulation and expression Practical I	Biomolecules- Synthesis, Structure & Metabolism Molecular Analysis of Biomolecules Oncology, Immunopathogenesis and Diagnosis Practical II	Transgenics: Microbes & plants Transgenic Animals, Bioethics and IPR GenBank Data and Proteomics Practical III	Dissertation Comprehensive Viva voce & Presentation of Dissertation

B.Com

Sem 1	Sem 2	Sem 3	Sem 4	Sem 5	Sem 6
1. Language – English 2. Language – Second Language (Hindi/ Malayalam) 3. Business Statistics 4. Modern banking 5. Business Regulatory Framework 6.	1. Language – English 2. Language – Second Language (Hindi/ Malayalam) 3. Quantitative Techniques of Business Research 4. Principles of Insurance 5. Corporate Regulations and Governance Business	1. Language – English 2. Marketing Management 3. Financial Accounting 4. E - Commerce and General Informatics 5. Business management 6. Financial Management (for	1. Language – English 2. Capital Market 3. Corporate Accounting 4. Entrepreneurship Development and Project management 5. Value Added Tax – Concepts and Practice (for Taxation Batch) ; Information Technology for	1. Cost Accounting 2. Special Accounting and Sales Promotion 3. Advertising and Sales Promotion 4. Open Course 5. Income Tax – Law and Practice (For Finance & Taxation Batch);	1. Applied Cost Accounting 2. Principles of Business Decisions 3. Practical Auditing 4. Accounting for Managerial Decisions 5. Income Tax -

Perspectives and Methodology of Business Studies	6.Communications and Management Information Systems	Taxation Batch) ; Information Technology for Business (for Computer Application Batch)	Office (for Computer Application Batch)	Computerized Accounting (Computer Applications Batch)	Assessment & Procedure (For Finance & Taxation Batch); Data Base Management System for Business (Computer Applications Batch) 6. Project & Viva
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• **Choice Based Credit System and range of subject options (CBCS)**

This option is applicable to the B.Com course only. All the programmes under the CBCSs offer options in their Fifth Semester in the Open Course where each student has the freedom to choose any of the courses offered by any of the departments under the system. The fifth and sixth semester also offers an elective in the core course.

• **Courses offered in modular form :**

All the courses offered in this Institution as part of the Mahatma Gandhi University curriculum is in the modular form.

• **Credit transfer and accumulation facility**

The Institution follows all the regulations of the Mahatma Gandhi University in terms of credit transfer and accumulation facility.

• **Lateral and vertical mobility within and across programmes and courses**

The Mahatma Gandhi University does not permit lateral mobility across programmes. However, the Open course of the fifth Semester of B.Com gives opportunity for lateral mobility within the programme

where the student can opt to study a subject from another course of the University.

All the UG and PG courses have provisions for vertical mobility. The college conducts three professional programmes in Management (MBA), Computer technology (MCA) and Biotechnology (M.Sc. Biotechnology) and one undergraduate programme (B.Com). Vertical mobility is permitted from B.Com to MBA and MCA courses.

- **Enrichment Courses**

Add - on Courses are offered to the students for enrichment with respect to their core programmes (Ref.1.2.1.). The syllabus, duration and evaluation methods of these courses are framed by the concerned departments.

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

Yes. The following self -financing programmes are offered by the institution.

Master of Business Administration (MBA)
Master of Computer Applications (MCA)
Master of Science (M.Sc, Biotechnology)
Bachelor of Commerce (B.Com)

The college follows the regulations of the Mahatma Gandhi University with regard to the admission to the above programmes including issue of application forms and prospectus, publication of rank lists, conduct of interview etc. The prescribed curriculum of the university is followed for the different programmes, availing the options therein. The programmes have a fee structure stipulated by the Mahatma Gandhi University for self-financing programmes. The institution ensures that the faculty have the qualifications prescribed by the University and Government. The college has a compensation package offered to the members of the faculty in commensuration with their merits and qualifications.

1.2.5 Does the college provide additional skill oriented programmes, relevant to regional and global employment markets? If 'yes' provide details of such programme and the beneficiaries.

Yes, the institution offers additional skill oriented programmes relevant to regional and global employment markets.

MBA:

Skills in using computers and software packages have graduated from being a good have skill to a must have skill in the employment markets. Institution caters to these demands by conducting add on courses in popular software packages in management like the MS Projects, Office suites and Statistical software tool, useful in Research application, like the SPSS and AMOS. Apart from the obvious beneficiaries like the students enrolled to the various full time courses these courses are benefit the faculty members in advancing their knowledge base and the other research scholars in the institution.

MCA:

Yes, the institution provides additional skill oriented programmes, relevant to regional and global employment markets. Extra Programming Language classes like .NET, Python were offered to students because of the general trend in requirement of regional/global market for such skilled candidates.

The institution has also offered the courses like Sharepoint , Agile as additional course for supporting the requirement of those students who initially enter an organization as software engineer and later get promoted as Team Lead

M.Sc Biotechnology:

Training on Molecular Biology & Genetic Engineering for undergraduate and postgraduate students of other disciplines of life science is offered to the students.

B. Com:

The Senior Batch Students (2012-2015) are provided with Tally Classes with the objective of getting knowledge in computerized accounting methods so that the students can prepare final accounts of a company or firm, prepare cash flow and fund flow statements, ratio analysis and also calculate taxes on VAT, FBT, Service tax, Custom duty, TDS, Advance tax, etc.

1.2.6 Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their choice” If ‘yes’, how does the institution take advantage of such provision for the benefit of students?

MBA:

The University does not provide for the flexibility of combining the Conventional and Distance-mode of education. But, the institution provides for the flexibility in combining face to face and the distance mode of education. The students of the institution are encouraged to take up short courses of distance education mode like the various certification courses of the National stock exchange, Certification course in Supply chain management, SCM- CII, of the Confederation of Indian Industries.

MCA, M.Sc Biotechnology and B. Com

No, the University does not provide the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their choice

1.3 Curriculum Enrichment

1.3.1 Describe the efforts made by the institution to supplement the University’s Curriculum to ensure that the academic programmes and Institution’s goals and objectives are integrated?

While the University curriculum offers scope for academic learning, this is not sufficient in fulfilling the institutional aim of excellence. Hence efforts are made by the institution to integrate its goals into the academic programme. This is mainly done by identifying the gap and starting schemes that contribute towards sealing the gap. The various initiatives in this direction are listed below:

MBA:

1. Outbound Training programme (OBT)
2. Integrated Management Learning Programme (IMLP)
3. Personality Development Programme (PDP)
4. Industry Institution Interaction programme (III).

These programmes are designed with the help of experts from within the institution as well as from professionals from outside to ensure that each programme integrates the academic curriculum and the institutional objectives.

OBT: During the course, all students compulsorily undergo a 3 day camp at a hill station, where they are trained to live, in groups, in makeshift tents, engage in competitive group tasks that teach specific lessons in team work, time management, cost management and risk management. The whole programme is an external event supervised by professionals from the defense forces.

IMLP: This is an internal faculty driven programme focusing on the objective of building presentation skills, building confidence in the students to face and address a large audience. The methodology is: the student groups are given topics relevant to their curriculum or socially relevant topics on which they develop a complete audio visual presentation. The presentations are evaluated by the students, who pose as judges, as well as experts on the subject. IMLP is an ongoing programme that is held every Wednesday and is part of the academic curriculum.

PDP: PDP is an external programme conducted by professional who conduct numerous workshops in the college campus. These workshops are conducted at various times during the 2 year academic period. The duration and the content of these PDP programmes are carefully developed in order to effectively develop the personality of the student gradually from the time they start the course in the institution till they leave it as a well groomed professionals with integrity and honesty.

III: One of the objectives of the institution is to effectively meet the professional demand of the industry which is one of the major stakeholders of the institution. Hence interaction with the industry is important for the development of the students as well as the institution. This aspect of the institutional objective is addressed through the Industry, Institution Interaction programme. The professionals from various industries and organizations are invited to the institution and they engage the students every week.

MCA:

- 1.To meet the institution's goals and objectives, University's Curriculum has been supplemented by providing extra courses apart from the ones prescribed by the university, like Management Information Systems, .Net programming, Python programming etc.
- 2.For each Lab oriented course like C, C++, Java, DBMS, Data Structure. Linux, Python, Computer Graphics, the students were asked

to do a project and submit it as a part of Lab exercise. This is done apart from what is given as mandatory lab cycles by the university.

3. Students were given exposure to XML Lab apart from the university curriculum (XML and webservices –theory, elective)

4. As part of Linux lab students were given hands on training in Enterprise Linux Operating Systems. They were taught how to configure Linux servers in real enterprise scenario too

5. Free Graph Theory Software’ was used for teaching concepts like isomorphism, eulerian circuit, hamiltonian circuit etc. in Subject – Mathematical Foundation Of Computer Science , topic: ‘Graph Theory’

6. Flash 8.0 was taken as an extra course along with ‘Computer Graphics’ to make student aware of how animated movies and games are to be produced, edited and played

7. Practical exposure to students was given on relevant tools and technologies which were not covered in syllabus offered by the University - eg. StarUML which is a UML (Unified Modeling Language) tool, covering Networking fundamentals by demos in the lab etc.

M.Sc (Biotechnology)

The courses offered by the institute under the affiliation of the university are related to the third generation development of Biotechnology. University departments do not have similar advanced courses in biotechnology. Moreover, this is the only one institute under MG University that offers this course.

B.Com:

TALLY CLASSES

The Senior Batch Students (2012-2015) are provided with Tally Classes with the objective of getting knowledge in computerized accounting methods so that our students can prepare final accounts of a company or firm, prepare cash flow and fund flow statements, ratio analysis and also calculate taxes on VAT, FBT, Service tax, Custom duty, TDS, Advance tax, etc.

CPT CLASSES

The CPT classes are provided for the students to appear for the objective type periodical examination which is the centralized eligibility test to do Chartered Accountancy course, conducted by Institute of Chartered Accountants of India, (ICAI).

SOFT SKILL DEVELOPMENT CLASSES

The Soft Skill Development Classes are provided to the students during every semester.

For the Senior Class, (2012-2015), the following is the detail of the classes taken. They are provided two classes in a week for the Soft Skill Classes.

(a) Semester 2: Classes were given for Grammar, Classes for improvement of their language and talking ability, Classes for improving their creativity. They were also given Group Discussions and also practice for interviews. They were also given classes regarding use of phrases and usage of it. Debates, Word Games and Jam Sessions were also given to the students. They were also given Reading Skills and also Extempore Sessions.

(b) Semester 3: Quiz Programs were conducted, 7 Principles of English were dealt with, Group Discussions were conducted, and Stress Interview Practice

(c) Semester 4: From the Semester 4, Certificate Programs have been introduced to them. They are being provided with the Power Communication Classes presently so that students shall be empowered with communication skills for their career and life. Leadership qualities and abilities can be improved and also it aims at giving the students skills for creative communication.

For the Junior Classes, (2013-2016), the following was the detailed classes taken:

Semester 1: The activities done were:

- (1) How to introduce yourself?
- (2) Voice Control and Modulation
- (3) Body Language
- (4) Group Presentations like Extracting a Situation, Creating an advertisement, acting
- (5) Group Discussions
- (6) How to make a Short Speech.

Semester 2: The Sessions and Time allotted are 3 Sessions per week for each Class.

The activities covered were according to the program “English for Self Enhancement” under which Study Skills like Locating Information, gathering information through Skimming, Scanning, prediction etc. and storing information through note making was developed. Group Discussions on various topics in the text was also done.

The detailed syllabus prepared for the Certificate Programme in English is as follows:

Semester 2: ENGLISH FOR SELF ENHANCEMENT

The objectives for Programme are to make students

- (i) More self dependent by cultivating the skills of self study.
- (ii) To construct accurate and meaningful sentences
- (iii) To recognise incoherencies and compensate for them.
- (iv) Extract main ideas from the text.
- (v) Distinguish the main idea from the subsidiary information.

Semester 3: ENGLISH FOR EMPOWERMENT

The objectives of the programme is to enable the students to learn English through

- (i) Aural, Oral Fluency Activities
- (ii) Reading and study Activities
- (iii) Writing and Editing Activities
- (iv) Simple and Correct English

So that it helps the students to achieve the following objectives:

- (1) Personal: To develop Self Esteem and Confidence
- (2) Academic: To comprehend written and spoken messages in English
- (3) Vocational: TO prepare them for Job Market
- (4) Social: To make them live as better human persons in society.

Semester 4: POWER COMMUNICATION

The Students are being provided with the Power Communication Classes so that students shall be empowered with communication skills for their career and life. Leadership qualities and abilities can be improved and also it aims at giving the students skills for creative communication through writing skills.

Semester 5: ENGLISH FOR BUSINESS

The objectives of the programme is to teach the students Business English as a specialised training which may give them an edge over the other students and also to give them a good grooming on the English Grammar, Spelling, Punctuations, Pronunciations etc so that they shall have sufficient command over the language and shall be able to use it with ease and confidence in all business related matters and situations.

1.3.2 What are the efforts made by the institution to modify, enrich and organize the curriculum to explicitly reflect the experiences of the students and cater to needs of the dynamic employment market?

MBA:

The theoretical content of the academic curriculum of the university is blended with practical training in real life situations while developing the unique course plan of any course offered by the institution. The case based class room discussions, internal evaluation of the students based on assignments requiring the students to undertake mini projects in real life situations, presentations and problem solving etc., form an integral part of the course plan designed by the institution. Since the practical aspects of the theory learned in the course module, real life experiences form an important part of the internal evaluation of the students, adequate seriousness is ensured from the student's side and this paves way for an enhancement of the learning experience by the students with their active participation.

MCA:

1. In the subject "Computer Network" the students were taken to the campus server room, made them understand the structure of the network and also given exposure to the firewall and demonstrated how it is configured. This helped to create awareness on understanding network infrastructure management and also how security is handled in the industry.
2. In the subject 'Computer Graphics' ,Flash 8.0 was taken as an extra course to make student aware of how animated movies and games are to be produced, edited and played .This was done with an eye on job opportunity in animation /graphics.
3. In the subject 'Linux and Shell Programming' as part of Linux lab students were given hands on training in Enterprise Linux Operating Systems. They were taught how to configure Linux servers in real enterprise scenario too
4. Organizational studies are planned for students for practical industry experience, Aptitude test taking strategies by leading institute TIME was conducted, and periodic Personality Development Programs are also conducted for students.
5. Students are also given exposure to latest trends by allowing them to attend the conference which is now regularly conducted by the institution. Every year an International Conference on Web Service Computing is conducted by the department.

M.Sc (Biotechnology)

As a skill oriented course the curriculum is organized based on the nature of the subject areas of the theory papers of each semester. The selection was done in arranging the practicals in each semester

according to the level of learning and the progression of semesters. Through this the institute facilitates the transition of practical classes for students from supervised to independent responsibility. The students were given additional inputs to attain and maintain academic competence in learning technology viz., tutorials, guest lectures, demonstration of experiments etc. Unlike traditional disciplines of bioscience, the subject Molecular Biology and Genetic Engineering has a sound social and economic relevance in the line of developing new biotech products, diagnostic kits etc. so the entire curriculum was framed in such a way to convince the practical relevance of the subject to students. To accomplish this task, the practical classes are given equal weightage as theory classes based on the professional nature of the course taught. Daily 3 hours were allotted for practical classes. Moreover the independent research project of the final semester will tune the student to be a Biotechnology professional. The passing out students can directly start their career as an independent biotechnologist in biotech industry. The lab training in areas like molecular tools in medical diagnosis like ELISA, PCR and real time PCR based disease diagnosis, biochemical evaluation and quantification of biomolecules, transgenic techniques are to a greater extent related to the societal needs of the present century and also to meet the needs of the dynamic employment market.

B.Com

Our institution provides students with extra courses other than the University prescribed curriculum free of cost and no extra fess is levied for it. The extra courses provided at our institution are Classes for **Tally, Common Proficiency Test (CPT).**

The Students are also provided with enrichment courses like professionals taking classes/ sessions for them. The Senior Batch (2012-2015) had a Session on Capital Market taken by a Financial Expert from Banking Sector they also had session by Ms. Joby of SCMS School of Business regarding Insurance and its Practical Applicability. The Students also had sessions on Ethics and also on Transaction Analysis. They also had a Session about the Computer Hardware.

1.3.3 Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc, into the curriculum?

MBA

The institution integrates the cross cutting issues such as the Gender, Human rights, Climate changes, Environmental protection into the curriculum by means of both direct inclusion in the MBA programme course syllabi, and by other indirect subtle means.

Direct Integration of cross cutting issues – Some of the issues that the students need to be sensitized to are included in the academic curriculum of the course

Issue	Course which covers the cross cutting issue	Sub topic in the course syllabus	Module ,and Semester in which this is taught
Human Rights	Legal Environment of business	Principles of Natural justice	Mod I, SEM I
Gender Issues, Gender Biases, conflicts	Organizational Behaviour	Organization culture, Transactional Analysis	Mod I, Mod II SEM I
Climate change, Environmental Protection	Environmental Management	Global Warming, Ozone depletion, Carbon credit, Climate changes	Mod II, Mod III and Mod IV, SEM II

Apart from the direct inclusion of these topics in the course syllabi, these topics are deliberately included in various enrichment programmes like the IMLP, III programmes and also in the various assignments and internal valuation presentation. Such inclusion in various programmes subtly sensitizes the students to these issues and leaves a lastly positive impact in the student psyche.

MCA:

The institute encourages students to take up socially relevant projects in their fifth and sixth semesters. Some examples of the same are : a speech recognition system for blind , a learning assistance tool for Dysgraphia and Dyscalculia affected kids which could work as a

guiding tool for kids with learning disabilities , a social platform for patients wherein they could share their experiences and concerns which could help others suffering from similar ailments , creating virtual learning environment , a platform wherein learning resources were stored with easy access options and assistance provided with . Students have taken up some portal creation works too such as a Placement Portal, one created for helping to lend workers like painters/carpenters/ household helps / plumbers/ gardeners etc. or an Online Library called Vigyangranthalaya etc.

M.Sc (Biotechnology)

Nil

B.Com

The students were given talks by expertises on March 8 as part of Women's Day regarding Women Empowerment. The students are also given such topic for group discussions in class. On Environment Day (June 5th), these students had a session about the Water Management. In connection with World Aids Day (December 1st) Talks were organised.

1.3.4. What are the various value-added courses/enrichment programmes offered to ensure holistic development of students?

- moral and ethical values
- employable and life skills
- better career options
- community orientation

MBA:

1. SCMS Corporate Social initiative "Parivarthana"– Parivarthana is a corporate social responsibility initiative driven by the students of the institution with the active support from the management. It is a month long programme in which the students of the institution visit the schools in and around Ernakulam district, meet the students there and spread awareness about contemporary social issues. The school students get empowered through the entertainment cum information rich programme to face the social challenges they have to face in the society.
2. One day visit and social service at charitable institutions – Groups of students visit old age homes, Welfare homes for destitute children, senior citizen and child welfare centers etc.

3. Participation in social service oriented project work – Students conduct studies and undertake mini project work in areas that are community oriented and also help in developing life skills and employability.

4. Participation in III programmes OBT (explained in 1.3.1) ensures exposure of the students to better carrier options and also enables the students to develop necessary for employment, entrepreneurial and life skills.

MCA:

Moral and ethical values are discussed in mentoring sessions.

Life skills training happen like that done by Konfident Group for Team building.

Community orientation is done by activities like Parivarthana.

Alumni and industry interaction gives guidance on career options.

M.Sc (biotechnology)

Nil

B.Com:

The Institution has a **National Service Scheme Unit** (NSS Unit No. 136). The NSS Unit functions with primary focus on the development of personality of students through community service. The involvement in NSS activities makes the students to understand the communities in which they exist and also makes them to understand their role in the community. It helps the students to develop among themselves a sense of social and civic responsibility. The students when working with the NSS Units starts to utilise their knowledge in finding practical solutions to individual and community problems and develop competence required for group-living and sharing of responsibilities. They acquire leadership qualities and democratic attitudes and develop capacity to meet emergencies and natural disasters and practice national integration and social harmony.

In order to get in better career options after under graduation, the students are provided with **CPT Training Classes**. It acts as a guidance for the students and is the first step for the Profession of a Chartered Accountant.

In order to develop the **Life Skills** of the students, they are provided with the Soft Skill Development Classes.

1.3.5 Citing a few examples enumerate on the extent of use of the

feedback from stakeholders in enriching the curriculum?

MBA:

The institution follows a dynamic process for its academic curriculum design. Inputs from the stakeholders play an important role in enriching the curriculum. The institution has identified the following stakeholders from whom feedback is solicited for the curriculum enrichment initiatives.

1. Students – Students and their parents form the major stakeholder of the institution and hence feedback from these stakeholders plays an important role in curriculum enrichment. A few examples where student feedback has led to the enrichment of curriculum design are
 - a. Modification of class duration from 1 hour 15 minutes to 1 hour.
 - b. Reduction in the weights assigned to written examination and giving adequate importance to practical assignments and student presentation in internal evaluation of the students.
 - c. Retention and innovative changes made in the enrichment programmes of the institution like the OBT and IMLP based on the feedback from the students and the alumni.
2. Recruiting firms – The feedback from the firm that recruit the students of the institution is taken into consideration and based on them new programmes are initiated and changes made in the exiting programmes. Introduction of a personality development programme exclusively for developing Group discussions and interview skills was done based on the feedback from these stake holders. Apart from this lack of sufficient industry exposure and real life situations have resulted in appropriate changes being made in various enrichment programmes.
3. Local community, Public institutions – Participation in hosting events like “Emerging Kerala” and initiative by the Government of Kerala to promote investment in the state. Involvement in traffic awareness programme of the Motor vehicles department, “Horn Not Okay” a drive against unnecessary honking of horn by the YI wing of the Confederation of Indian Industries etc are as a result of interaction and stakeholder feedback.

MCA:

Inputs are collected from students and faculty members on enriching the curriculum on a periodic basis. Based on the feedback, extra courses or extra practical work in current sessions are conducted on a need basis.

M.Sc (Biotechnology)

The feedback of students will help to analyze the involvement of each faculty in teaching and in the lab work.

B.Com

Open House is conducted regularly twice a year, one each in a semester. The parents are informed about the same through registered post and also through the telephonic calls. They are given the opportunity to meet all the faculties and inform their opinion, if any and also be made aware of the progress of their child.

1.3.6 How does the institution monitor and evaluate the quality of its enrichment programmes?**MBA:**

The degree of success of an enrichment programme depends on the extent to which the programme was instrumental in meeting the institutional goal and objective of developing thorough professionals with desirable qualities like integrity, honest and social commitment.

The institution has an elaborate mechanism, formal and informal, to evaluate the level of performance of the students in meeting the goal and objectives of the institution. This is used to monitor and evaluate the quality of the enrichment programmes of the institution. Feedback from the firms that employ students, Interactions with the earlier batches of students and the level of success they have achieved in life are all used as measures of success of the programme initiatives of the institution.

MCA:

Inputs are collected from students and faculty members on enriching the curriculum on a periodic basis. Based on the feedback, extra courses or extra practical work in current sessions are conducted on a need basis.

M.Sc (Biotechnology)

Nil

B.Com:

Evaluation of enrichment programmes is done at faculty meetings which are held regularly to assess the monthly affairs and the corrections to be are discussed. Meetings are held twice a month.

Faculty Feedback is also taken from the students twice in a semester so that the faculties can take corrective steps, if any.

1.4 Feedback System

1.4.1 What are the contributions of the institution in the design and development of the curriculum prepared by the University?

Selected faculty members were invited by the University to discuss the revisions to be made in the syllabus. Based on their recommendations, the University has carried out changes in the current syllabus.

1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If 'yes', how is it communicated to the University and made use internally for curriculum enrichment and introducing changes/new programmes?

Feedback from students:

Mentoring sessions are organized for students once every week. During these sessions the faculty mentors seek feedback from mentees in an informal manner regarding learning, difficulties in learning and performance. Formal student feedback is taken from students twice in a semester regarding teaching, curriculum, infrastructure and so on.

Feedback from parents:

The institution meets parents on a one-to-one basis at specified times during the academic year. While giving feedback about their ward's progress, the institution collects feedback about all aspects of the institution.

Open-house meetings are organized between parents and the institution in case of B. Com course during which, parents are apprised of their ward's academic performance and various activities of the institution. These meetings have provided an opportunity for the institution to gather feedback from the parents about the curriculum.

Feedback from alumni:

Homecoming of alumni is held at specified times of the academic year. During such visits, alumni interact with the students and faculty. Suggestions given by the alumni on curriculum development are noted down and the same is discussed in the syllabus revision meetings of the University.

Feedback from academic peers:

Faculty members of this institution meet their peers and counterparts

from other institutions during answer paper valuation (central bundling) of the University, seminars, conference and workshops. During these informal meetings, they exchange feedback about curriculum of the University. On many occasions, this feedback has been used to introduce new practices in this institution.

Feedback from community:

This institution enjoys a prestigious position in the surrounding community. This is an indicator that the institution is respected for its efforts to create socially responsible citizens.

1.4.3 How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programmes?)

Two new programmes namely B.Com (Taxation) and B.Com (Computer Science) were introduced during the last two years.

Rationale for introducing new courses:

For an educational institution to grow, new courses and students have to be added. SSTM originally offered only PG programmes. SSTM has as of now all the good PG programmes offered by the Mahatma Gandhi University. Since there are no other programmes at the PG level, the institution moved downwards to the UG level. In the UG, the most sought after program is B.Com Taxation, followed by B.Com Computer Application. These courses offer job opportunities also if trained well.

CRITERION II: TEACHING - LEARNING AND EVALUATION

2.1 Student Enrollment and Profile

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

The institution advertises its courses through advertisements in regional and national dailies. The institution distributes a detailed prospectus and application form to candidates seeking admission. The same is published in the Institution's website. For MBA and MCA courses, all the seats have to be filled by management. In case of **MBA**, prospectus and application forms are given to interested candidates who have either completed undergraduation or in the last semester of their undergraduation. The MAT, CAT, ATMA and CMAT scores are necessary to seek admission to MBA. On receiving a sizeable number of applications, the Institution calls for Group Discussion and Interview on specified dates by issuing a Call Letter. Merit list is prepared at the

end of GD and Interview and published on the Institution's notice board. The candidate has to complete all procedures of admission on the same day.

In case of **MCA**, filled in applications are accepted along with the score of Kerala Government entrance test or ASTIK score. On a specified date interviews are conducted and the results are published on the Institution's notice board on the same day. The selected candidates have to fulfill all formalities to get admitted to the course on the same day.

M.Sc (Biotechnology) and **B.Com** courses have **50% seats** to be filled by the **University quota**. Candidates who get their Allotment form from the University arrive at the office of the Institution on the notified date. The admission personnel complete the admission process on the University's website online itself.

For the remaining **50% (Management quota)** seats, in case of **B.Com** the application form and a detailed prospectus is distributed only after the Higher Secondary/Plus Two results are declared. Advertisements are published in newspapers, both English and in local language. Based on the applications received a merit list is made and published on the Institution's notice board. Candidates are called for counseling in the order of the merit list and candidates are allotted B.Com (Taxation) or B.Com (Computer Science) as per the candidates' choice. Selection is done on the basis of merit of the candidate only. The selected candidates have to complete the admission process by paying fees on the same day.

A similar procedure is followed for the **50% seats of Management quota in case of M.Sc (Biotechnology)**. The candidates with relevant undergraduation or in the last semester of graduation are given the detailed prospectus and application form. Filled in application forms go through the same process of allotment on the basis of merit. The finally selected candidates have to complete the admission process by paying fees on the same day.

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

The admissions are made on merit calculated on the basis of marks obtained in the qualifying examination and relevant entrance test wherever applicable.

The criteria adopted for admission in the institution is as follows

MBA:

Selection to MBA course is based on MAT, CAT, ATMA and CMAT scores, in addition to performance in the undergraduate examination and scores of GD and Interview.

MCA:

The criteria for admission to MCA course is based on performance in the undergraduate examination, scores of Kerala Government entrance test or ASTIK along with the interview scores.

M.Sc (Biotechnology) and B.Com:

The criterion for admission is 50:50 bases. The University allots 50% of the students through its CAP (Centralised Allotment Process). When students arrive to the Institution, the allottees are admitted to the course directly by payment of fees. The remaining 50% of the seats are filled up by management on the basis of merit. On receiving the application, a merit list is posted on the notice board and through counseling meritorious students is selected for admission. The selected candidates have to pay fees on the same day.

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

For the 2013 admissions onwards, the following minimum and maximum percentages of marks have been fixed at the entry level:

Courses	Maximum percentage of marks	Minimum percentage of marks
MBA	92.5%	51.25%
MCA	71.65%	52%
M.Sc (Biotechnology)	85.5%	63%
B.Com	87.6%	52%

The institution aims to provide quality education to the deserving students. As such, the entry level marks percentage is kept high when compared with their counterparts in the city. It is the reputation, which this institution earned over the years that has helped in getting increasing number of applicants to its courses year after year.

2.1.4 Is there a mechanism in the institution to review the admission process and student profiles annually? If 'yes' what is

the outcome of such an effort and how has it contributed to the improvement of the process?

The admission process at SSTM is a time-bound activity. After every step of the selection process, a brief review is done to check the number of candidates who moved ahead to the next stage of the process from the stage of application. The applications of the finally admitted candidates are filed for future reference. The following points have emerged from the review process.

An increase in the number of institutes offering MBA programmes prompted a few changes in the admission process

1. The changes initiated in the Admission Process in the last two years have been with respect to the minimum cut off scores (in MAT) being reduced from 500 to 400 for applying to the MBA program. This was done keeping in view the low inflow of filled in applications for the MBA program during the last three years as is given in the figures shown below.

Another factor was the introduction of the new entrance by AICTE (CMAT) wherein the scoring pattern was different from the other entrance exams (MAT / ATMA)

Programme MBA	Number of filled in applications received	Number of MAT applicants with score above 400 (in all the 4 MAT tests)
2013	344	2105 (CMAT introduced)
2012	467	2665
2011	625	2650

2. No change in the fee structure was proposed looking into the competitive nature of the programme due to increase in the number of institutes offering MBA programmes. The student profile has not shown much difference as there are students from all streams of graduation applying for the MBA programme. The seats for the MBA programme has been filled completely during the last 3 years

3. MCA: There has been no change in the admission criteria.

4. B Com, MSc (Bio Technology)

In case of the above two programmes since the seats are divided into Management seats and Government Allotted seats, there are vacancies as all Government allotted seats are not always filled.

2.1.5 Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the

admission policy of the institution and its student profiles demonstrate/reflect the National commitment to diversity and inclusion.

1. SC/ST
2. OBC
3. Women
4. Differently abled
5. Economically weaker sections
6. Minority community
7. Any other

As the Institution is in the self financing sector and follows secularism and also reflects the National commitment to diversity and inclusion, all the given categories of students are treated equally from selection till graduation from the course. The norms of the Mahatma Gandhi University regarding treatment to the given categories of students do not apply to this Institution.

2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends. I.e. reasons for increase / decrease and actions initiated for improvement.

Programmes	Number of applications				Number of students admitted				Demand ratio			
	2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013
MBA	433	625	467	344	120	120	120	120	1:4	1:5	1:4	1:3
MCA	124	113	58	35	55	55	47	15	1:2	1:2	1:1	1:2
M.Sc Biotechnology	13	15	11	20	11	11	7	5	1:1	1:2	1:2	1:4
B.Com	-	-	103	146	-	-	24	74	-	-	1:4	1:2
Ph.D			2				2				1:1	

The trend for the B Com and MBA programme has been comparatively steady with the allotted seats being filled. Whereas the trend seen for the MCA programme is downward probably due to greater number of seats in the University spread across various institutes. Another factor is the allotment made by the Government to various colleges offering MCA at a comparatively lower level of fees.

The M.Sc program admission also shows a downward trend.

2.2 Catering to Diverse Needs of Students

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

The Institution is committed to cater to needs of differently abled students and ensure adherence to government policies in this regard. Till today, there have been no cases of differently abled students in the institution. There are instances, when students have reported with temporary disablements caused due to accidents. For the benefit of such students, classes have been organized on the ground floor. Even exams have been conducted on the ground floor. Left-handed students are provided with left-handed chairs with writing pads.

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

The institution admits students who have the minimum qualifying marks and a considerably high score in the entrance tests (in case of MBA and MCA) and performance in group discussions and interview process. For the MBA and MCA students, the students, upon joining the institution undergo a rigorous foundation programme which makes them competent to complete the course. For this purpose, the skill sets of the students are assessed upon joining. Based on this, the foundation courses are designed and delivered.

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

MBA

Management education requires different skill sets for the students and very often, they require multiple skill sets. The students need to learn

Accounting and Quantitative papers, which while relatively easy for the Commerce graduates, would be a nightmare for the Engineering and Science Graduates. Over the years, these were identified as two major areas where there is a gap in the students enrolled for the course. The foundation course has sessions on Accounting and Basic Quantitative papers for the students to bridge the gap and for the faculty's smooth conduct of the classes once the sessions begin. Other remedial courses include Basic IT, Communication Skills, and Presentation Skills.

MCA:

Before the semester begins, an Induction programme is organized for two weeks. During the programme, the students are given detailed programme information, basics of programming, communication skills, an introduction to tools that are required for preparing for assignments and making presentations throughout the course.

M.Sc (Biotechnology)

Nil

B.Com:

Students from the Science stream are given coaching so that they get oriented to the Commerce stream. Remedial teaching is given to students who find the course difficult. Add on Courses and Enrichment Courses conducted.

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

The institution has a policy not to discriminate any one on the basis of gender, caste, community or social status. All are given equal opportunities to learn and grow in the institution. It is widely known in the surrounding community that the Institution bases its activities on the principles of fairness and inclusion. Hence, the institution enjoys a good reputation as a good corporate citizen in the education sector in India.

Awareness and training programmes are organized on environment consciousness. In February 2014, a two day non-residential training programme on Environmental Impact Assessment (EIA) had been organized in association with Cochin Municipal Corporation for the students and staff. Similarly Workshop for cancer awareness on world cancer day was attended by both faculty and students.

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

MBA:

The students upon joining the institution are divided into Mentor groups. Every ten students are assigned a mentor who is responsible for the social, academic and managerial development of the students. The mentor identifies the slow learners and advanced learners of his/her group and provide differential mentoring so as to help the advanced learners' bank on their strength and reach for wider horizons. Various challenging opportunities like paper presentations in national and international conferences are opened for them to make use of. Further, they are advised to participate in various inter college fests which adds value to their resume.

MCA:

Advanced learners are identified through their performance in tests and exams. Extra readings and assignments are given to them to help them learn more. They are also encouraged to do challenging projects when they are placed in organisations for mini and major projects. They are encouraged to attend seminars at the national level and present papers.

M.Sc (Biotechnology)

In order to provide advanced level of knowledge and skills in the subject areas, the institute encourages the participation of students in seminars and workshops. Presentation of papers in seminars and conferences are included as the part of formative assessment to encourage advanced learners of the subject. Attending guest lectures by inviting subject experts from outside center, arranging visit to other research institutions are also encouraged to promote the subject interest of the students.

B.Com

The advance learners are given adequate attention and their doubts are clarified. They are given extra assignments and personal attention is given to them so that they develop their overall personality.

2.2.6 How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students

from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc.)?

MBA

Unless close evaluation happens, it is not possible for the institution to identify those students who stand the risk of a drop out. Hence, mentoring is used to identify the students who may drop out of the institution on account of being a slow learner, from the disadvantaged sections of society, physically challenged etc. Such students are identified by the respective mentors and are given proper training and counseling to stay back and work hard towards success.

MCA

School collects students' strength and weaknesses through the Dossier and during foundation course the basic skills required to complete the MCA programme are assessed and recorded. Based on these, the students with low scores in Mathematics and Programming Skills specially, are given extra time and classes and are closely monitored by their subject teachers as well as faculty mentors. Students are called for extra sessions and provided with one to one coaching in most cases. For economically weaker and backward communities 10% seats are reserved

M.Sc Biotechnology

The institution is maintaining academic records for monitoring the progress and performance of the students. Transparency is maintained in all the records so that the students can collect the information at any time. Since the M.Sc course has been started with effect from 2009, all details of the results and achievements of the students are maintained properly.

The slow learners and those students who are at the risk of drop out will be given special attention in both classroom and laboratory for the learning improvement. More over each student will be allotted a faculty mentor in the start of the semester itself. One of the faculties will be given the charge of a class as a group mentor. Academic or personal counseling will be done by mentors as well the head of the institute for emotional and learning improvement of these students.

B. Com

The Students are closely monitored in the institution. Attendance is

calculated monthly and the same is displayed in the Notice Board for the perusal of the students and take the necessary correction steps to make up their attendance in the next months.

The Students are provided with Scholarships. A request has to be submitted for the same. The 50% of the students study under the Govt. Scholarship in the Taxation Batch of the 2013-2016 Batch.

The Class Teachers and the Subject Teachers provide the students with Mentoring and Psychological Support and also provide the Students with Counseling when the situation demands for the same.

2.3 Teaching-Learning Process

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

College follows the Academic calendar prescribed by the Mahatma Gandhi University. The classes, learning and periodic evaluations are scheduled as per the University guidelines. Further planning of the course, the assignments, the projects etc are done based on a detailed Course Plan developed at the beginning of the academic calendar by the concerned faculty and approved by the Principal. While developing the course plan care is taken to ensure that the students develop not only the knowledge but also the skill to apply them in real life situations. The college follows an evaluation method which measures the performance of the students not only in the traditional written test but also in their skill in practical applications through assignment, Mini projects, Field studies and group presentation of the students. Apart from this participation of the students in case discussions, discipline and regularity in attending class form part of the student evaluation system.

The institution also gives study leave before the semester-end University examinations to ensure proper preparation for the University exams. There are also refresher sessions before semester-end University examinations

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

The IQAC monitors and reviews the teaching learning process periodically and suggests improvement wherever necessary. The following practices were included in the teaching-learning process in accordance with the suggestions of the IQAC:

1. Academic Calendar was made in the same lines of the University calendar
2. Weekly Timetable
3. Conduct of international conferences and intercollegiate meet
4. New Add on Courses
5. Personality development Programmes
6. Language lab
7. e-journals and their usage in classroom teaching
8. Use of library software
9. Add-on courses to improve Communication Skills

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

MBA

The institution has adopted diverse ways to make learning more student centric.

1. The foundation course conducted at the beginning of the academic sessions help identify the level of the students in terms of intellectual ability, soft skills etc. The gaps therein identified are attempted to be filled during the subsequent sessions thereby addressing the direct needs of the students.
2. Classes are made participatory. Students are given extra readings from books and internet. Example, Dr. Subramaniam Swamy's annual lecture series on Indian Model of Development is clubbed with analytical presentations on annual budget. Also, book reading sessions are introduced at the beginning of the sessions of Research methodology. In addition, hands on experience is planned through social surveys during the course of Research methodology.
3. In case of numerical courses, take home assignments are given to students; peer partnerships among students are organized to help weak students; pre-placement sessions on specific job oriented course such as Financial Derivatives are provided; use of MOODLE (an e-learning management system) for discussion groups; reading materials are posted through the servers to ensure learning among students.
4. Independent learning is promoted by usage of online learning facilities structured in MOODLE. Reading on the topics discussed in class are posted in MOODLE with self assessment questions at the end of every sub topic which not only report the result but also give an

explanation on which the choice made by the student is wrong. Students have the convenience to learn concepts online at their own pace.

5. Collaborative learning is promoted by way of group activities and group presentations which form the integral part of the course design. Students are encouraged to take up group assignments, projects, discussions and presentations on relevant topics in the class.

6. Students are given the opportunity for self-introspection through various activities that help them do a self-analysis while learning relevant concepts like Leadership, Personality, Emotional Intelligence, Attitude etc. Various Personality assessment instruments are used for the purpose.

7. Students are encouraged to open up with their ideas and experiences in groups and in class while discussing case studies. This helps in interactive and collaborative learning among the students.

8. Interactive learning is promoted through Class Participation exercises in the 2+2+1 format. For each meaningful contribution in class, a student gets marks in the order of 2 marks+2 marks+ 1 mark. A student is penalized for disturbing the class by negative marking. Case studies are also handled in the class to promote interactive learning.

9. Collaborative learning: Students are made to undertake mini-projects in teams of 8 members where they have to apply their learnings from the classes in creating their own business concepts. For Services Marketing, the students had to create their own 'novel' service concepts and develop a service blueprint based on the theory handled in class. For International Marketing, the students were divided into teams, each team representing a different country. Each team has to identify a good international market for a chosen product/service and depict the international marketing strategy. For Advertising Management, the class was divided into different teams each representing an Ad agency. They had to create an advertising campaign for selected products/services aimed at target customers within the class.

10. Independent learning is promoted through periodic surprise class activities (like evaluation of a advertising campaign/ development of a service process design/analysis of logos and brand marks) and routine tests, apart from Mid-term and Model exams.

MCA:

1. Learning is made student centric by allowing students to discuss, read, write and allowing them to ask their doubts on the topic. Students

are given access to multiple sources of information like books, online databases and forums.

2. The classes are made interactive with the use of PowerPoint slides, whiteboard and online resources like animation and videos.

3. Students are encouraged for independent learning by setting up individual projects, tests and quizzes; including system study as part of their project. All programming lab papers include an individual or group project to be carried out by the students in addition to the requirements prescribed by the Mahatma Gandhi University. Students are advised to conduct a study about any organisation and to submit the report of the same.

4. Collaborative learning is encouraged through group assignments and projects and discussion forums in MOODLE.

M.Sc Biotechnology

1. Depends on the nature of the course, the institute has provided all the essential audiovisual tools for inducing the interactive learning programme. So after each lecture classes, an interactive session is conducted to discuss and analyze what was taught in the class room with audiovisual evidences, so that the students can interact with the faculty member successfully based on the progress of each module.

2. Since the number of the students in each batch is limited to 10, they are getting individual attention in learning both theory and practicals. During practical sessions, first a demonstration of the experiment will be given by the faculty, followed by group wise (2-3 students/group) and then individual training to students. So based on the nature of experiments, each student will get on hand experience in doing the experiments independently and meticulously.

3. Faculty will undergo training programmes and workshops to learn new skills and update the subject matter

4. As a subject area that undergoes successful research, a collaborative approach should be needed for each faculty member based on their interest in highlighting the subject before the students. Some collaborative research programme to enlighten the present status of the subject was done with other scientists of National research institutes those have similar nature in research. This type of collaborative learning will indirectly help the students for getting more confidence on the subject area. Moreover the outcome of collaborative research programme in academic institutes will induce to produce good scientific publications and patents which in turn motivate the students

more effectively. All these interactions will promote an independent learning for both the students and the faculty in their own way.

B.Com:

1. Projectors are used by the faculty to teach in the class.
2. A work-book for Statistics is prepared before starting the semester which is similar to a practical record so that the students can solve the problems in it and keep it as a study material for their final exam

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

MBA

1. This Institution believes that learning need not be limited to the confines of the classroom. In nurturing critical thinking and to make them lifelong learners, they need to be moved out of the classroom. This out-of-the-classroom experiences, as part of the education, is very much nurtured here. Field works and market visits, identified as part of their learning process here is one such example. This helps the students in learning from matters not limited to the text books. An example in point is the rural visit the students of Rural Marketing had taken up. They visited various rural markets, spoke to the rural shopkeepers about the distribution patterns, identified counterfeit and fake products and came back with knowledge that added on to the conceptual understanding.
2. Case Analysis Method of learning – Well designed cases based on real life situations evoke necessary interest among the students and also forces them to come up with not one solution but alternate solutions to finally arrive at the optimum solution.
3. Class exercise to introduce concepts; Case based learning to improve critical thinking capacities. These sessions have generated strong conceptual and numerical foundation.
4. Lab exercises: Use of MS Excel in teaching Securities Analysis and Portfolio Management course which otherwise is taught only as theory class; levering and re-levering beta, SML, CML, Markowitz model and CAPM.
5. Integrated Management Learning Programme – A biweekly program that fosters critical thinking on relevant business, current issues and creativity in presenting the programme in an innovative way.
6. Outbound Training programme – OBT: The group tasks and group activities are done in a place away from institution organized by the

institution for the students that helps them to develop critical thinking and innovation. The programmes are designed meticulously by experts and are supervised by qualified instructors.

7. An introductory class on how to develop critical thinking and on how to be creative was included in the Foundation Course for MBA 11.

MCA:

1. Students are encouraged to participate in competitions (such as the IBM Great Mind Challenge) and submit Projects (given beyond the requirement of the University) to nurture creativity and scientific thinking among them.

2. Weekly once Department conducts an academic support program consisting of quiz, seminar, presentation, industry expert interaction, workshops, etc. Industry tie-up courses by introducing latest software's PHP and SharePoint etc. students are advised to carry out individual Mini project, based on real time information system.

3. By giving the students assignments in the case of theory subject and projects in the case of lab oriented subjects.

4. International conferences are conducted by the institution where students are given opportunity to share their innovative research ideas.

5. Critical thinking is encouraged by providing application oriented assignments, case studies and projects.

6. Conducting Industry expert workshops provide a platform for developing innovative ideas and guidance to implement the idea.

M.Sc (Biotechnology):

1. As the catalyst for critical thinking, creativity and scientific temper, the institute has a good library facility with full time internet facility, a good collection of current books of the course subjects and subscription of more than 40 international online journals and 10 journals as hardcopy. So the students can make use of all these facilities with the support of their mentors during working hours of the institute for clarifying their doubts.

2. Moreover each student will be given appropriate training in presenting seminars and scientific data. Each student has to present 3 seminars per semester. All first and third Saturdays of the month are allotted for seminar presentations. Current topics from national and international scientific journals will be selected in discussion with their supervisors and two mock presentations will be conducted before the supervisor prior to the departmental seminar presentation.

B.Com:

1. The students are directed to bring in relevant news materials regarding the subject which is handled by the faculty in order to make them to be in tune with the events happening in the society. Group Discussions and Debates are also conducted.
- 2.Seminar- students are given seminar topics for presentation, eg., in Principles of Insurance the students are given chance to select any insurance company and present a detailed report of the company. Students are divided into groups for some of the presentation.
- 3.Assignments are given to the students either within the syllabus or in general related to the syllabus.
- 4.Tally 5 - Class is organized for the students which will be helpful for them after the course.
- 5.CPT coaching class is conducted to mould the students to be prepared for the inter exams.
6. Soft skill to develop their communication skill and personality development.
7. National Student Service scheme guest lectures and camp is also organized for the students.

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

MBA

1. Digital library services from EBSCO.
2. Use of virtual space where articles are posted and links provided for review. This is used as a discussion forum.
3. Use of online databases such as JSTOR, SSRN, Proquest.
4. The institution has a well equipped computer lab and also has internet connectivity in all the class rooms. The Class rooms are equipped with state – of- the- art audio visual equipments that are used by the faculty for effective teaching.
5. Videos are showcased in class rooms to make teaching effective.
6. All the classes are handled with the help of Powerpoint Presentations which not only makes the class interesting but also leaves the students with information to bank on. The students are encouraged to make presentations as well.

7. The Language laboratory is been used to help students train themselves in bettering their English language skills.

MCA:

1. Guiding students to participate in “IBM’s Great Mind Challenge” projects.
2. Online videos are accessible in the campus – videos from IIT Kharagpur.
3. E-learning - resources from National Programme on Technology Enhanced Learning (NPTEL) are utilized to aid lectures on many courses.
4. Critical thinking is encouraged by providing application oriented assignments, case studies and projects.

M.Sc (Biotechnology):

The faculty is provided with projectors that enables visual and effective mode of teaching. Online resources for bioinformatics classes enable students to appreciate textual knowledge.

B.Com:

1. Work book in Statistics for the students is provided to make them workout the problem
2. Power point presentations make the students more attention seeking as it is visually done.

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

MBA:

1. Students also participate in seminars, conferences and workshops.
Example,
(i) students participate in Pre-placement programme to improve their skills required to appear for placement interviews and group discussions.
(ii). Expert lectures such as training session on Indian capital Markets by NSE Certified trainer
(iii) Organisation visits provide hands on experience on how things happen in the organisation.
2. Faculty attends workshops, seminars and conferences in their respective fields of expertise. Example,

- (i) faculty participates in budget reviews conducted by Kerala Management Association, various television channels and academic groups.
 - (ii) the faculty are involved into community development activities that help them to know the pulse of development and growth.
 - (iii) Faculty-in-class training: Junior faculty members undergo training by attending senior faculty member's classes.
 - (iv) Faculty Enhancement Programme: Faculty presentations are organized during the lean period of teaching wherein faculty learns from each other on topics of their interest.
3. The college hosts programmes – Industry Institute Interaction – on a regular basis wherein experts from different areas address the faculty and students in their areas of expertise.
 4. The institute organizes various conferences and seminars under various disciplines like Marketing, HR, Finance, Systems and Operations which act as a source of learning for the students and faculty.
 5. The Panorama: The marketing symposium is the yardstick in blending and learning process where, interaction with experts in the field of economics, marketing, HR, Sales, Insurance banking, Logistics, IT etc
 6. Faculty are exposed to Faculty Enrichment Programs (FEPs) as a form of Blended learning every year during the lean academic period.

MCA:

1. Industrial experts assisted workshops like SharePoint are conducted to improve the skills of faculty and students
2. Seminars and International conferences (Web services conference) are conducted periodically to make the students and faculty expose to advanced level of knowledge
3. Add-on courses are conducted to equip the students with latest technology.

M.Sc (Biotechnology):

1. In order to provide advanced level of knowledge and skills in the subject areas for the student's participation of seminars and workshops, presentation of papers in seminars and conferences are included as inevitable needs in the curriculum. Attending guest lectures by inviting subject expert from outside center, arranging visit to other research institutions are also encouraged to promote the subject interest of the students. All faculty members are allowed to submit funded research

projects to Scientific organizations like Department of Science and technology (DST), Department of Biotechnology (DBT), Indian Council of Medical Research (ICMR), Kerala State Council for Science, Technology and Environment (KSCSTE) etc.

2. The faculties of their own accord try to participate in workshops and expert lectures and update their knowledge. For instance, a faculty attended two such workshops in the last few years:

i. Institute of Bioinformatics and Biotechnology (Bangalore) in the academic year 2012-2013.

ii. Workshop in Real Time – Polymerase Chain Reaction (RT-PCR) technology (SRM University) in the academic year 2013-2014.

B.Com:

Expert lectures, seminars, workshops etc are organized. Expert lectures by resource persons on topics like capital market, insurance and banking were organized which are helpful in identifying their interested areas of career as well. Faculty also takes part in the workshops conducted by the university in various centers regarding the introduction of the new grading system and related topics.

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

MBA:

1. The institution has set up counseling groups of around 10 students each in a group that meet for around 2 hours every week under the guidance of their mentor (faculty member). These counseling groups discuss common problems or personal issues and collectively seek and take advice and support on various problems faced by the group members. Group activities, motivational talks, Games etc too are organized by the counseling groups that help in boosting the self image and determination of the group members.

2. The institution also recommends expert counseling advice to those students who need it as suggested by the faculty mentors.

3. Support sessions for weak students within class hours or after regular class hours.

4. Guidance on specialization sessions for students who completed Semester II of the course

5. Guidance on Project topic selection (to guide interested students to do projects in areas beyond the curriculum).

6. Guidance on Professional courses (certified Public Accountant, NSE's certification in Financial Markets).

7. The institution has as faculty, people with both Industrial experience and academic brilliance whose knowledge and expertise are used to guide the students through various forum like the finance forum, marketing forum systems and operations forum etc. These specialization based forum activities are coordinated by the appropriate faculty members act as both academic guidance as well as career guidance centers where students discuss and seek guidance.

8. The personality development programme organized for the students also serve as a platform for bringing forth queries and issues in these fields, for them to be addressed by experts

9. The students are trained in their computer skills, language skills and presentation skills right from the day they join the institution. Presentation Skills is offered as a programme during the foundation course which helps the students to hone their skills.

MCA:

1. Every year when a new semester begins, foundation course on fundamentals of computer and PC hardware lab is taken by the faculty to give a picture of what is to be learned in the curriculum and why they learn it.

2. Mentoring- students are divided into groups by the Director and each group is allotted to a faculty member. Students can discuss their problem (if any) to faculty member. An hour is allotted for the same every week in the name "Group Activity".

3. Project Guidance- Fifth semester and Sixth semester students are guided by the faculty member based on the number of students allotted to him/her by the director. As a project guide the faculty help students to understand the scope of the project, help them to do the project (giving them technical help as and when needed), encourage them to modify the project based on the need etc.

M.Sc (Biotechnology):

1. Each student will be allotted a faculty mentor in the start of the semester itself.

2. One of the faculties will be given the charge of a class as a group mentor. Academic or personal counseling will be done by mentors.

B.Com

Class Teachers are in charge of the Undergraduate Batches. They are in

charge of the overall control of each class. The students are provided with mental support and are encouraged to approach the faculty with their problems. The students are also provided with the guidance as to the extra books to be referred by them in addition to their curriculum.

2.3.8 Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?

MBA

1. Readings from books; assignments and individual viva on topics related to the syllabus. Extra reading sessions are organized in the library. As per University guidelines there is no need for this.

2. Foundation Course: Since intake of students to MBA happens from diverse backgrounds of under-graduate streams, a foundation course is given before the commencement of the first semester. List of students are prepared background-wise. Foundation courses are usually conducted for Accounting, Mathematics etc. Importantly, foundation course is not limited to students who come from unrelated course background alone, but to the entire batch. For example, Basic Accounting course will be given to all students, irrespective of whether they are from Commerce or Non-Commerce backgrounds, since the course also intends to be a refresher, in addition to being an introducer. The outcome of the effort is the increased harmony within the class to equally comprehend the discussions of topics. Without a foundation course, a student who is new to a subject would experience a psychological fear of being interactive in class, hampering his learning and progress.

3. Case-based Exercises in Examination Hall: It has been noted that while solving numerical exercises, students tend to seek assistance from their friends, even in class. While such peer-assistance may help in the initial levels [elementary level numerical], at advanced levels [simulations of corporate situations], it may hamper critical thinking and innovation capacity in students. Hence, once the base level discussions and numerical exercises are completed in class, advanced levels numerical exercises are done in the examination hall, where students, seated apart to simulate exam-environment, have to solve the case independently. This has been found to be very effective, particularly, in cases of weak students.

4. Video case study – Real life situations, or situation based on

historical occurrence of some events are presented in the form of videos requiring the students to analyse them and come up with managerial solutions.

5. Interactive self learning lessons in MOODLE – Articles explaining the relevant concept in simple and easy to understand language is uploaded in MOODLE. The articles are interlaced at appropriate portions with questions that check the understanding of the student and also act as gates that prevent the students from moving to the remaining portion unless he/she demonstrates adequate understanding of that level.

6. Role play method of learning- Few students enact situations with the group analyzing each role and discussing on possible outcome of the act or ways to resolve some issues highlighted in the role.

7. Videos have been used to augment the learning of the students. Besides, Field visits, Market study, Mini projects have also been made part of the academic schedule of the students to make them more oriented towards their learning here.

8. Business knowledge: As a part of the advance learning, and preface to the business world, introduction of business daily as a part of the curriculum, where the class discuss the various news in various sectors. In this session the students get updates with recent happening in the business world.

MCA:

1. Computer Programming languages can be practiced well by making the students to implement a project.

2. For courses like Data Mining a data mining task was conducted among the students.

3. Knowledge dissemination on latest topics which are related to but not in syllabus, latest programming languages not in syllabus, teaching of tools like Excel, PowerPoint, UML tools etc. which are not in syllabus, conducting organization study and projects have been adopted by the faculty as innovative methods. The Institution actively encourages this by providing necessary resources in the lab and schedule – also by periodically conducting Faculty Enrichment Programs on effective teaching skills for better ideas.

M.Sc (Biotechnology):

1. Molecular Biology and Genetic Engineering is the advanced area in the third generation Biotechnology. As a fast changing subject, faculties prepare for classes based on the current status of that

particular topic. Faculties are refreshing their concept about the subject through reference in published papers in peer reviewed journals. Students adopt a similar trend in discussing and presenting scientific data based on the current concept

2. The faculty encourages students to complete teach yourself approach assignments by providing them with test problem sessions that they can solve independently. These are discussed with the students in the next classes. Such sessions are available for the students in Bioinformatics course.

B.Com:

1. Power Point Presentation Classes are taken encouraging Critical Thinking among the students. The Students are also asked to do seminars regarding a Company as a Team Work so that they can get a practical knowledge as to what is happening in the company and get an idea about the theoretical approach taken by the University through their curriculum.

2. `Teaching final accounts of companies with the aid of balance sheets of various companies.

3. Presentation on insurance companies by students to make them aware of how the Insurance Company carries out its work

4. A work-book in Statistics is prepared before starting the semester which is similar to a practical record so that the students can solve the problems in it, get it corrected once in three days or once in a week and keep it as a study material for their final exam.

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

MBA

1. Extra reading sessions used in the library to enhance learning.

2. **Updation of Resources:** Representatives of academic book publishers frequently visit the campus. Based on their specialization, faculty members identify relevant books to be bought. It is converted to a purchase requisition from the library. It is signed by the concerned faculty, and countersigned by the Director. Thus, library resources are frequently and continuously updated.

3. **Prescription of Reading Material:** Course plan prepared for each course prescribes a number of reading materials, including those available in the library. Such prescriptions are made over and above those specified in the university syllabus. Moreover, comparison of text books [in terms of difference in quality of solved numerical,

comprehensibility of language used] is also made to assist the students to select reading material.

4. **Augmentation of Learning Process:** Session Delivery Plan component of the course plan minutely specifies the recommended relevant reading material [specific to chapter and page number] required for each such session/topic. More than one book is usually specified for every session/topic, which augments students' propensity to read. Students are advised to experiment with a number of such books and to choose the ones that are digestible to their capacity in terms of language, types/number of solved/unsolved numerical etc.

5. **Material for Presentation/Assignment:** Where internal assessment includes oral/written presentations, the course plan specifies the relevant topics, which includes the sources from where information can be gathered from.

6. A well-built Reference section with latest books.

7. Collection of paper presented by faculty.

8. Separate collection of supplementary such as Brand equity, and Brand line.

9. In International Marketing, at the beginning of each chapter, students are given a surprise quiz (all application questions) for which they have to go to the library to extract the information within 1 hour. The same test is again administered after the module has been dealt with and the difference in the scores is observed. This exercise could retain the student interest as the module was being handled as they were constantly on the look-out for the answers to the quiz. The marks in the quiz were used in determining Class Participation scores. As part of Business Knowledge Sessions, students are asked to make presentations from select articles in Brand Equity, Fortune, Business India etc.

MCA:

1. The students and faculty keep pace with recent developments in the subject through books, journals and online resources. The departmental Library is providing facility for this. Readings about latest information can be posted to MOODLE so that each and every student knows it.

2. Students are instructed to maintain a log book on which they will be recording their readings regularly every day and the same will be evaluated by the faculty coordinator to ensure the reading habit.

M.Sc (Biotechnology):

Library facility of the institute provide 704 books from different areas

of Biotechnology related to the course, 10 hard copy national/international journals, access to 40 online journals. Ph.D, M.Tech and M.Sc theses and dissertations of previous batch students are kept in the library for students and faculty reference purpose. Copies of submitted assignments, University examinations and internal examination question papers are also filed in the library that can be accessed by both students and faculties.

B.Com:

Library Hours are provided to the students twice a week. They are provided with sufficient number of periodicals, journals and newspapers for reference. The students are asked to refer books about the portions covered for extra reference.

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

MBA

1. University-based Semester-End Examination Calendar: The end-semester University examinations are structured based on University prescribed time-table. Examinations for a semester may be delayed, and may have to be conducted amidst the succeeding semester. This administrative delay is beyond the control of the institute.

2. Conduct and Completion of Semester Classes: Given the number of courses per semester, complemented by the value-added activities and sessions, it requires very meticulous administrative planning to complete each semester.

3. Institutional Approaches to Overcome Challenges

(i) Refresher Session before Semester-end University Examinations: Since the students usually are mid-way through a semester before taking preceding semester-end University examinations, the institute provides Refresher Sessions prior to the examinations. These sessions predominantly delves to revise important topics. Moreover, previous University exam question papers are taken to class and are solved. This aids the students by acquainting themselves with the expected question pattern.

(ii) Study Leave before Semester-end University Examinations: Adequate study leave is provided to the students to ensure proper preparations for University Examinations. Students are given freedom

to opt between going back home, and staying in the campus hostel itself, during the study leave period.

(iii) Flexible Project Work Schedule: Project work schedule is made flexible so as not to conflict with the conduct of University Examinations and the completion of Semester classes. Such scheduling is done well in advance, at the commencement of semester itself, to allow enough time for the students to select topics and companies for the project.

(iv) Conduct of Value-Added Programmes in the First Year: Usually training programmes like field research, in-campus personality development sessions, out-bound training sessions [Eg. Kalypso] are planned and conducted in the first year of the course itself. It serves two purposes: one, it creates developmental opportunities for the student in the initial stages of the course itself; two, it relieves the student of over-burden in the later stages [specialization stage] of the course. Specific placement-related training like mock GDs etc. still continue in the second year, when the placement season is at the peak.

MCA:

Usually the syllabus is completed before the examination is announced by the university. The curriculum is planned based on university academic calendar. But at times exams get postponed or exams are announced late by the university- during which the next semester starts. During such a circumstance there is a need for revision to be taken when the exams are announced. The institution provides complete support by announcing the pause of current semester and allocating hours for revision (of previous semester).

M.Sc (Biotechnology)

Since all the curriculum is well planned, defined and arranged properly, the faculty does not face any difficulty or challenges in completing the curriculum.

B.Com:

(i) No such challenge is faced as the session plan is already prepared at the beginning of the semester and the semester goes on according to the plan.

(ii) Other than that the students are trained for CPT coaching class to mould the students to be prepared for the inter exams

(iii) Tally class is organized for the students which will be helpful for them after the course

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

MBA

1. On-line Student Feedback on Course: On-line Feedback on the course is taken twice a semester: Pre-Midterm and Post-Midterm. The intermediate feedback serves as a tool to the faculty to assess the extent of effectiveness of class management, creating opportunity to modify and adapt the pedagogy accordingly.
2. Semester-End University Examination Result Assessment: The results of the University examination are assessed to monitor the quality of final outcome. Though the quality of the results may depend on many extraneous factors, yet, it may shed some light into internal controllable variables as well. The assessment is done of the following factors:[i] overall pass percent, semester-pass and paper-pass, [ii] pass/failure rate of individual papers, [iii] trend over previous years, [iv] comparison with peer-level institutions, etc
3. Feed-back from Placement Cell on Student Performance in Placement Process: Since the course is placement-driven, the performance of the students in placement process is also used as a monitor to evaluate quality of academic process. Faculty members associate incessantly with the Placement Cell to generate insights into the quality of student performance in placement process.
4. Feed-back from Recruiters on Recruitment Drive: The Placement Cell collects the opinion of the recruiters regarding the overall quality of students, in terms of etiquette, subject knowledge, skill-sets etc. The class-room activities and the training programmes are thereby fine-tuned to cater to the needs of the recruiters.
5. Project Approval Committee: The Committee is constituted by a three-member faculty team, in which one member is compulsorily an expert in Research Methodology. The Committee is vested with the responsibility to screen the student projects on the basis of structural rigour. The Committee has the authority to decide on outright rejection of a project on grounds of non-conformity to quality standards prescribed in the Manual for MBA Major Project Report Preparation. Students have to re-submit the project, which then proceeds to the respective faculty guide, for further quality assessment. The system has vastly contributed to enhanced quality of projects, which has been corroborated by the external project evaluators, appointed by the University.

6. Presentation cum Viva-voce on Organization-based Study: As per University regulations, the students undertake an Organization-based study for four weeks, which is treated as a full course with 100 marks, divided as 40 marks by internal assessment, and 60 marks by University assessment. The internal assessment is to be done by means of seminar presentation cum viva-voce conducted by a board appointed for the same by the Faculty Council of the Institute.

7. Written and Oral Presentation on Organization Visits: subsequent to the Organization visits, the students are expected to make [i] Individual written report on the learning gained during the same, [ii] Oral presentations in groups with regard to the organization visited, covering all operational areas.

MCA:

1. Two times Student feedback is being taken- one after the midterm and one before the model exam to ensure that good quality teaching. Faculties are then called by the Director for face to face discussion /suggestion on improvement.

2. The students are assessed with the help of the various test, assignments, presentations, class performance etc. Students are called and details of where they are weak are pointed to them and corrective measures are suggested immediately for a better learning process. This is done usually by faculty.

M.Sc (Biotechnology):

1. Through internal assessment score of the students and from the University examination results

2. The feedback of students will help to analyze the involvement of each faculty in teaching and in the lab work.

B.Com:

The Feedback of the Students is taken once in each semester. After each test feedback is given to the students. Open house is conducted in each Semester to make the parents aware of their ward's progress. The faculty feedback is also taken in each semester which helps the faculty to take the necessary corrective measures.

2.4 Teacher Quality

2.4.1 Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment

and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum.

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.							
Ph.D.	2	3	1	5	1		12
M.Phil.	1	1		2		2	6
PG	2	3	4	5	9	16	39
Temporary teachers							
Ph.D.							
M.Phil.							
PG							
Part-time teachers (guest)							
Ph.D.							
M.Phil.							
PG			5	4	1	4	14

The laws and rules of the University Grants Commission, Government of Kerala and the Mahatma Gandhi University are strictly adhered to by the institution in the recruitment of the faculty. The Management ensures the quality of the teachers recruited through a scientific selection process based on merit.

Guest lecturers are appointed in for certain subjects on hourly remuneration that commensurate with their experience and qualification are paid.

Experts from industry are also called to handle specific topics in selected papers.

Existing faculty are encouraged to attend seminars and present papers. They are encouraged to undertake research in their areas of expertise and share their knowledge with students in the class. They also attend workshops and get training to handle the new courses in the curriculum.

2.4.2 How does the institution cope with the growing demand/ scarcity of qualified senior faculty to teach new programmes/

modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.

The composition of faculty ensures availability of full time and part time faculty possessing qualifications and experience to match our objectives in the areas which they teach. All the General Management and specializations like Finance, HR, Marketing, Systems and Operations, Bio technology, are handled by full time faculty. For the specialization courses, competent guest faculty wherever appropriate is also engaged. The identification of faculty for these courses is based on their academic background, and professional expertise. The existing faculty is highly qualified and well experienced and they bring a mix of theory and practice to the class room-learning.

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

a) Nomination to Staff Development programmes

Academic Staff Development Programmes	Number of faculty nominated
Refresher courses	9
HRD programmes	
Orientation programmes	5
Staff training conducted by the university	
Staff training conducted by other institutions	24
Summer / winter schools, workshops,	28

Strategies adopted by the institution in enhancing the teacher quality.

The institution has a mix of doctoral qualified and professionally qualified faculty members with wide range of work experience. Many of the faculty members are also pursuing their research studies. The Institution persuades faculty members to get involved in various business consultancies, socio cultural activities for acquiring the required depth and breadth of theory and practical knowledge to enhance the teaching quality and to meet the student learning.

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

1. Teaching learning methods/approaches - 3 nos
2. New curriculum - 3 nos
3. Content/knowledge management - 4 nos
4. Selection, development and use of enrichment materials – 1 no.
5. Assessment- No
6. Cross cutting issues - No
7. Audio Visual Aids/multimedia - 1no.
8. OER's - No
9. Teaching learning material development, selection and use -1 no.

c) Percentage of faculty

1. Invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies : 10%
2. Participated in external Workshops/Seminars/Conferences recognized by national/ international professional bodies : 35%
3. Presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies : 41%

2.4.4 What policies/systems are in place to recharge teachers? (eg: providing research grants, study leave, support for research and academic publications teaching experience in other national institutions and specialized programmes industrial engagement etc.)

1. Faculty who opt for doctoral programs are sanctioned PhD leave with pay as well as course work leave. Leave of absence for a continuous period is also sanctioned to undertake full time Ph D program. In deserving cases stipend/ sponsorship is provided.
2. For attending seminars/ workshops, and paper presentations —On duty leave is sanctioned for the faculty members besides reimbursing related expenses in deserving cases.
3. Incentives are given for publication of articles in refereed and other journals of repute.
4. The faculty are encouraged to conduct seminars/workshops/FDPs.
5. The faculty is encouraged to take up minor and major research projects.
6. Faculty are encouraged to take up guide-ship and to guide M.Phil. and Ph.D. students.

7. Faculty are intimated on financial assistance of UGC and other funding agencies for academic purposes.

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

Although our faculty has not won any awards per se on teaching, several of our faculty members have cleared NET in their respective subject which is bench mark recognition of their teaching ability. The conducive atmosphere in the institution and the institutional culture towards excellence has subsequently contributed in this achievement.

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

To bring about improvement in teaching and learning processes the institution collect information related to students' expectations about institution, what they aim from a college education, and in what skills they feel they need to be successful after graduation. The institution has implemented a formal process for collecting the feedback from the students. The Institution has introduced the evaluation of teachers by the students twice in a semester. (Mid term and End term) The student's evaluation is critically analyzed by the Directors and is also shared with the concerned faculty. Suggestions with regard to the improvement in faculty's professional performance and personal development are made by the Directors wherever required.

The feedback of guest faculty/trainers is also formalized and the same is obtained during their visits. Students who attend such session also provide feedback on the usefulness of the session and quality of delivery.

2.5 Evaluation Process and Reforms

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

MBA:

1. **University Prescribed Regulations:** The regulations include, inter alia, the Scheme of the Course, and the Scheme of Examination and Results. The Scheme of the Course details the number and contact

hours of courses, break up of marks into Internal and External, Semester-wise total marks, marks for Organization-based study and Problem-centered study, Comprehensive Viva-voce etc. The Scheme of Examination and Results details the conduct of Internal Assessment processes, component-wise break-up of internals, Semester-end University examinations, minimum marks for pass, qualifying criteria for First Class, Distinction etc., Systematic record and upkeep of internal marks, conditions for repeat of course in case of candidates failing in internal assessment, publication of internal marks, movement to the subsequent semester etc. these regulations are [i] uploaded in the MOODLE or Common Server, accessible to the students and faculty, and [ii] printed copy is maintained in the Office, available on demand.

2. Manual of Policies: The manual is published and handed over to the students by the institute. It specifies the mode of Assessment and Evaluation procedures of the course. It details the conduct of Internal assessments, model examinations, Semester-end University examinations, pass and grades, examination rules and regulations etc.

3. Uploading Format of Internal Assessment Process: The process though generally adheres to the university-specified stipulations, is also customized to the course requirements. Internal assessment is broken component-wise into Written Exams, Assignments, Class Participation and Attendance totaling 40 marks. The number of written examinations per course is decided by the concerned faculty. Assignments may include written/oral presentations, surprise tests, quizzes, viva-voce etc. The process is a major part of the detailed Course Plan, which is uploaded in MOODLE or Common Server, accessible to the students. This happens before the commencement of the semester.

4.Introduction of the Format of Internal Assessment Process by Concerned Faculty: Every semester, each course commences with an introductory session. Here, the faculty displays the Course plan in the LCD Projector, and personally explain the modes and rules for the conduct of internals. Students are given opportunity for raising clarifications.

5.Maintenance of Internal Marks in MS Excel Spreadsheet: Internal marks are entered and maintained in soft format by the faculty. Periodically, a soft copy is forwarded to the office for compilation purposes, and to the Director for overview.

6.Periodic Publication of Internal Marks in Notice Board: Such periodical publication allows the students to: [i] locate errors, and to [ii] update themselves on their progress. Students are given time to

raise their objections, grievances etc. regarding internal marks before finalization.

7.On-line Student Feed-back on Course: The feed-back, taken twice a semester, is discussed by the Director with the concerned faculty. Thus, a faculty knows the parameters on which the course and the faculty are being evaluated.

MCA:

1. Soon after the course plan is sent to the director, the director calls the faculty for a meeting where the same is discussed.
2. Once the course plan gets sanctioned by the Director, the course plan along with university scheme is uploaded in MOODLE before the commencement of the course.

M.Sc (Biotechnology):

- 1.Students are informed about the different ways of evaluation while starting the course – conducting class tests after each module, mid term and semester end internal examinations, seminars, assignments in each semester. The students are also given detailed information regarding the internal assessment programme of the institute.
- 2.A course calendar showing dates for each evaluation process will be prepared and circulated to both students and faculty at the beginning of the semester itself.

B.Com:

Through Session Plans formed at the beginning of each Semester and through the meetings held decisions are made by the faculty at the beginning of the semester how to evaluate the student.

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

MBA

The following are the evaluation reforms of the University.

1. Specified number of **full courses** and **contact hours** for each semester [which changes with curriculum revision]
2. Conduct of **External Viva-Voce** by the end of Second semester
3. **Organization-centered study** in the third semester, to be treated as a full course with 100 marks

4. Conduct of internal assessment of the Organization-centered study by means of seminar presentation cum viva-voce conducted by a board appointed for the same by the **Faculty Council** of the Institute.
5. **Problem-Centered Dissertation** in fourth semester with 200 marks
6. Limiting the **number of repeat attempts** to one, in case of students failing to secure 50 % marks in internals for a course in the first instance
7. Assigning student to Individual **Faculty for Repeat Course** [students failing in internals] for the purpose of internal assessment
8. Component-wise **Break-up of Internals** into Tests, Assignment, and Participation
9. Periodical tests to be a **minimum of 3 tests** per course
10. Candidates allowed **improvement of the result** of any subject along with the examination of their immediate junior batch, and the scrapping of supplementary examination
11. **Supervision of Exams**, particularly scheduling and monitoring the conduct of internal exams by a group of faculty members
12. **Receiving student complaints** regarding Semester end University exams [like out-of-syllabus, typographical errors etc.]

The following are the evaluation reforms initiated by the institution on its own

1. **Break-up of Internal Assessment Components:** Sub-components of each internal assessment component decided to be at the discretion of the concerned faculty; the faculty may include surprise tests, quizzes, presentations, viva-voce etc. as part of internals assessment
2. **Re-test Eligibility for Internal Assessment:** Allowance of re-tests for students having missed an evaluation test, under permissible medical circumstances, but such re-test being limited to one per course per semester
3. **Splitting of Class Participation Component of Internal Assessment:** The Class Participation component of Internal Assessment [10 marks out of 40] split as 5 marks for Participation, discipline, upkeep of class notes etc. and 5 marks for class attendance, based on the attendance register maintained by the faculty. The attendance per cent will be computed by the Office, and converted to marks as: 5 [More than 95 %], 4 [91% to 95 %], 3 [86% to 90 %], 2 [81% to 85 %], 1 [76% to 80 %], 0 [up to 75 %].
4. The institution offers freedom to the faculty in choosing the kind of internal assessment to be included as part of their course plan, especially in the pattern of assignments and class participation. Very

often, this includes surprise tests, Quizzes and interactive learning exercises.

5. Surprise tests have been included as part of the internal assessment to identify the level of understanding, which has proved to be very effective in maintaining the class participation of the students.

MCA

1. The Mahatma. Gandhi .University has given guidelines to the institution to conduct test and give it a weightage of 14 marks, assignment with a weightage of 8 marks and attendance 3 marks.

2. Students are given opportunity to gain marks with Test component broken into class test, midterm and model exam. Normally there are 3 class tests, 1 midterm (at half the syllabus), and 1 model exam with entire syllabus. Apart from the attendance a students' class participation is also noticed and marks are allotted for the same. Online test is another component incorporated which makes the student to think critically. Sometimes assignments are given in the form of presentation so that the student learns the concept a little more in depth.

M.Sc (Biotechnology):

University will recruit the board of study members for evaluating or updating the course subject

After the announcement of the semester results, University gives a chance for the students to apply for re-valuation of their answer paper if they need.

In the institute, students are allowed to evaluate their answer papers of internal examination after valuation.

Normally for the M.Sc programme in affiliated colleges, University has adopted a practice of spreading theory and practical papers together in all the four semesters equally. The dissertation work of the fourth semester is blended with the theory and practicals of the fourth semester. But for M.Sc programme in Molecular Biology & Genetic Engineering, University has allotted the fourth semester exclusively for research leading to M.Sc project dissertation as per the curriculum and course plan submitted by the Institute to the University. Regarding nature of practical experiments included under Molecular Biology & Genetic Engineering, instead of alternating with theory classes, theory classes are arranged in the morning section and practical classes in the

afternoon section for one batch and vice versa for the other batch.

B.Com:

The B. Com Course has been put under the Choice Based Credit Semester System (CBCSS). The Evaluation Pattern for the Senior Batch (Batch 1) is based upon Direct Grading System based on 5 Point Scale Grading. Whereas for the juniors (Batch 2), the evaluation is based on a 7 Point Scale Grading.

Seniors (Batch 1): The Evaluation of the Seniors as suggested by the University consists of Two Parts

(a) Internal or In Semester Assessment (ISA)

(b) External or End Semester Assessment (ESA)

The Internal and External Examinations are valued using Direct Grading Based on 5 Point Grading Scale as given below:-

Letter Grade	Performance	Grade Point	Grade Range
A	Excellent	4	3.5 to 4.00
B	Very Good	3	2.5 to 3.49
C	Good	2	1.5to 2.49
D	Average	1	0.5 to 1.49
E	Poor	0	0.00 to 0.49

The Internal Evaluation is done by continuous assessment on the basis of the following components:-

Component	Weight
Attendance	1
Assignment	1
Seminar	1
Test Papers	2

Attendance

Percentage of Attendance	Grade
Between 90% and 100%	A
Between 85% and 90%	B
Between 80% and 85%	C

Between 75% and 80%	D
Less than 75%	E

Juniors (batch 2): The External Examination of all semesters is conducted by the University at the end of each semester. The internal Evaluation is done by continuous assessment. For all the Courses the Pattern of Examination as suggested by the University is

(a) Marks of External Examination: 80

(b) Marks of Internal Examination 20

Components of the Internal Evaluation	Marks
Attendance	05
Assignment & Seminar (2.5*2)	05
Test Paper	10
Total	20

For all Courses, theory and Practical Grades are given on 7 Point Scale based on the total percentage of marks as given below:

Percentage of Marks	Grade	Grade Point
90 and above	A+ - Outstanding	10
80-89	A – Excellent	9
70-79	B -Very Good	8
60-69	C- Good	7
50-59	D - Satisfactory	6
40-49	E- Adequate	5
Below 40	F- Failure	4

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

MBA

1. Approval System for the Detailed Course Plan: The detailed course plan prepared by the concerned faculty is forwarded to the Director for approval. It ensures a counter-check for compliance of the evaluation criteria for each course in line with the stipulations of the

University. This also ensures uniformity of evaluation across different courses.

2. **Advance Selection of Sub-Components and its Weights of Internal Assessment:** The concerned faculty is expected to decide the sub-components of internal assessment well in advance, before the commencement of the respective course. Such decision pertains to the number of periodical tests, assignments, viva-voce to be conducted, and the weight of each sub-component in the internal assessment component. Faculty meetings conducted once in a month discusses about the progression of the course plan of each individual subject. This acts as a feedback mechanism for the faculty. At the end of the session, the Course Plan is evaluated as to identify the areas where the course would have deviated from the course plan, if any. The same is verified with the subject record in the attendance file.

3. **Examination Monitoring Cell:** As per the stipulations of the University, a 3-member cell, which shall include one lady faculty, is constituted to schedule and monitor the conduct of exams, to receive complaints from students regarding examinations. This cell would also function as a mechanism to forward student complaints on University exams to the University.

4. **Examination Inspection Squad:** This squad is composed of the Director and the Superintendent of Examinations who would conduct checks over the conduct of examinations.

MCA:

1. Course plans are changed to reflect the reforms instituted by the university. These are reviewed in faculty meetings and approved by HOD/director. Periodic review of course plan adherence is conducted by the director.

2. Every week faculty submit weekly activity report to the office, which has details of the work done the previous week. After every assessment the faculty member submits the progress report of the class to the director. This is crosschecked by the director to ensure effective implementation of evaluation reforms

M.Sc (Biotechnology):

. The evaluation process is implemented through course calendar during the beginning of the semester itself. The faculties will be given necessary instruction strictly follow the calendar activities during the faculty meeting. The head of the department monitor the effective and timely implementation of the evaluation process

B.Com:

The institution in the beginning prepares a Session Plan in tune with the University Syllabus. The session Plan contains in details like within how many sessions the faculty will be able to complete the entire syllabus. It also contains in the books to be referred by the students and also the time when the faculties decide to conduct in tests for the students. Faculty Meetings are also conducted which are chaired either by the HOD or by Principal to decide as to the evaluation pattern which shall be clearly mentioned in the Session plan.

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

Forty marks out of 100 for each course are generated through internal assessment processes. The internal assessment is broken component-wise, including respective weights, as follows:

Tests:	15
Assignments:	15
Class Participation and Discipline:	05
Attendance:	05
TOTAL MARKS	40

1. **Tests:** Tests would compose of module tests, Mid-term and Model examinations. Module Tests are conducted on the basis of completion of each module of the course. This ensures that the students [i] learn every topic that has been taught, and [ii] are tested for every topic that has been taught. Model examinations are conducted so as to simulate End-semester University examinations. Total marks are limited to 15 out of 40. No single component carries a weightage of more than 20% of the internal marks.

The rigor and transparency of internal assessment are significantly improved by

- Appropriate framing of questions, distribution of marks and design of internal assessment question papers.
- Using an appropriate mix of announced and unannounced tests.
- Right usage of multiple choice question based evaluation conducted online in 'MOODLE'
- Fixing appropriate evaluation criteria giving logical weights to the

behavioural aspects, independent learning aspects, communication skill, group effectiveness of the student submissions.

v. Prepublication of the evaluation criteria, distribution of weights, and the minimum expected marks ensures transparency in the internal assessment.

vi. Details of internal evaluation are also available online in the course plan uploaded in 'MOODLE'.

2. Assignments: These would compose of home-works, group discussions, quiz, term project, surprise test etc. The intent of this component is twin-fold: [i] ensure that the students work out the solutions by themselves, and read the relevant topics; [ii] students get an idea about how the presentation of answers in examinations should look like.

3. Class Participation and Discipline: This is concerned faculty's assessment of the extent of commitment, earnestness, upkeep of written notes, and discipline exhibited by the student for the respective course. This component acts as a catalyst for the student to properly upkeep the class notes, and to be interactive and participative in the class room discussions.

4. Attendance: This is quantified by the office based on percentage of attendance in class, subject to absence being condoned to the extent of permissible medical reasons. Prior to mid-term, attendance is published on the notice board for students to understand their percentage till that period. This systematic publication serves to prevent unnecessary absence from classes.

5. Internal Assessment on Organization-based Study: The Organization-based study in the third semester carries 40 marks through internal assessment and 60 marks through University [external] assessment. The internal assessment is done by means of seminar presentation cum viva-voce conducted by a board appointed for the same by the Faculty Council of the Institute.

Formative Assessment also happens in an informal manner.

Example: Formative assessment of the methodology is made while the course is being delivered. This type of assessment follows an informal methodology. Quiz, revision of previous day's portion etc. are taken in the class on an everyday basis. The students are sometimes asked to explain the previous day's portions by using chalk and board and also contribute to the topics of currency in the same way. This gives an assessment of the efficiency of the teaching methods. This assessment

also finds a place in the internal assessment in the form of 'class participation' component.

The students are strictly made to maintain class notes for the subject. They make record of the major aspects discussed in class and use this as skeletal material for further enrichment. These notes are scrutinized at random on a day-to-day basis to ensure that a basic recording of the curriculum based learning is developed and maintained by them. This class notes become a repository of all relevant concepts and different possible angles of discussion.

The written test component is developed to assure precise measurement of understanding of concepts. In both courses delivered (Managerial Economics and Research Methodology) one test is designed as objective test. This is conducted towards the end of the course. This has been found helpful in evaluating the actual efficiency of the internalization of concepts

SUMMATIVE ASSESSMENT

End semester examinations of all subjects are conducted by the University. The sealed envelopes containing the question papers would be opened in the examination hall, by the Superintendent of Examinations in the presence of the students

1. There shall be a set of examinations to be conducted at the end of each semester of **3 hours duration** for each course.
2. The **minimum marks required** for a pass is 50 %. The minimum is separately prescribed for all courses, and for internal and external (University) examinations.
3. Student shall not be **permitted to appear** for the University (external) examinations unless he/she secures at least 50 % marks in the internal evaluation in each course
4. Candidates who have secured **not less than 60% marks** in the aggregate of total marks for all papers in four semesters (both internal and external together) in the examination shall be declared to have passed the MBA degree examination in first class.
5. Candidates who obtain an average of **not less than 75%** of the total marks (as explained above) shall be declared to have passed the MBA degree examination with Distinction.

The practice is to give adequate study leave to the students to ensure proper preparations for University Examinations. Students have the option of either going back home, or staying in the campus hostel itself, during the study leave period.

MCA:

1. While preparing students for the university examination, Class test, midterm and model exam are conducted and the feedback for each of them is given to the students in a one to one meeting with the faculty concerned in their respective class room. Because of the class test conducted it has been found that the students are doing better for the midterm and model exam.
2. Here formative assessment is done as internal exam and summative assessment is done as university exam.

M.Sc (Biotechnology):

The formative assessment for each semester is as follows:

Each semester the student will appear for two internal examinations for each theory and practical (laboratory) papers. One is in the middle of the semester (first internal examination) and the other is at the end of the semester (second internal examination). The maximum mark scored by the student out of the two internal examinations will be taken for the formative assessment. Moreover they have to present three seminars and three assignments also in one semester. The formative assessment is based on the total score of internal examinations, seminars, assignments, percentage of attendance. For the formative assessment of practicals (labs), besides the internal examinations conducted, the skill and performance of the student in laboratory experiments and the systematic way of writing and maintaining laboratory record books will be the other criteria for assessment. For summative assessment, University will conduct examinations at the end of the semester and the final result will be published based on the total score obtained from both formative and summative assessment.

B.Com:

The B.Com Course has been brought under the Choice Based Credit Semester System (CBCSS). The Evaluation Pattern for the Senior Batch (Batch 1) is based upon Direct Grading System based on 5 Point Scale Grading, whereas for the juniors (Batch 2), the evaluation is based on a 7 Point Scale Grading.

Seniors (Batch 1): The Evaluation of the Seniors as suggested by the University consists of Two Parts

- (c) Internal or In Semester Assessment (ISA)
- (d) External or End Semester Assessment (ESA)

The Internal and External Examinations are valued using Direct Grading Based on 5 Point Grading Scale as given below:-

Letter Grade	Performance	Grade Point	Grade Range
A	Excellent	4	3.5 to 4.00
B	Very Good	3	2.5 to 3.49
C	Good	2	1.5 to 2.49
D	Average	1	0.5 to 1.49
E	Poor	0	0.00 to 0.49

The Internal Evaluation is done by continuous assessment on the basis of the following components:-

Component	Weight
Attendance	1
Assignment	1
Seminar	1
Test Papers	2

Attendance

Percentage of Attendance	Grade
Between 90% and 100%	A
Between 85% and 90%	B
Between 80% and 85%	C
Between 75% and 80%	D
Less than 75%	E

Juniors (batch 2): The External Examination of all semesters is conducted by the University at the end of each semester. The internal Evaluation is done by continuous assessment. For all the Courses the Pattern of Examination as suggested by the University is

(c) Marks of External Examination: 80

(d) Marks of Internal Examination 20

Components of the Internal Evaluation	Marks
Attendance	05
Assignment and Seminar (2.5 x 2)	05
Test Paper	10
Total	20

The conducting of the Seminars by the Students are really fruitful as they are encouraged to talk in English, so that those who are weak in English can make up or develop their communication inhibitions. The Students are given Individual Assignment as well as Team/ Group Assignment. Through Group Assignment, the Students are made to work about a Company and are asked to make a presentation.

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

MBA

1. Examination Monitoring Cell: The cell is constituted to schedule and monitor the conduct of examinations, particularly internal examinations.
2. Examination Inspection Squad: The squad is composed of the Director and the Superintendent of Examinations who would conduct checks over the conduct of End semester University examinations.
3. Approval System for the Internal Assessment Components and Criteria: The Director has to approve the Course Plan, including compliance of the evaluation criteria for each course in line with the stipulations of the University, thereby ensuring uniformity of evaluation across different courses.
4. Internal Assessment on Class Participation, Discipline and Attendance: Students are assessed for their commitment, earnestness, and upkeep of written notes, discipline and attendance exhibited for the respective course. This behavioural component acts as a catalyst to the students.
5. Records on Internal Written Examinations: The Superintendent of Examinations maintains a set of registers pertaining to the Internal Written Examinations. The register details the following: [i] faculty invigilators for the examinations, with their signatures, [ii] the subject, batch and semester for which the examination is conducted, [iii] the number of answer scripts received for the examination [iv] the acceptance of the concerned faculty, on receipt of answer papers for evaluation, with signature, [v] attendance list, with student signature.
6. Records on Internal Written Examinations [Retest]: A separate register is maintained for examinations conducted for students who appear for retests, which includes all of the above details.

7. Periodic Publication of Internal Marks: Internal marks, broken down component-wise for each course, are separately published in the notice board. The students are given ample time as notice period for raising their grievances for redressal.

8. Publication of Final Internals: The final internal marks, broken down as per University regulations are published in the Notice Board, by the end of each semester. Students are given two weeks of notice period for raising their grievances for redressal before finalization.

	Weightage for behavioral aspects	Independent learning	Communication skills
1	Class participation	Online assignment	Presentation,
2	Team work.	Test and case studies	Verbal, non verbal communication

MCA

All the marks obtained by the students are published on the notice board after the director's approval. The answer papers of the students are kept at the department office for later reference. The marks once published are not changed unless there is a request from the student with proper justification of addition mistakes/any other such grievance. Weightage is assigned to class participation which keeps the student alert in the class. Class participation is evaluated by giving problems to solve, case study to discuss, topics for presentation and also the checking whether the student is active and attentive in the class.

M.Sc (Biotechnology):

Student Seminars are conducted as open house events and the marks scored are based on the selection of topic, novelty in the methodology, way of presentation and effectiveness of discussion. Those students having better learning and communication skills can make good performance in seminars. 20% of the internal assessment marks are given for the students who have more than 90% attendance in the semester.

B.Com:

The Marks of the Internal Assessment are displayed on the Notice Board before the marks are forwarded to the University. Internal Assessments are calculated on the basis of Attendance, Internal Tests

and Assignments/ Seminars/ Viva. There is a criterion which is fixed by the University according to which the Internal Assessment of each student is decided upon

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

MBA

The following are the graduate attributes specified by the University

1. To develop young men and women into **professional managers** to manage all sectors of the organized economic activity;
2. To equip the youngsters with **conceptual and interpersonal skills** and social purpose for managerial decision-making and its execution in real situations;
3. To develop and encourage the **entrepreneurial capabilities** of young generation to make them effective change agents;
4. **To meet the demand for trained and professional people** in the country at the top level management of business and industrial organizations in the light of the new economic and industrial policy of the country

Institute's Efforts to Ensure the Specified Graduate Attributes

1. Streaming Institutional Vision and Mission and Quality Policy:

The establishment of the institute's Vision, Mission and Quality Policy are centered on the specified attributes. The institute is committed to providing quality education through excellent infrastructure, teaching and training of employees towards attaining the objectives.

2. Value Enrichment Programmes: The institute provides a host of value-enrichment programmes to the students to enhance their skills and capabilities. These include the following:

[i] Co-curricular Activities like guest/expert lectures, seminars, organization visits etc. to enhance the conceptual knowledge of students

[ii] Training programmes like Personality development sessions, out-bound training [eg. Kalypso] improves the interpersonal skills of students

[iii] Social Awareness Campaigns like visits to orphanages, old age homes, school visits [eg. Parivarthana, where students visits schools every year and interacts with school children to create

awareness on social issues like drug abuse, traffic rules etc.] sensitizes the students towards social responsibility.

[iv] Cultural Programmes and Sports Week: Cultural programmes during Christmas and Onam and Sports are conducted as inter-house competitions to enhance their soft skills and team capabilities

[v] Field Research: Every student has an opportunity to associate with some social research conducted in the institute, which enhances their research aptitude and analytical aptitude. All these efforts are directed towards making them socially responsible citizens before they enter corporate life.

The following graduate attributes are also specified by the college

1. Well groomed, rightly dressed with a pleasing personality.
2. Knowledgeable and skilled in the chosen specialization
3. Resourcefulness and quick decision making
4. Excellent communication skill.

The attainment of these attributes by the students is ensured through various course and internal evaluation criteria. A few examples are

1. Integrated Management learning Programme
2. Industry Institute Interaction Programme
3. Group assignments, Mini projects, Presentations forming part of the internal assessment.

MCA:

Efforts are taken by the college to groom students to become MCA professionals. Besides technical characteristics, soft skills training are also provided by the college in order to bring about all round development of the students.

M.Sc (Biotechnology):

1. Scientific aptitude. By presenting seminar and involving in open discussions
2. Being a professional course, the institute facilitates the transition of practical for students from supervised to independent responsibility.
3. Provided additional inputs to attain and maintain academic competence in learning technology viz., tutorials, guest lectures, demonstration of experiments etc
4. Facilitate the understanding of ethical values of the subject and how it affects the development of the society
5. Initiates individual attention focusing on students having poor

academic performance in absorbing concepts, communication and craft.
6. Scholarly aptitude in the subject domain (Molecular biology and genetic engineering). The college ensures the attainment by assessing at all stages of learning process in all fields like communication by seminars, written skills by periodic tests and by conducting a comprehensive viva-voce.

B.Com:

1. The students are provided with soft skill classes so that their communication skills shall improve. The college intends to improve the communication skills of the students. The students are given seminars and presentation in order to develop their speaking ability and built in self confidence and try to be free from stage fright.
2. There is a NSS Unit for the Students to develop their Social Well being and to develop their social awareness.

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

MBA

The following are the Mechanisms at Institutional Level:

1. Uploading Format of Internal Assessment Process: Internal assessment is broken component-wise into Written Exams, Assignments, Class Participation and Attendance totaling 40 marks. The number of written examinations/assignments etc., and weights of each are specified and is uploaded in MOODLE or Common Server, accessible to the students, before the commencement of the semester. In cases of any discrepancies, students can cross-check the planned Assessment format with the actual, and raise queries with the office.
2. Periodic Publication of Internal Marks in Notice Board: Such periodical publication allows the students to locate errors, and identify discrepancies within the time they remember their actual marks. Students are given time to raise their objections, grievances etc. regarding internal marks.
3. Notice Period before Finalization of Completed Internal Marks for a Course: Once the internal assessment is completed, the same is put up on the notice board, with component-wise break up. A minimum notice period of two weeks is given to students before it is finalized and compiled to be sent to the University. The notice period provides enough time for the students to redress their grievance, if any.

4. Examination Monitoring Cell: The cell is constituted to schedule and monitor the conduct of exams. More importantly, it serves as a platform to receive complaints from students regarding [i] internal examinations relating to award of marks, allegation of victimization etc., and [ii] University Examinations, where there can be likelihood of out-of-syllabus questions and typographical errors. The Cell is vested with authority to conduct enquiries, and report the findings of the same to the head of institution. The Cell can also act as a bridge between the students and the University.

The following is the Mechanism at the University Level

Controller of Examinations, Mahatma Gandhi University: It is to the Controller of Examinations that the students can apply for redressal of grievance regarding the semester-end University Examinations. The following are the avenues available through the University system;

1. Revaluation of Answer Scripts: In case the students feel that the valuation was not correct [lower marks than expected], the students can apply to the University for revaluation of the same. The University may get the paper valued by any examiner, other than the previous.
2. Scrutiny of Answer Scripts: The students, on application, have the right to personally see the evaluated answer scripts, on visiting the concerned Revaluation Department, on a date stipulated by the University.
3. Moving the Court of Justice: Students, after exhausting all the possibilities with the university system, may also approach the appropriate court of justice for remedy.

MCA:

Re-evaluations and scrutiny of answer paper can be requested by students to the university in case of any grievance. The institution provides mechanism by which the faculty shares all evaluation with students before marks are published to accommodate genuine grievances. After publication on the notice board, if there are any further grievances, the student can still approach the faculty to discuss and ascertain the genuineness of the issue. If found genuine, the faculty takes steps for redressal

M.Sc (Biotechnology):

1. After valuation of answer papers by the faculty, students are allowed to evaluate the papers and are free to discuss with the concerned faculty regarding any grievance in the marks scored.

2. At University level, there is a system for revaluation if the student needs it

B.Com:

Students are provided with sufficient time to inform the concerned subject teachers as to their grievances regarding the internal assessment conducted in the college. Similarly, before the hard copy of the Internal Assessment is forwarded to the University, the same shall be displayed in the Notice Board so that the students can inform the concerned teachers about their grievances.

2.6 Student Performance And Learning Outcomes

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

1. Statement of Course Objectives in Course Plan (Common for all the courses of SSTM): The course plan separately prepared for each course includes the Course Objectives. These objectives are linked to the learning outcomes of the entire course, as specified by the University. The students are introduced to the course objectives and learning outcomes through the course plan, which is easily accessible to them, and which is also discussed in detail in the class by the faculty handling the course.

2. Specification of Expected Learning Outcome: The learning outcome is generally categorized, depending on the nature of each course, as: [i] Conceptual knowledge, [ii] Numerical understanding, or [iii] Practical relevance. Based on the nature of the course, the expected learning outcome may be any of these or any combinations of these.

3. Internal Assessment Drawn from Expected Learning Outcomes: The nature and pattern of internal assessment is drawn from the expected learning outcome of each course. Such immediate linkage between assessment and objectives ensure the achievement of these. Such a linkage is deliberate and essential, and is made known in advance to the students.

4. Discussions in Course Allocation Meetings: where faculty meetings are conducted to decide on allocating courses to faculty, deliberations delve into establishing immediate and close nexus between Overall Curriculum Objective, individual course objectives and internal assessment procedures.

5. Content Development for Co-Curricular Activities: Co-curricular activities like presentations, Integrated Management Learning Programme [IMLP, where student groups undertake various activities like role plays, quizzes etc.] are primarily intended to enhance student skills and learning. As such, coordinating faculty members responsible for the conduct of such activities develop the contents with the expected learning outcome as the key factor. Students are introduced to these programmes within the context of the overarching importance of the objectives of these activities.

6. Customization of Training Programmes: Where training programmes like Personality Development are conducted by external resource personnel, the institute conveys the specific objectives behind the conduct of such programmes in advance so that such activities are fine-tuned to supplement the expected outcomes.

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

MBA:

1. Internal Assessment: Internal assessment is continuously conducted throughout the course. Assessment criteria consists of tests, assignments, presentations, project works, quizzes, surprise tests, viva-voce etc. Student performance for each of these components are individually marked, and periodically summed up. These are also published in the notice board periodically for the students to assess themselves. These internals also form part of the formative assessment, and gets added to the total marks scored by the students for the course.

The internal assessment marks of the students who have scored more than 60% marks in previous four years programme wise is given below:

MBA:

Batch	Sem 1	Sem 2	Sem 3	Sem 4
2009-11	91.22%	62.71%	88.98%	93.22%
2010-12	80.50%	79.66%	94.91%	93.22%
2011-13	85.59%	75%	86.08%	92.10%
2012-14	99.13%	88.79%	93.96%	

2. Statistical Measures of Internal Assessment Marks: Since internal assessment marks are entered in MS Office Excel Spreadsheet,

further analysis of the same is facilitated. Analysis like average marks, standard deviation of marks, line charts of marks etc. are created for individual students as well as for the entire class. These measures shed definitive light into the individual student and the overall class performance.

3. Aid from Mentoring Sessions: Mentoring sessions conducted by faculty are also used as an effective tool for monitoring the student performance. This happens in two ways:

4. The mentor personally discusses the progress, performance and difficulties in studies with his wards in the mentoring sessions. The mentor identifies the difficulties and can devise interventions strategies.

5. Once the mentor identifies the students with difficulties, the message is conveyed to the respective faculty handling the course in which his wards are facing difficulties. Thus the concerned faculty can dedicate special attention to such identified students, in class activities.

6. Participation in Co-curricular Activities: Students are expected to be equally participative and proficient in co-curricular activities. Participation in programmes like Integrated Management Learning Programme [IMLP] is continuously monitored by the coordinating faculty. Students who are comparatively non-participative are identified and motivated to be more contributive.

7. Major Specialization [Elective] Selection Process: Students before the commencement of the third semester are required to submit their preference for specialization. In events where there seems to be excessive muddle for a particular stream [say, finance major], it has been decided by policy that a filter rule applies wherein the student performance in related courses [say, Accounting and Financial Management courses in semesters one and two] in the first two semesters counts. This acts as a vehicle for students to perform better in courses related to their stream of interest.

MCA:

1. Through the Internal marks and its percentage secured by the students, institution monitors and communicates the progress and performance of students through the duration of the course/programme.

MCA:Internal marks (Percentage of students with more than 60% marks

Batch	Sem 1	Sem 2	Sem 3	Sem 4	Sem 5
2009-12	100%	96.45%	100%	100%	100%
2010-13	95.45%	96.45%	100%	100%	100%
2011-14	98.48%	100%	100%	94.26%	

2012-15	97.87%	100%			
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2. Course plan strictly adheres to the evaluation scheme provided by the university.

M.Sc (Biotechnology):

The institution is maintaining academic records for monitoring the progress and performance of the students. Transparency is maintained in all the records so that the students can collect the information at any time.

Student's University results

2009 batch (total 5 students) – 4 distinction and 1 first class

2010 batch (total 11 students) – 7 distinction and 4 first class

M. Sc (Biotechnology): Internal marks (Percentage of students with more than 60% marks)

Batch	Sem 1	Sem 2	Sem 3	Sem 4
2009-11	80%	100%	90%	100%
2010-12	100%	100%	100%	100%
2011-13	100%	100%	100%	
2012-14	100%			

Student's achievements

i) **Best paper Award in Life Science for Ms. Divyaa Sreekumar, M.Sc, 2010 batch-** Wound healing mechanism of *Hemigraphis colorata* in cell line cultures Swadeshi Science Congress organized by 23rd Swadeshi Science Movement at Mahatma Gandhi University, Kottayam on 6-8th November 2013

ii) **Inspire fellowship of Department of Science & Technology, Govt. of India**

– **Mr. Vishnu R, M.Sc First Rank, 2009 batch**

iii) **Best poster presentation award – Mr. Sooraj Babu, M.Sc, 2009 batch.** National conference on recent advances in Nano-Biotechnology Comparative sequence analysis of the full coding regions of Aquaporin genes and their relative gene expression in Pokkali and Jyothi varieties of *Oryza sativa*. Gulbarga university, Karnataka. 20-21st March 2012.

Research career/placement

- i). **Parvathy S Menon** (2009 batch) – Research fellow, Center for Cellular and Molecular Biology (CCMB), Hyderabad
- ii). **Vishnu.R** (2009 batch) – CSIR – National Institute for Interdisciplinary Science and Technology (NIIST), Trivandrum, Kerala.
- iii). **Flowerlet Paul** (2010 batch) – Research Fellow, Regional Cancer Center (RCC), Thiruvananthapuram.
- iv). **Rahul R Menon** (2010 batch) – CSIR – National Institute for Interdisciplinary Science and Technology (NIIST), Trivandrum, Kerala.
- v). **Sachin Jayan** - CSIR – National Institute for Interdisciplinary Science and Technology (NIIST), Trivandrum, Kerala.
- vi). **Divyaa Sreekumar** (2010 batch M.Sc) – Research Fellow, Coconut Development Board Project, SCMS Institute of Bioscience & Biotechnology Research & Development, Cochin. May 2nd 2013 – present
- vii). **Nisha Pankaj** (2010 batch)- Research Fellow, SCMS Institute of Bioscience & Biotechnology Research & Development, Cochin. June 17th 2013 –February 10th 2014.
- viii). **Sona A.S** (2010 batch M.Sc) - Research Fellow, Coconut Development Board Project, SCMS Institute of Bioscience & Biotechnology Research & Development, Cochin. August 1st 2013 - present
- ix). **Malavika B.H** (2010 batch M.Sc) - Research Fellow, Coconut Development Board Project, SCMS Institute of Bioscience & Biotechnology Research & Development, Cochin. August 1st 2013 – present
- x). **Anisha S.** (Ph.D Scholar, Anna University Chennai, 2009-2013). Research Fellow, Coconut Development Board Project, SCMS Institute of Bioscience & Biotechnology Research & Development, Cochin. August 1st 2013 – present
- xi). **Harish. M** (Ph.D Scholar, Anna University Chennai 2009-2013) - Research Fellow, Coconut Development Board Project, SCMS Institute of Bioscience & Biotechnology Research & Development, Cochin. August 1st 2013 – present
- xii). **Rajesh. M.D** (Ph.D Scholar, Anna University Chennai 2009-2013) - Research Fellow, Coconut Development Board Project, SCMS Institute of Bioscience & Biotechnology Research & Development, Cochin. August 1st 2013 – present
- xiii). **Sarath.S** (2013 batch B.Sc) – Field Assistant, Coconut Development Board Project, SCMS Institute of Bioscience &

Biotechnology Research & Development, Cochin. August 5th 2013-present

- xiv). **Renna Ann Raju (2010 batch M.Sc)** - Research Fellow, Coconut Development Board Project, SCMS Institute of Bioscience & Biotechnology Research & Development, Cochin. February 17th 2014 - present

B.Com:

The Commerce Department started to function in SSTM, SCMS from 2012 August. So going by this one and Half Year, the Students are provided with both Formative and Summative Assessment. The students are provided with both the Internal Examinations as well as on the completion of the semester, the University Conducts their Semester Examination/ External Evaluation. During the Course, the students are also provided enough number of Exams Like, 2 Internal Exams and a Model Examination to make them prepared for the University examination. In spite of all these, Surprise Tests are also given to the students, in order to understand the progress of the student.

B.Com Internal marks (Percentage of students with more than 60% marks)

Batch	Sem 1	Sem 2	Sem 3	Sem 4
2012-15	33.33%	79.16%	33.33%	29.16
2013-16	86.79%(Taxation) 78.94% (Computer Applications)			

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

MBA:

1. Foundation Course: The intake of students to MBA happens from diverse backgrounds of under-graduate streams, necessitating a foundation course before the commencement of the first semester. This serves to act as a bridge between the under-graduate course and the management course, which may be very diverse in its academic content. The course includes a preliminary level test, which would set the benchmark for designing future class room activities.

2. Detailed Attendance Register Carried by Faculty: A faculty in charge of a course carries an attendance register, including relevant

course details. In addition to student list for marking attendance, the register includes the following: [i] the University-prescribed syllabus, [ii] Session Delivery Plan [iii] Format for Comparison of Actual Vs. Planned session delivery. Such details serve as a continuous reminder and as an immediate reference point for the faculty in the conduct of the course.

3. **Detailed Course Plan:** This serves as the blue print of the management of individual courses. It includes all the relevant components like course objectives, course content, reading material prescribed, internal assessment process etc. The Course Plan draws from the university-prescribed syllabus, updating it to add to its relevance from industry as well as placement-perspective and to facilitate achievement of course objectives.

4. **Session Delivery Plan:** It is the most important component of the course plan, detailing the entire subject session-wise/topic-wise. Specific topics to be discussed in each session are detailed, earmarking it with relevant reading material. Time of conduct of assessment, and topics included for the same are listed, enabling the students to be aware of assessment processes well in advance. Thus, the Session Delivery Plan synergizes the combined efforts of the faculty and student.

5. **Continuous Comparison of Actual Vs. Planned Session Delivery:** The register maintained by the faculty includes a format wherein the faculty has to enter the number of the session, its date and time, and the content discussed in that particular session. This serves as an instantaneous comparison between the Session Delivery Plan and actual activity. Deviations are expected to be limited to the minimum, and are reviewed for corrections.

6. **Component-wise Break Up of Internal Assessment:** The individual components and sub-components are structured in such a way as to facilitate the achievement of the intended learning outcomes. Where ever the expected learning outcome requires conceptual, numerical or practical skills, the internal assessment component is planned accordingly.

7. **Assistance to Weak Students:** Performance of students in academic activities is continuously monitored by the concerned faculty through analysis of the internal assessment mark sheet. Meetings are arranged by the faculty with such students and discussions are initiated to identify the problems and its solutions. Additional sessions and take-home exercises are provided to such students as remedial measures.

MCA:

The entire course comprises of five modules, after the completion of each module students are assessed. Normally the assessments after first and fourth modules are class tests. After the completion of second/fifth modules, assignment / presentation are scheduled respectively. Midterm exam is scheduled after the completion of third module and model exam is scheduled after fifth module also helps the institution to facilitate the achievement of the intended learning outcomes.

M.Sc (Biotechnology):

1. Teaching, learning and assessment strategies of the institution are structured for each subject through a course plan, two internal examinations for a semester, three seminars for each student for a semester, assignments and external examinations.
2. Through regular class tests after each module, the students were evaluated continuously. The low scores were identified and given special attention.

B.Com:

1. At the beginning of the semester, a Session Plan is made by the faculties. The Modules in the Syllabus are divided into various Sessions, and the books to be referred are mentioned, the test papers are also planned. The assignments are also mentioned in course plan. The Internal Examinations and the Surprise Tests conducted gives an evaluation for the students as well as to faculties to understand the progress of the student. If the student is found to be on the weaker side, then rectifying steps are taken for the student like asking him/ her to come early to class and also asking them to write up the answers for the given questions by the faculties.
2. The Students are provided with an opportunity to understand the functioning of company. They are made to take up a Company as their Seminar Topic and are given sufficient time to go through all the aspects of the functioning of the Company so that they get an overall idea as to how a company is working and this can bring in a relation of it to the subject, so that the subject is made more interesting to them. The students are given dates for their seminar which is displayed in the Notice Board and they are bound to do the Seminar time bound.
3. The Students when writing assignments are encouraged to go through various references and are asked to write down their authenticity of reference. They are directed to mention the names of the

Books referred and if they have used the internet as their medium of reference, the link of the Website has to be noted.

In order to make the Student be aware of the Business Events happening in and around the world, the students are asked to bring in Business News once a week and a discussion is conducted regarding the news presented on that day.

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

MBA

1. Orientation Sessions for Placements: Prior to placement drives, students may feel the requirement of certain inputs regarding subject knowledge and strategies to be adopted for the Group Discussions and Interviews. For example, for placements in finance-related jobs, a brush-up on the financial landscape can help students to be better equipped for the drive. Faculty members conduct such orientation sessions prior to placements.

2. Special Sessions for Students Opting for Additional Certificate Courses: Where some students may go for additional certification courses, such students are given additional special sessions to equip them towards the assessment criteria of such courses, which may be different from that of the courses in MBA. For example, where a student registers for an NCFM-Investment Analysis and Portfolio Management Module, the course content is exactly the same as that of the Securities Analysis and Portfolio Management course of MBA Finance Specialization stream. Since the MBA assessment is based on essay-type written examinations, and the NCFM assessment is based on multiple choice on-line examinations, students can feel the need of re-orientation. Such classes are provided to students.

3. Accounting Software Packages: Students undergoing Accounting Course in the first semester are provided additional sessions on usage of accounting packages like Tally. This helps the students to appreciate the difference between physical and virtual book-keeping.

4. Problem-Centered Dissertation Topics Generated from Courses: As per University stipulations, the dissertation for the fourth semester has to be problem-centered. Students are guided and inspired to identify topics for the dissertation from the courses they study, particularly from their major specialization papers. They are encouraged and guided to take up problem based projects in firms in the small and medium scale

industries outside Kerala that are beneficial to the firm and make the effort economically relevant. Once they identify the topics, the faculty guides them through the extensive literature review and preparation of synopsis. For example, for finance major students, the Securities Analysis and Portfolio Management course in the third semester provides them with immense opportunities for topic selection in financial markets. The process of linking class room learning to research is a real eye-opener for the students towards transcending from theory to practice.

5. The institute operates an Entrepreneurial Cell that supports the entrepreneurial initiatives of the students. The active alumni ensure the institutional backing for all the students even after they have left the organization.

6. The students actively get involved in Parivarthana, the Corporate Social Responsibility initiative of the institution. Each year, a socially significant cause is identified and the students communicate the message among school students in a creative manner.

7. Students are given field studies on topics relevant to the subject and this aids in improving the research aptitude of the students

8. Presentations and assignments, which are at the discretion of the faculty, often include initiatives that promote entrepreneurial thinking. The students are often asked to convert the topic learned in the particular course to practical terms in a virtual organization that they form.

9. Industry Interaction Initiatives bring in well acclaimed entrepreneurs who have made an indelible mark in the corporate scenario to address the students, thereby promoting the entrepreneurial outlook of the students

10. The Placement Cell consists of an expert team catering to the placement needs of the institution. The Cell assists the students in being placement ready and in bringing quality corporate recruiters to the campus. Besides, training sessions are planned and organized on a regular basis taking into consideration the requirements of the corporate world.

11. Regular Personality development Sessions to equip the students with knowledge beyond the regular university curriculum is organized making them more placement-ready.

12. As part of subject-wise projects in Marketing Management, students are asked to undertake Secondary research to unearth marketing strategies of leading companies. As part of Advertising management, students were made to undertake primary research to identify target

group preferences.

MCA:

1. Students are encouraged to convert their seminars and projects to research publications. “A Heart Disease Risk Level Prediction Model” developed by one of the student is been published in International Journal of Engineering Research & Technology (IJERT), ISSN: 2278-0181, Vol. 2 Issue 12, December – 2013
2. While handling research oriented courses like data mining, assignment and presentation topics that focuses more on research are given to the students to work upon.

M.Sc (Biotechnology):

Unlike traditional disciplines of bioscience, the subject Molecular Biology and Genetic Engineering has a sound social and economic relevance in the line of developing new biotech products, disease diagnostic kits etc. so the entire was framed the curriculum in such a way to convince the practical relevance of the subject to students.

Practical classes are given equal weightage as theory classes based on the professional nature of the course taught. Daily 3 hrs were allotted for practical classes. Moreover the independent research project of the final semester will tune the student to be a Biotechnology professional. The passing out students can directly start their career as an independent biotechnologist in biotech industry. The lab training in areas like molecular tools in medical diagnosis like ELISA, PCR and real time PCR based disease diagnosis, biochemical evaluation and quantification of biomolecules, transgenic techniques are to a greater extend related to the societal needs of the present century.

B.Com:

1. The Students are provided with an opportunity to understand the functioning of company. They are made to take up a Company as their Seminar Topic and are given sufficient time to go through all the aspects of the functioning of the Company, the Persons Leading in the Company, How the Company Works etc. so that they get an overall idea as to how a company is working so that they can bring in a relation of it to the subject, so that the subject is made more interesting to them. The students are given dates for their seminar which is displayed in the Notice Board and they are bound to do the Seminar time bound.
2. The Students when writing assignments are encouraged to go through various references and are asked to write down their

authenticity of reference. They are directed to mention the names of the Books referred and if they have used the internet as their medium of reference, the link of the Website has to be noted.

3. In order to make the Student be aware of the Business Events happening in and around the world, the students are asked to bring in Business News once a week and a discussion is conducted regarding the news presented on that day.

Students are taken to various Workshops and are given Tally Classes and CPT Classes. They were provided with classes for the subjects like Capital Market and were also given Career Guidance Programmes

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

MBA

1. **Foundation Course:** Since intake of students to MBA happens from diverse backgrounds of under-graduate streams, a foundation course is given before the commencement of the first semester. For example, Basic Accounting course will be given to all students, irrespective of whether they are from Commerce or Non-Commerce backgrounds. The course ends with a preliminary level test, which gives initial level of insights into the comprehension levels and quality of the batch. The class room activities would be designed on the basis of inputs gathered from the same.

2. **Periodic Publication of Internal Marks in Notice Board:** Such periodical publication allows the students to monitor their performance by themselves. It also serves as a point of reference for the faculty and the office to keep track of student performance.

3. **Intimations Sent to Parents/Guardians:** Where internal assessment marks scored by the students are below benchmarks, such information is passed over to the concerned parents/guardians from the office through letters, specifying the underlying circumstances.

4. **Drawing Resource Personnel from Industry:** Where performance analysis, together with On-line student feedback on the course, it may be necessary to draw resource personnel from among practicing professionals/industry to augment student learning.

5. Revision sessions are organized for the students prior to the examination which helps the slow learners in doing better.

6. Apart from the regular classes emphasis is also given to improve the language and presentation skill.

7. The mentoring plays a vital role in the eliminating the learning barrier as the student reveals the dilemma to the mentor. The mentor monitors the student's progress and this ease the learning barriers.

MCA:

The faculty office headed by director analyzes this, shares outcomes in faculty meetings to come up with ideas for and decide the appropriate follow up action. As a result of this, weekly soft skills/counseling sessions are tailored to mentor students on relevant aspects. Individual help on a need basis is also given to students as a result of this.

M.Sc (Biotechnology):

1. The university results give the report on the student performance in learning. The results of the completed batches are highly promising with 60-80% distinctions and 20-40% first classes. Hence the institute does not face any barriers of learning.

2. Moreover the performance of students with scientific data presentations outside the institute also generates feedback for learning outcome.

B.Com:

Through regular Internal Assessment Examinations and if any Student is found to be weak special attention is given and they are asked to write down the notes and are asked to submit it and the students are also asked to stay back after class for extra hours. And if due to any unforeseen reason, a weekday is declared to be a holiday, then for the benefit of the students, a Saturday is made as a working day and the holiday shall be compensated.

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

MBA

1. **Continuous Internal Assessment:** Internal assessment is continuously conducted throughout the course. Assessment criteria consists of tests, assignments, presentations, project works, quizzes, surprise tests, viva-voce etc. The components of internal assessment are carefully drawn up ensuring explicit linkages to the course objectives.

2. **Periodic Publication of Internal Marks in Notice Board:** Student performance for each of the internal components is individually entered and is periodically summed up. These are published in the notice board periodically. This assist the faculty to continuously monitor the student

performance, and also acts as reckon for the students to assess themselves.

3. Mid-term and Model Examinations: These are designed to simulate University-level semester-end examinations. Thus, the assessment is drawn with intense crossover between institute-level and University-level learning objectives.

4. Linking Internal Assessment Components to Learning Objectives: Since the entire course is divided into separate modules/topics, the internal assessment method of any module/topic corresponds to the learning objectives attributable to the module. For example in the Accounting for Management Course, assessment of Ratio Analysis and Cash Flow Statement [with numerical skill objective] module would be essentially done through written tests, while that of Responsibility Accounting and ABC Analysis [conceptual skill objective] would be done through Written Assignments.

Based on the this feedback provided by the evaluation process, at the beginning of the course, the course plan is revised in case gap between the planned objectives and the actual is noticed. Some examples of the corrective actions taken in the past are

1. Shifting of numerical topics to the latter half of the course.
2. Increasing the number of hours allotted to the course.
3. Increasing the number of review tests.

MCA:

The course plan lists course objectives, some of which are to be completed during certain modules. At the end of the module, the faculty checks if the course objective has been met by evaluating the performance of students in this aspect. The pass percentage in university exams is also taken into consideration, which helps in subsequent batch semester planning.

M.Sc (Biotechnology):

1. Through seminar presentations
2. Through test papers
3. Through laboratory practical skill development and performance

B.Com:

1. This is ensured through the examinations, assignments and seminars prepared and presented by the students.
2. Assignments are given to the students in general relating to the topic in the syllabus or within the syllabus.

3. A class test (objective type question) is given at the end of the unit to evaluate the students.
4. Internal exams are conducted after the second unit and fourth unit and it is evaluated.
5. Model exam is conducted at the end of the semester before university examination and it is evaluated.
6. The Students are always under Continuous Evaluation. They are provided with the enough number of Examinations in order to make them be prepared for the University Examination. The Slow Learners are provided with Special Attention is given to them and they are asked to write down the notes and are asked to submit it and these students are also asked to stay back after class for extra hours. And if due to any unforeseen reason, a weekday is declared to be a holiday, then for the benefit of the students, a Saturday is made as a working day and the holiday shall be compensated.

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

MBA:

Continuous and Comprehensive assessment is used as an indicator for evaluating student performance.

1. Continuous Performance Monitoring in Written Examinations:

Students are continuously monitored for their performance in written examinations. Marks scored are considered to be explicitly indicative of students' learning of the topic. It is a usual practice to identify the number of students who have scored full marks, high marks and low marks. Different levels of benchmarks are set, and the number of students achieving these bench marks is identified.

2. Communication with Students on Performance: Students at different levels are appropriately communicated and made to realize the need to further up-scaling their benchmark and performance. Comparative poor performers are personally met for motivation and guidance, without causing psychological injury.

3. Horizontal Statistical Analysis: The marks scored by each student over a period of time are assessed to identify the level of consistency or otherwise in performance. Highly consistent performers are applauded in class, to motivate them and to inspire others to emulate them.

4. Marks Scored in the Participation and Attendance Component of Internals: Participation and Attendance marks come to 25 % of the total internal assessment marks. High scorers in this area have been identified to be the most interactive, participative and attentive of all the students.

5. Timely Conduct of Internals: the intention behind specifying in advance the timing of the conduct of internals is to ensure smooth progression of the course and to ensure that students are not over-burdened with assessments. The timing of conduct of internals is vouched by the relevant authority and cross-checked with the planned timing in the Course Plan. Such advance planning, evaluation of plans, and review of its implementation aids the overall curriculum planning and its smooth progression.

MCA:

1. Yes, the institution and individual teachers use assessment/evaluation outcomes as an indicator for evaluating student performance, achievement of learning objectives and planning
2. Class tests, assignments and presentations are some of the assessment methods. Once a poor performance is noted, respective students are counseled and the necessary corrective measures are taken. It is also ensured that there is adequate improvement.

M.Sc (Biotechnology):

Yes. The evaluation or the assessment done by the faculty is used as the indicator to determine student's performance. The students who score less than 60% marks will be given special attention in both classroom and laboratory for the learning improvement. The results of university examination show that all the students were able to score above 70% marks in practical examination. The best performers scored 95-100% marks also. The institute and the concerned faculty member use this as the assessment or indicator for evaluating student performance.

B.Com

Yes. The internal assessment helps to evaluate the student performance. It helps to identify the range within which the students' fall ranging from the excellent ones to the poor ones. This also helps to identify the slow learners and provide the remedial teaching. It helps to identify the excellent and average category of students. Based on this evaluation, their areas of interest can be identified and proper courses can be introduced.

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

3.1.1 Does the institution have recognized research centre/s of the affiliating University or another agency/organization?

SSTM has two departments engaged in research – MBA and M.Sc (Biotechnology). MBA focuses on social research and M.Sc (Biotechnology) focuses on product and process research in Biotechnology. Hence, they are different in objectives and outcomes.

MBA:

Yes, the institution has an off campus research centre approved by the MG University. The Centre admits students who are qualified to do research under the MG University. The institution has a pool of research guides recognized by the MG University.

The institution also has a research and consultancy wing named SCENSER (SCMS Centre for Socio-Economic Research). The Centre undertakes research and consultancy assignments.

M.Sc (Biotechnology):

Yes. The department is recognized as SIRO under Department of Scientific and Industrial Research (DSIR), New Delhi; Research Centers of Anna University Chennai and Kerala University of Health and Allied Sciences

3.1.2 Does the institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.

MBA: Nil

M.Sc (Biotechnology):

Yes. The institute has a research advisory committee to evaluate the research activities related to processing and production of bioproducts, to generate research funds from National funding agencies like DST, DBT and CDB, to enhance the quality of research publications by faculty and students; to work out MOU with other research institutions by collaborative research and to develop marketing strategies with biotech companies.

MAJOR DECISIONS TAKEN

i.to identify new research programme as per the societal need and requirements

ii. to upgrade research lab as per the objectives of the research programme

iii. to promote publications in peer reviewed journals

- i). Dr.V.N. RAJASEKHARAN PILLAI, Vice-Chancellor, Indira Gandhi Open University
- ii). Dr. A JAYAKRISHNAN, Professor of Biotechnology, IIT, Chennai
- iii). Prof. (DR.) C.C. KARTHA- Head, Molecular Medicine, Rajiv Gandhi Center for Biotechnology, Thiruvananthapuram
- iv). Prof. (DR) S. IGNACIMUTHU S.J- Director, Entomology Research Institute, Loyola College, Chennai
- v). DR. ASOK PANDEY- Head, Biotechnology Division, RRL-CSIR, Thiruvananthapuram
- vi). PROF. JITENDRA P. KHURANA, Interdisciplinary Centre for Plant Genomics & Department of Plant Molecular Biology, University of Delhi South Campus, New Delhi 110021
- vii). DR. G.P.C. NAYAR- Chairman, SCMS Group of Educational Institutions, Cochin
- viii). Prof. PRADEEP THEVANNOOR- Vice Chairman, SCMS Group of Educational Institutions, Cochin
- ix). Prof. (DR.) C. MOHAN KUMAR- Director, SIBBR & D Cochin

3.1.3. What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/projects?

• Autonomy to the Principal investigator:

MBA:

The Principal investigator has the autonomy to plan, design and execute research project.

M.Sc (Biotechnology):

The Principal Investigator purely handles the technical programmes of the project as per the sanctioned proposal. He /She are not directly handling the fund received from the funding agency. The fund is being handled by the finance department of the institute. The purchase is being done through the purchase department of the institute based on the purchase intends received from the Principal investigator. The administrative departments of the institute maintain the copy of the

purchase order, bills and invoices. The audit of the fund is being done by the finance department.

• **Timely availability or release of resources:**

MBA and M.Sc Biotechnology

The resources – financial, manpower, technical – are released with efficiency so that the smooth execution of the project is facilitated.

The Principal Investigator sees to the release of the necessary resources.

M.Sc (Biotechnology):

Since the finance department and the purchase department are involved in the release of resources, naturally the funds are released on time.

• **Adequate infrastructure and human resources:**

MBA:

The institution has very advanced infrastructure which facilitates the planning and execution of the project. The library in the organization has several International and national journals of repute. The Centre has a state-of –the-art computer centre with high speed internet connection and advanced software like SPSS which facilitates data handling. The reprographic centre also extends support in its own capacity.

M.Sc (Biotechnology):

The institute has adequate infrastructure in terms of laboratories, library, class rooms, seminar hall and administration etc.

Adequate Human resources are available in the institute as Director, Faculties, scientists, scientific assistants, project fellows, administrative manager, Office staffs, cleaners, security staff etc

• **Time-off, reduced teaching load, special leave etc. to teachers**

MBA:

The time table and work schedule are adjusted for the faculty members engaged in research. Work load of teachers are also adjusted during the project work. Investigators working on holidays are given compensatory off. In the case of funded projects the remuneration (commensurate with the fund received) is also given to the faculty members engaged in the project in the ratio of 70:30.

M.Sc (Biotechnology):

NIL

• Support in terms of technology and information needs:

MBA:

The Institution has high-speed internet connectivity with the computer lab working for twelve hours per day, six days a week. On Sundays, the lab works for eight hours. The platform is Windows 7 and the lab offers additional support with software like SPSS, - and Atlas-ti.

The library is well stocked and subscribes to 26 international Journals, 90 national journals and has 8682 books. The library remains open for ten hours every day (from 8am to 6 pm), six days a week. On Sundays, the library remains open from morning 9am to evening 4pm. The library also subscribes to online repositories like EBSCO and ProQuest.

M.Sc (Biotechnology):

• Facilitate timely auditing and submission of utilization certificate to the funding authorities

MBA:

The administration helps the project team with timely reminders of the mandatory submissions like utilization certificates and work in progress reports to funding authorities and extends support in gathering and consolidating necessary information for the same.

M.Sc (Biotechnology)

The finance department of the institute undertakes timely auditing of the research fund at the end of every financial year. The Principal investigator will forward the audited statement and utilization certificate to the funding agency along with the report of the research work carried out during that financial year.

3.1.4. What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?

MBA:

The students are introduced to the process of research once they get into the second semester. This is planned as a part of the curriculum. The course on research methodology starts with a social-science research project where they gain field exposure and introduction to activities like data collection and later on data entry and basic analysis. The exercise extends till the completion of the course, progressing

through various processes like literature review, data entry, and analysis finally winding up with writing of the report.

The students are given opportunities to participate in the formal research projects in various capacities – they can volunteer for data collection, data entry and data analysis exercises.

In the last four years at least four of the students have got professional research jobs in international and national firms of repute.

M.Sc (Biotechnology):

1. The research wing of the institute is alert in detecting research problems that have social and industrial relevance
2. The institute identifies the projects where the scientists can take up field studies, bio-processing, diagnosis of diseases, transgenic crops
3. Scientists are encouraged to develop new processing Protocols and products for filing national and international patents.
4. They are enthused to prepare scientific papers on priority basis
5. They are deputed to attend National seminars, conferences and workshops

3.1.5. Give details of the faculty involvement in active research (guiding student research, leading research projects, engaged in individual/collaborative research activity etc.

MBA

Each faculty member guides nine to ten students during their minor and major research projects conducted during second semester and fourth semester of the course respectively. Some of the projects, with good research quality are modified and published in journals as co-authored by the faculty research guide.

The faculty members are also engaged in Research projects funded by agencies like Indian Council for Social Science Research, Global Works International, Infrastructure Kerala Limited, Corporation of Cochin, Centre for Development of Advanced Computing, Kerala Co-operative Milk Marketing Federation Ltd. (MILMA), Centre for Development Studies and Swaminathan Research Foundation.

Apart from these research projects, faculty members are also involved in individual research activities in their respective academic domains. The output of such exercises come in the form of paper presentations, participation in conferences and paper publications.

Faculty guiding student research:

Every year each faculty has to guide 8 to 9 students in doing their

summer internship project which is a problem based research study employing scientific research methods.

M.Sc (Biotechnology)

Research Projects:

Dr.C.Mohankumar: Principal Investigator

External funded research projects:

Development of Low Fat Nutritionally Rich Delicious Fresh Tender Coconut Cream – **Technology Mission, Coconut Development Board, Govt. of India – 2012-2014. Amount – Rs 34 lakhs**

Designing a hygienic harvesting process and an appropriate processing technology for sustaining the quality of coconut neera as a nutritive drink. **Technology Mission, Coconut Development Board, Govt. of India – 2013-2015. Amount – Rs 30 lakhs**

Evaluation of Coconut Embryonic Tissue - Haustorium for the Production of Value Added Products with respect to its Nutritional, Therapeutic and other Biological Properties. **Technology Mission, Coconut Development Board, Govt. of India – 2013-2015. Amount – Rs 25 lakhs**

Submitted Project for funding:

Normalization of the modified harvesting protocol of coconut neera by field trials and development of a pilot plant for neera processing, bottling and storage. **Technology Mission, Coconut Development Board, Govt. of India – 2014. Amount Rs. 32 lakhs**

Dr.Salini Bhasker:

Principal investigator: Regulation of the expression of Insulin receptor (INSR) and glucose transporter (glut4) genes in response to stevioside as an antidiabetic agent in normal and insulin sensitive L6E9 myoblast and T3-L1 preadipocytes- **Department of Science & Technology (DST), Govt. of India, 2011-2013, Amount – Rs.26.16 lakhs**

Co-investigator: Evaluation of Coconut Embryonic Tissue - Haustorium for the Production of Value Added Products with respect to its Nutritional, Therapeutic and other Biological Properties. **Technology Mission, Coconut Development Board, Govt. of India – 2013-2015. Amount Rs. 25 lakhs**

Project submitted for funding: Fractionation, Purification and Structural Elucidation of Active Compound of *Hemigraphis colorata* and the Molecular mechanism of its Wound Healing effect in cell lines keratinocytes, 3T3 fibroblasts and *in vivo* studies animal models.

iii. Dr. Jithesh Narayanan -

Project submitted for funding: Strategy to improve plant growth and stress specific traits in tomato and rice by resisting plant growth enhancing bacteria in roots and detection of rice genes involved in stress improvement. Kerala State Council for Science, Technology & Environment (KSCSTE), 2013. Amount Rs. 10 lakhs

Student Guideship: M.Sc, M.Tech & Ph.D:

Dr.C.Mohankumar :

M.Sc – 9 students

M.Tech – 1 student

Ph.D – 6 students

Dr.Salini Bhasker:

M.Sc- 8 students

M.Tech – 4 students

Ph.D – 2 students

Dr. Jithesh Narayanan

M.Sc – 1 student

Dr. Sheeja K

M.Sc – 1 Student

3.1.6 Give details of workshops/ training programmes/ sensitization programmes conducted/organized by the institution with focus on capacity building in terms of research and imbining research culture among the staff and students.

MBA:

The institution is actively involved in organizing seminars in various disciplines like Marketing, Finance, Human Resources and Information Systems.

An international conference on Ageing Well – Managerial and Social Challenges was organized from 17-19th January, 2014. The conference was chaired by Dr. Sarah Harper, Professor of Gerontology at the Oxford Institute of Population Ageing and Senior Research Fellow

Nuffield College. She is trained as an ethnographer and her research concerns are globalization and global population ageing. The participants benefitted immensely from her research experience and scholarship.

The conference was inaugurated by Dr. S. Irudaya Rajan, Professor, Centre for development studies. An eminent scholar who specializes in the areas of Population and Development, Economics of Aging, Gender and Development, International Migration: Economic benefits and Social costs and Database Issues of Population Censuses, he enlightened the audience through his presidential address and the sessions he chaired.

Finesse, the finance forum of SCMS- Cochin, organized an International conference on “Indian Financial Sector on the Global Financial Landscape” on January 31 and February 01, 2014. Various dignitaries including academicians, researchers and industry practitioners attended the conference and several eminent speakers addressed the gathering during the two-day conference. The key speakers during the inaugural session were Mr. Venugopal C. Govind (Senior Managing Partner, Varma & Varma), Mr. C J George, (Managing Director, Geojit BNP Paribas) and Mr. Ravindra Krishnan (General Manager, National Bank of Bahrain).

Marketing Department, SCMS Business School, Cochin organized an International Conference on building customer trust (ICBCT) in December 2013. This year's theme for the conference was 'Building Customer Trust' and the main objective was to promote an Industry Institute Interface by providing a platform to share different perspectives that would eventually connote some concrete ideas to engage with. Customer trust is critical in present day times as it helps businesses to conserve relationships with customers and earn them long-term advantage.

ICBCT attracted about 400 participants including the representatives of corporate, academia and media. The conference featured high level experts who addressed the Opening and closing ceremonies, four business sessions comprising of 9 distinguished speakers and two technical sessions presided by subject experts discussing 12 research papers.

Contributions for the conference came from both academia and the industry. Speakers of eminence included Mr. Vijay Vijayasankar, Global VP of SAP Big data division, Dr. Padmakumar Nair, Director of

Thapar group of Institutions and Mr. Thomas De Lizaso, the Regional Manager of Decathlon India.

The students get a forum to do research work and make paper presentations during these events. The events were made really meaningful by paper presentations by the old students who were continuing the legacy that was passed on to them.

Humane – the HR forum of SCMS Cochin School of Business organised a two –day international conference on Cultural Diversity and Inclusion on 14 and 15 February 2014.

Internationally today, the Organizational Climate is dynamic, multi-cultural and has multiple facets to its practice and professional execution. The seminar aimed to cater to this need of management professionals by disseminating knowledge of the challenges and trends in international human resource management scenario and equip them with appropriate professional acumen by providing an opportunity of listening to the experiences of a plethora of expert professionals in the field sharing innovations and practices. Speakers at the conference included Mr. K. Suresh Kumar, Managing Director & CEO RWDI India, Mr. Praveen Kamath, Global Head Talent Transformation, Wipro BPO, and Mr. Jayan P., Head Global Human Resource, IBS Software Services Pvt. Ltd.

M.Sc (Biotechnology):

- i. The institute has organized a National workshop on Molecular Genomics on 16th April to 1st May 2008. All the participants from national institutes and universities got on-hand experience in handling molecular biology experiments.
- ii. SIBBR&D has organized a two day International conference in Biomaterials, Artificial Organs & Tissue Engineering (ICBAT) from February 28th to March 1st, 2010 in collaboration with Society for Tissue Engineering & Regenerative Medicine (STERMI) & Society for Biomaterials & Artificial Organs India (SBAOI)
- iii. SIBBR&D in collaboration with Coconut Development Board, Govt. of India has organized a Training programme for Neera Technicians for the hygienic harvesting process of Coconut Neera – 15 days from February 10th, 2014 to February 25th 2014.

3.1.7 Provide details of prioritized research areas and the expertise available with the institution.

MBA:

The institution has proved its expertise in doing research in certain specific domains. The institution hosted an International Conference on Ageing Well in January 2014. Dr. Radha Thevannoor, Director SSTM was the Convenor of the conference. She was awarded the title of Research Fellow of the Oxford Institute of Population Ageing. She has presented papers and attended international conferences, seminars and workshops. She has also been awarded the Pfizer prize for Aging, Japan.

Dr. Makesh K. G.

As part of initiating student interest into deeper topics beyond the course curriculum, students with finance major specialization, as part of their Securities Analysis and Portfolio Management subject, were introduced to the concept of Behavioural Finance. Though it was not a part of the course curriculum, the topic gave immense insights for the students to develop a lateral perspective on Efficient Market Hypothesis and Modern Portfolio Theory. Some students came up with the idea of conducting research into the behavioural aspects of investors, and with rigorous and meticulous guidance of the faculty, made it a part of their major project. Thus research was conducted by students on behavioural aspects like over-confidence, familiarity bias, cognitive dissonance etc. Furthering the activities, two articles were published in the area - One, 'Explaining Stock Prices and Investor Behaviour: An Anthology of Traditional Finance Approaches and its Fallacies', in *International Academic Research Journal of Business and Management*, Vol. No. 1, Issue No. 4, Sep. 2012; ISSN 227-1287, and two, 'From Traditional to Behavioural Finance: Explaining Behaviour of Stock Markets and Investors', in *SCOUR*, Vol. 5, No. 1, Jan.-June, 2011, Journal of Institute of Productivity and Management, New Delhi; ISSN 0973-6123.

The faculty, on his personal front, was an active participant in a research project on 'Rural Women Empowerment through Self Help Groups in Kerala' in the year 2010. The study was conducted among the rural communities in Alapuzha district of Kerala, to identify the benefits that accrue to rural women by participating in SHGs. Apart from the final report on the research project that was submitted to the UGC, the faculty also extended the work into four published research articles and one research paper presentation. The publications are: one,

SHGs Organised by NGOs: Towards Empowering Rural Women in Kerala', in *International Journal of Management Review*, May 2012, ISSN: 2277 -5803; two, 'Self Help Groups and Micro-Finance Through Bank Linkage: A Study of Coastal Women Community In Kerala', in *International Journal in Multidisciplinary and Academic Research*, Vol.1, No. 3, Sep.- Oct. 2012; ISSN 2278 – 5973; three, 'Rural Women Empowerment Through SHGs: A Study on Effect of Group and Member Profiles on Empowerment in Kerala', in *International Journal of Social Science Tomorrow*, Vol. 1, Issue. 8, October 2012; ISSN 2277-6168; four, 'Empowering Rural Women in Kerala: A Study of the Role of SHGs', in *International Journal of Sociology and Anthropology*, Vol. 4, No. 9, Nov. 2012, pp. 270-280; ISSN 2006-988. The presentation is 'Impact of Self- Help Groups on Rural Women of Kerala', made in *International Conference on Challenges to Inclusive Growth in the Emerging Economies*, during Dec. 15-17, 2010, conducted by IIM Ahmedabad, India

A.V.Jose, Associate Professor, Finance

Professional Banker, Associate member of Indian Institute of Banking and Finance, Mumbai worked in State Bank of India for 25 years, held various positions in the Bank in Senior Management Cadre with expertise in Microfinance, Financing to SHGs, working with NGOs. An expert in credit appraisal was heading the Dept of credit appraisal at Local Head Office, Trivandrum.

After joining SCMS, he worked in close liaison with British Council for their project on Micro finance with Ghana and Tanzania as partnering countries under the technical collaboration with University of Lancashire. He was involved in conducting multi-stage survey for an indepth study of the SHGs operating in the districts of Alapuzha, Trichur and Ernakulam. On the basis of the surveys, financial literacy classes were conducted for this group with the active participation of students and faculty members.

He has interest in gerontology and financial aspects of aging. He has presented a paper on this area in the "International Conference on aging well "conducted on 17.01.2014. at SCMS Cochin. Published two articles in International journals on subjects connected with the Banking and Finance.

M.Sc (Biotechnology)

Title & Scope of the R&D Project along with the sponsoring agency, if any.	Expertise
Development of Low Fat Nutritionally Rich Delicious Fresh Tender Coconut Cream. Coconut Development Board	Dr.C.Mohankumar (PI) Dr.C.Balachandran Dr.Salini Bhasker Malavika B.H Renna Ann Raju
Designing a hygienic harvesting process and an appropriate processing technology for sustaining the quality of coconut neera as a nutritive drink. Technology Mission, Coconut Development Board, Govt. of India – 2013-2015	Dr.C.Mohankumar (PI) Dr.C.Balachandran Dr.Salini Bhasker Rajesh.MD Anisha. S
Evaluation of Coconut Embryonic Tissue - Haustorium for the Production of Value Added Products with respect to its Nutritional, Therapeutic and other Biological Properties. Technology Mission, Coconut Development Board, Govt. of India – 2013-2015	Dr.C.Mohankumar (PI) Dr.Salini Bhasker Divyaa Sreekumar Sona A.S Sarath.S
Production of Biofuel from Coconut Oil	Dr.C.Mohankumar (PI) Harish.M
Regulation of the expression of insulin receptor (INSR) and glucose transporter (glut4) genes in response to stevioside as an antidiabetic agent in normal and insulin sensitive L6E9 myoblasts and T3L1 preadipocytes	Dr.Salini Bhasker (PI) Dr.C.Mohankumar (coordinator)
Fractionation, Purification and Structural Elucidation of Active Compound of <i>Hemigraphis colorata</i> and studies on its Molecular mechanism of Wound Healing by <i>in vitro</i> and <i>in vivo</i> methods in keratinocytes, 3T3 fibroblasts and in animal models	Dr.Salini Bhasker (PI) Dr.C.Mohankumar (Coordinator) Divyaa Sreekumar

Production of recombinant Human lactoferrin for exploiting its therapeutic benefits.	Dr. C.Mohankumar (PI) Dr. Salini Bhasker Mrs. Anisha.S
Expression of bovine lactoferrin gene and SNP variation in vechur cow, the indigenous breed of Kerala	Dr.C.Mohankumar (PI) Dr. Salini Bhasker Mrs. Anisha. S.
Functional expression of <i>FAD2</i> (omega-6 fatty acid desaturase) gene of soyabean in peanut for improving the PUFA content	Dr. C.Mohankumar (PI) Dr.Salini Bhasker Mr. Rajesh MD
Enrichment of Steviosides- the natural sweetener in <i>Stevia rebaudiana</i> by over expressing UGT gene	Dr. C.Mohankumar (PI) Dr. Salini Bhasker Mr. Harish. M
Rapid Diagnosis of chikungunya virus and production of monoclonal antibodies against E1 Coat protein.	Dr. C.Mohankumar (PI) Dr. Salini Bhasker Ms. Krishna Yathi
Molecular Characterization and Transformation of ROS genes in Cardamom (<i>Elettaria cardamomum</i> L.) for inducing defense mechanism against shoot borer attack	Dr.C.Mohankumar (PI) Dr.Salini Bhasker Susan George
Molecular characterization of Ascorbate peroxidase in Pepper (<i>Piper nigrum</i>) for enhancing resistance to Quick wilt disease.	Dr.C.Mohankumar (PI) Dr.Salini Bhasker Anju Nandakumar
Earlier diagnosis of serotypes of dengue virus using recombinant antigen	Dr.Salini Bhasker (PI) Dr.C.Mohankumar

Molecular detection of canine pregnancy using recombinant relaxin hormone protein	Dr.Salini Bhasker (PI) Dr.C.Mohankumar (Coordinator) Renna Ann Raju
Molecular Investigation of FMD Virus genome	Dr.C.Mohankumar (PI) Dr.Salini Bhasker Mr. Harish.M Mr. Rajesh M.D Mrs. Anisha.S
Production of Coconut Methyl Esters (CME) from coconut oil and its feasibility studies as biofuel in Diesel Engines	Dr.C.Mohankumar (PI) Dr.C.Balachandran Mr. Harish.M

3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?

MBA and MCA:

The international conferences (mentioned in 3.16) are organized to ensure the exposure of both students and faculty to the research experiences and knowledge of scholars of eminence.

M.Sc (Biotechnology)

Reputed scientists from National institutions often visit the institute as examiners of M.Tech & Ph.D open defense programme. In such instances, the institute makes arrangements for an interaction with the students. The following are the recent events happened in this account

- i). Dr. Ananda Kumar, Director, Institute of Biotechnology, ANGRAU, Hyderabad. conducted on 17-2-2014
- ii). Dr. P. Mohankumar, Director, UPASI, Tea Research Foundation, Coimbatore. conducted on 17-2-2014
- iii). Dr.Shailaja Hittalmani, Professor & Head, Department of Plant Breeding & Genetics, University of Agricultural Sciences, GKVK, Bangalore. Visited the institute on 08-10-2013
- iv). Mr. Puneeth Kumar, Cranes Softwares International, Bangalore. Visited the institute on 11-07-2013
- v). Mr. Jayson J Paulose, Harvard University of Engineering & Applied Sciences, USA. visited the institute on 6-01-2012

Dr. Anil Kumar P.T, Scientist, Department of Tissue Culture, SCTIMST, Trivandrum. Visited the institute on 24-08-2011

3.1.9 What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?

MBA, MCA and M.Sc (Biotechnology):

The institution does not have Sabbatical leave. Instead, there is flexi leave, course work leave and half pay leave.

3.1.10 Provide details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings of research of the institution and elsewhere to students and community (lab to land)

MBA:

NIL

M.Sc. (Biotechnology)

The following research products were transferred to industry for further commercialization

- i. Early Diagnosis of Chikungunya virus using recombinant antigen – A diagnostic kit for chikungunya fever- Transferred to UBIO-Biotechnology Systems Pvt Ltd, Kinfra-HI Tech park, Kalamassery
- ii. Antidiabetic natural sweetener – The processing technique of a natural sweetener – Stevioside from Stevia rebaudiana – Transferred to Dhathri Ayurveda Pvt. Ltd, Cochin
- iii. Coconut Neera – Unfermented coconut Neera produced by modified processing protocol – Discussions with My Home Foods, PVT, LTD, Chennai is progressing

3.2. Resource Mobilization for Research

3.2.1. What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.

MBA and M.Sc (Biotechnology)

Apart from the external funded projects, all the in house projects are funded fully by the institute by its own way

3.2.2. Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and

the percentage of the faculty that has availed the facility in the last four years?

MBA: Nil

M.Sc (Biotechnology)

Yes. The management has provided seed money in the form of investment into research equipments for internal projects.

3.2.3 What are the financial provisions made available to support student research projects by students?

MBA:

NIL

M.Sc (Biotechnology)

The last semester (6 months) of the M.Sc course is for doing independent research project. Each student will be allocated a particular research project coming under the objectives of the institute as well as the subject area covering the course objective. All the tools and techniques with the project will be related to Molecular Biology & Genetic Engineering. Hence a sophisticated laboratory facility with expensive reagents is indispensable for the research project. Since the institute has good infrastructure facility in terms of laboratory and molecular chemicals, the entire research project of the last semester is supported by the institute. Hence no financial input is made by students for doing the research project. Even outsourcing for some experimentation, if required is being done by the institute by its own.

3.2.4 How does the various departments/units/staff of the institute interact in undertaking inter-disciplinary research? Cite examples of successful endeavors and challenges faced in organizing interdisciplinary research.

MBA:

The institution has had experience in planning and executing inter-disciplinary projects. Collaboration starts from the conceptual stage of the project. The project is visualized in entirety by the team and the possibilities, limitations and practical aspects of the problem (topic of research) are exhaustively analysed. Once the topic is finalized, execution of the project happens under the constant, close supervision of the team leaders, from various disciplines. The Principal Investigator sees to it that the entire team is participating in all

the steps taken during the project. This collaborative effort continues till the successful completion of the project.

The example of the project done for M.S. Swaminathan Research Foundation can be quoted in this context. The project was to develop a 'Patient Logistics Management System' for communicable diseases for the Primary Health Centres. The team consisted of social scientists and information scientists. The need for the software, the feasibility of the same was assessed and confirmed by the team of social scientists. They provided the team of information scientists with a list of requirements who, in turn visualized the software and developed it.

M.Sc (Biotechnology):

The scientists of the institute have enough expertise in different fields of Molecular Biology, Genetic Engineering, Bioinformatics, Bioprocessing and Biochemistry. Hence an interactive approach is being undertaken for executing research projects. But in the case of toxicology analysis, the institute depends on NABL accredited laboratories like SCTIMST, Thiruvananthapuram, Vimta Laboratory, Bangalore and Leads Clinical Research laboratory, Bangalore.

3.2.5 How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?

MBA:

The Institution has high-speed internet connectivity with the computer lab working for twelve hours per day, six days a week. On Sundays, the lab works for eight hours. The platform is Windows 7 and the lab offers additional support with software like SPSS, - and Atlas-ti.

The library is well stocked and subscribes to 26 international Journals, 90 national journals and has 8682 books. The library remains open for ten hours every day (from 8am to 6 pm), six days a week. On Sundays, the library remains open from morning 9am to evening 4pm. The library also subscribes to online repositories like EBSCO and ProQuest.

M.Sc (Biotechnology):

All the research facilities of the institute such as laboratories, equipments and reagents are easily available for all the faculties and students. The faculty in charge or the supervisor and the Scientific assistants of each laboratory will monitor and guide the rational use of

these things by the students.

3.2.6 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If 'yes' give details.

MBA:

NIL

M.Sc Biotechnology:

Yes.

External Funded Projects:

- i). Regulation of the expression of Insulin receptor (INSR) and glucose transporter (glut4) genes in response to stevioside as an antidiabetic agent in normal and insulin sensitive L6E9 myoblast and T3-L1 preadipocytes- Department of Science & Technology (DST), Govt. of India, 2011-2014.
- ii). Development of Low Fat Nutritionally Rich Delicious Fresh Tender Coconut Cream – Technology Mission, Coconut Development Board, Govt. of India – 2012-2014
- iii). Designing a Hygienic Harvesting process and an appropriate processing technology for sustaining the quality of Coconut Neera as a nutritive drink. Technology Mission, Coconut Development Board, Govt. of India – 2013-2015
- iv). Evaluation of Coconut Embryonic Tissue - Haustorium for the Production of Value Added Products with respect to its Nutritional, Therapeutic and other Biological Properties. Technology Mission, Coconut Development Board, Govt. of India – 2013-2015

3.2.7. Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organizations. Provide details of ongoing and completed projects and grants received during the last four years.

MBA:

The institution encourages the faculty members to submit research proposals to funding agencies (like ICSSR, AICTE). The institution also supports the faculty in the execution of the research project. The researchers are allowed to use the infrastructure and other facilities in the execution of the project

Nature of the Project	Duration Year From To	Title of the project	Name of the funding agency	Total Grant (in Rs.)		Total grant received till date (in Rs.)
				Sanctioned	Received	
Minor projects* (Funding up to 3 lakhs)	2009	Socioeconomic survey as part of Prefeasibility Study – Urban Transport, Kochi	Global Works International Project Development (Subsidiary of Asian Development bank)	2,00,000	2,00,000	2,00,000
	2008	Situational Analysis and Need Identification of Physical Infrastructure Facilities and Social Needs of Households of Edakochi	Infrastructure Kerala Limited (INKEL)	3,00,000	3,00,000	3,00,000

Major projects**	2014	Development of a Profile of Short - duration Migrant Labourers in Ernakulam District	Indian Council for Social Science Research (ICSSR)	5,00,000		
Major projects**	2009	Enabling Behaviour Change Communication for Health Supervisors, Health Inspectors and Block Arogyakeralam Co- Coordinators	National rural Health Mission	5,50,000	5,50,000	5,50,000

	2007-08	Patient Logistic Management System (PLMS)*- A software for tracking and monitoring incidence of communicable diseases at the Primary Health Centre level.	M.S. Swaminathan Research Foundation	7,00,000	7,00,000	7,00,000
Interdisciplinary projects						
Industry sponsored	*,**Please see the note					
Students' research projects						
Any other (specify)						

*, ** - all the major and minor projects belong to the interdisciplinary category

Nature of the project	Duration From -To	Title of the Project	Name of the funding agency	Total grant	Total Grant received
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						ved Till date
				Sancti oned (in lakhs)	Rec eive d	
Minor projects						
Major projects	2011- 2014	Regulation of the expression of Insulin receptor (INSR) and glucose transporter (glut4) genes in response to stevioside as an antidiabetic agent in normal and insulin sensitive L6E9 myoblast and T3-L1 preadipocytes	Departm ent of Science & Technol ogy (DST), Govt. of India	26.16	24.4 6	24.4 6
	2012- 2014	Development of Low Fat Nutritionally Rich Delicious Fresh Tender Coconut Cream	Technol ogy Mission, Coconut Develop ment Board, Govt. of India	34		
	2013- 2015	Designing a Hygienic Harvesting process and an appropriate processing technology for sustaining the quality of Coconut	Technol ogy	30		

	2013-2015	Neera as a nutritive drink. 2013-2015 Evaluation of Coconut Embryonic Tissue - Haustorium for the Production of Value Added Products with respect to its Nutritional, Therapeutic and other Biological Properties.	Mission, Coconut Development Board, Govt. of India Technology Mission, Coconut Development Board, Govt. of India –	25		
Interdisciplinary projects	NIL					
Industry sponsored	NIL					
Students , research projects	NIL					
Any other (specify)	NIL					

M.Sc (Biotechnology)

3.3 Research Facilities

3.3.1 What are the research facilities available to the students and research scholars within the campus?

MBA:

The Institution has high-speed internet connectivity with the computer lab working for twelve hours per day, six days a week. On Sundays, the lab works for eight hours. The platform is Windows 7 and the lab offers additional support with software like SPSS, - and Atlas-ti.

The library is well stocked and subscribes to 26 international Journals, 90 national journals and has 8682 books. The library remains open for ten hours every day (from 8am to 6 pm), six days a week. On Sundays, the library remains open from morning 9am to evening 4pm. The library also subscribes to online repositories like EBSCO and ProQuest.

M.Sc (Biotechnology):

The institute provides the following laboratory and equipments to students Major Laboratories

1. Molecular Biology Laboratory I
2. Molecular Biology laboratory II
3. Cell culture & Tissue Engineering laboratory
4. Biochemistry Laboratory
5. Microbiology laboratory
6. Bioprocessing laboratory
7. Plant Tissue Culture Laboratory

3.3.2 What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?

MBA:

The institution is actively involved in organizing seminars in various disciplines like Marketing, Finance, Human Resources and Information Systems.

The students get a forum to do research work and make paper presentations during these events. The events were made really meaningful by paper presentations by the old students who were continuing the legacy that was passed on to them.

The students are introduced to the process of research once they get into the second semester. This is planned as a part of the curriculum. The course on research methodology starts with a social-science research project where they gain field exposure and introduction to activities like data collection and later on data entry and basic analysis. The exercise extends till the completion of the course, progressing through various processes like literature review, data entry, and analysis finally winding up with writing of the report.

The students are given opportunities to participate in the formal research projects in various capacities – they can volunteer for data collection, data entry and data analysis exercises.

In the last four years at least four of the students have got professional research jobs in international and national firms of repute.

The Institution has high-speed internet connectivity with the computer lab working for twelve hours per day, six days a week. On Sundays, the lab works for eight hours. The platform is Windows 7 and the lab offers additional support with software like SPSS, - and Atlas-ti.

The library is well stocked and subscribes to 26 international Journals, 90 journals and has 8682 books. The library remains open for ten hours every day (from 8 am to 6 pm), six days a week. On Sundays, the library remains open from morning 9 am to evening 4 pm. The library also subscribes to online repositories like EBSCO and ProQuest.

M.Sc (Biotechnology):

The institute strengthens its infrastructure through external and internal funded research projects

3.3.3 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities? If ‘yes’, what are the instruments/ facilities created during the last four years.

MBA:

NIL

M.Sc (Biotechnology):

From project funds from – Department of Science & Technology, and Coconut Development Board, Govt of India for procuring equipments like

- i. Inverted phase contrast microscope
- ii. Inverted phase contrast microscope with fluorescent attachment
- iii. ELISA reader
- iv. Electro transfer blot
- v. Bead Sterilization equipment
- vi. Laminar flow chambers
- vii. Biofermenter
- viii. Incubator shaker
- ix. Vacuum distillation unit
- x. Heating oven
- xi. UV spectrophotometer

- xii. Heavy duty cold centrifuge
- xiii. Gerber centrifuge
- xiv. Refrigerators

3.3.4 What are the research facilities made available to the students and research scholars outside the campus / other research laboratories?

MBA:

NIL

M.Sc (Biotechnology)

The institute provides the training for students from outside institutes and also provides for a customer service facility for outside research scholars for utilizing the equipment facility of the institute

3.3.5 Provide details on the library/ information resource center or any other facilities available specifically for the researchers?

MBA:

The Institution has high-speed internet connectivity with the computer lab working for twelve hours per day, six days a week. On Sundays, the lab works for eight hours. The platform is Windows 7 and the lab offers additional support with software like SPSS, - and Atlas-ti.

The library is well stocked and subscribes to 26 international Journals, 90 journals and has 8682 books. The library remains open for ten hours every day (from 8am to 6 pm), six days a week. On Sundays, the library remains open from morning 9am to evening 4pm. The library also subscribes to online repositories like EBSCO and ProQuest.

M.Sc Biotechnology:

The institute has a good library facility with full time net facility, a good collection of current books of the course subjects and subscription of more than 40 international online journals and 10 journals as hardcopy

3.3.6 What are the collaborative research facilities developed/ created by the research institutes in the college. For ex. Laboratories, library, instruments, computers, new technology etc.

MBA:

NIL

M.Sc Biotechnology:

As the outcome of collaborative research with Technology Mission, Coconut Development Board, Govt. of India, the institute has set up a processing laboratory with the infrastructure like Biofermentor, Laminar flow chamber, UV spectrophotometer, Vacuum distillation unit, high speed centrifuge, lap top etc

3.4 Research Publications and Awards**3.4.1 Highlight the major research achievements of the staff and students in terms of****MBA**

1. Patents obtained and filed (process and product) NIL
2. Original research contributing to product improvement NIL
3. Research studies or surveys benefiting the community or improving the services: Nil
4. Research inputs contributing to new initiatives and social development

Project on Micro Finance, Gender and Poverty was undertaken by the Institution. The project was in collaboration with British Council and University of Lancashire. Tanzania and Ghana were the foreign partners. As part of the implementation of the Project, three sets of surveys were conducted and a series of financial literacy trainings were administered in three Districts (Trichur, Ernakulam and Alapuzha). International conference on Micro finance was conducted at the Institute. The participation of Batch 8 MBA students in financial literacy training and surveys were commendable. They contributed to a great extent by organizing a drama on the theme of evils of over borrowing and reckless spending by low income families in Kerala

M.Sc (Biotechnology)

Patents obtained and filed (process and product)

Indian Patents:

- i. Sequence, Transgenic Products and Process Thereof- Application No. 982/CHE/2011, dated March 29, 2011
- ii. Nucleotide and Amino acid Sequence, Methods and Kit Thereof Application No. 980/CHE/2011, dated March 28, 2011
- iii. Coconut Cream obtained from Tender Coconut and Method Thereof- Application no. 5358/CHE/2013, November 20th 2013
- iv. Biofuel from Coconut Oil- Application No - 03385/CHE/2013, August 29th 2013

International Patents (Australia)

- i. Sequence, Transgenic Products and Process Thereof- Application No. PCT/IB2012/051491, dated March 28th 2012
- ii. Nucleotide and Amino acid Sequence, Methods and Kit Thereof – Application No. PCT/IB2012/051458, dated March 27th 2012.

Prithviraj B, Kant Pragya, Narayanan Jithesh M, Khan W, Hankins S, Neily W, Critchley A T, Craigie James S Bioactive Compounds Of Ascophyllum Nodosum And Their Use For Alleviating Salt-Induced Stress In Plants

USPTO - US2011152099 **Publication:** 23/06/2011

• Research studies or surveys benefiting the community or improving the services

- i. Molecular Characterization of stevioside as an antidiabetic drug
- ii. Rapid diagnosis of chikungunya virus infected in patients serum and development of antigen based and antigen capture ELISA kits for its detection
- iii. Development of Biodiesel from Coconut oil
- iv. New Low fat and nutritious products from tender coconut, coconut Haustorium and Coconut neera
- v. Expression of lactoferrin gene for exploiting its therapeutic benefits from Vechur cow, the indigenous breed of Kerala

3.4.2 Does the Institute publish or partner in publication of research journal(s)? If ‘yes’, indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?

Journal Name: SCMS Journal of Indian Management

Composition of Editorial Board: --

Listed in Databases: Cabell’s Directory, EBSCO, Proquest

3.4.3 Publications

MBA

Makesh K G

Books Authored

1. ‘Rural Women Empowerment: Initiatives through Self Help Groups’, VDM Verlag Dr. Muller, Germany, 2011; ISBN 978-3-639-33604-7
2. ‘Financial Services: A Marketing Perspective’, VDM Verlag Dr. Muller, Germany, 2011; ISBN 978-3-639-34247-5

Chapters Contributed In Books

1. 'Impact of Self- Help Groups on Rural Women of Kerala' in Challenges to Inclusive Growth in Emerging Economies, IIM – Ahmedabad, 2010
2. 'CSR: A Strategic Approach for Indian Companies to Reinforce Brand Equity', in Rethinking Corporate Social Responsibility, Macmillan Publishers India, 2011; ISBN 13: 978-0230-32310-0
3. 'Rural Entrepreneurship through SHGs', in Entrepreneurship: Perspectives and Strategies, Sree Venkateshwara Publications, 2013 ISBN; 978-81-923165-2-9

Articles Published In Journals

1. 'Liquidity Risk Management in Banks: Gap Analysis of Federal Bank and CBoP', Professional Banker, ICFAI University, February 2009; ISSN 0972-5156
2. 'Union Budget 2009-10: A Showdown on Economic and Political Exigencies', ICFAI Reader, ICFAI University, June 2009; ISSN 0972-5091
3. 'IPRs for Ensuring Competitiveness in Indian MSME Sector: Challenges & Opportunities', South Asian Business Review, Birla Institute of Management & Technology, Noida, June 2009; ISSN 0974-5939
4. 'Credit Risk Disclosures by Banks: The Market Discipline Pillar of Basel II Accord', Fortune Journal of International Management, Fortune Institute of International Business, New Delhi, July-December, 2010; ISSN 09973-0079
5. 'Agricultural Sector in India: Concerns on Performance and Sustainability', South Asian Business Review, Birla Institute of Management and Technology, Noida, January, 2011; ISSN 0974-5939
6. 'From Traditional to Behavioural Finance: Explaining Behaviour of Stock Markets and Investors', SCOUR, Vol. 5, No. 1, Jan.-June, 2011, Journal of Institute of Productivity and Management, New Delhi; ISSN 0973-6123
7. 'Mergers and its Impact on Competition in Banking Sector: A Theoretical Perspective on International Experiences', PCTE Journal of Business Management, Volume 8, Issue 2, July-December 2011; ISSN 0973-4066
8. 'SHGs Organised by NGOs: Towards Empowering Rural Women in Kerala', International Journal of Management Review, May 2012, ISSN: 2277 -5803

9. 'Self Help Groups and Micro-Finance Through Bank Linkage: A Study of Coastal Women Community In Kerala', Shiv Shakti International Journal in Multidisciplinary and Academic Research, Vol.1, No. 3, Sep.- Oct. 2012; ISSN 2278 – 5973
10. 'Explaining Stock Prices and Investor Behaviour: An Anthology of Traditional Finance Approaches and its Fallacies', International Academic Research Journal of Business and Management, Vol. No. 1, Issue No. 4, Sep. 2012; ISSN 227-1287
11. 'Rural Women Empowerment Through SHGs: A Study on Effect of Group and Member Profiles on Empowerment in Kerala', International Journal of Social Science Tomorrow, Vol. 1, Issue. 8, October 2012; ISSN 2277-6168
12. 'Empowering Rural Women in Kerala: A Study of the Role of SHGs', International Journal of Sociology and Anthropology, Vol. 4, No. 9, Nov. 2012, pp. 270-280; ISSN 2006-988
13. 'Impact of FIIs on Corporate Dividend Policy in India', Paripex - Indian Journal of Research, Vol. 2 Issue 5, May 2013; ISSN 2250 – 1991
14. 'Seasonality in Emerging Economies: Evidences From Indian Stock Market', International Journal of Financial Management, Publishing India Group, Vol.3, Issue 2, July 2013

Dr. Susan Abraham

1. 'Influence of Personality on the selection of Career Management Strategies" (BIFT's Journal of International Management and Research, April – June 2009).
2. 'Prominence of Higher Order Needs: An Indian IT Sector Experience" (Vilakshan XIMB Journal of Management, September, 2009).
3. "Development of an employee engagement programme on the basis of employee satisfaction survey" (Journal of Economic Development, Management, IT, Finance and Marketing, GSMI New York, March 2012).
4. "Job Satisfaction as an antecedent to employee engagement" (SIES Journal of Management, Volume 8, Issue 2, September 2012).
5. "Relationship between Organisational Culture and Employee Engagement: A study" (Excel International Journal of Multidisciplinary Management Studies, Vol.3 Issue 2, February 2013).
6. "A study on sustainability and customer satisfaction" (Intercontinental Journal of Marketing Research Review, Volume 1 Issue 5, February 2013).

7. “Human Resource Management in Successful Entrepreneurship – A Review” (International Journal of Exclusive Management Research, Vol 3 Issue 8 August 2013)

Mr. Vilas Nair

1. Chapter in Books Paper on “Private Label and Consumer Perception published in Chapter form in Excel Publication ISBN 978-81-7446-927-4.
2. Published an article Titled “The survival of the fittest: Private label vs the manufacturer brand” in South Asian Journal of Marketing and Management Research. Vol 2 issue10, October 2012. SAJMMR (ISSN No 2249-877X).
3. Paper on “Private Label and Consumer Perception published in Chapter form in Excel Publication ISBN 978-81-7446-927-4.

Mr. A V Jose

1. Indian Banking – Consolidation or Financial Inclusion- Which is the priority (October 2013)
2. Asset Quality of Indian Banks – an Overview (June 2013)

Ms. Daly Poullose

1. A Case study titled” Risks and Strategies for a Build-Own-operate International Airport Project in India” has been published by IGI Global Publishers in 2013 in the International Journal of Risk and Contingency Management(IJRCM) (ISSN:2231-5756)
2. An empirical “study of target customer perceptions about foreign participation in Higher Education in India” has been accepted for publication at Mc Stanford Journal of International Management (ISSN:2321-1652)
3. Chapter titled “Tapping Emerging Market Competencies” in “Towards managerial Excellence: Challenges and Choices” by MacMillan Publishers, 2011. (ISBN: 0230-33253-6)

Dr. Andez George

1. Social Media: Technology for Relationship Marketing’ Business Sciences International Research Journal, Vol 1, Issue 2, ISSN 2321-3191(Print)
2. ‘Toy Market: Changing Trends’ Proceedings of International conference on applied research in business, management, economics and finance, ISBN 9780989515009

3. 'Toy purchases through organized retail outlets in Kerala-An empirical study' *International Journal of Research in Commerce, Economics & Management (e-journal)*, Vol No.1(2011),Issue No.8,ISSN 2231-4245
4. *Modern Trends in Indian Retail Industry* in T.Thiruvankadam, N.Pachanatham (Eds) 'An Overview of Organised Retail Store Selection Behaviour', Scitech Publications (India) Pvt.Ltd. Chennai, 2011, PP.138-150. ISBN 978-81-8371-365-8
5. *Management Practices for Environmental Sustainability* in S.Pragadeeswaran (ed) "SWOT Analysis on Management Practices of Organic Rice Farming in Kerala", 2nd **International** Conference Proceedings of Annamalai University, Anuragam Publications, Chennai, 2010 Price 500 PP.50-54.ISBN 9789880627236.
6. In EBSCO: 'Toy purchases through organized retail outlets in Kerala-An empirical study' *International Journal of Research in Commerce, Economics & Management (e-journal)*, Vol No.1(2011),Issue No.8,ISSN 2231-4245

Books Edited –Two

7. *Modern Trends in Indian Retail Industry* in T.Thiruvankadam, N.Pachanatham (Eds) 'An Overview of Organised Retail Store Selection Behaviour', Scitech Publications (India) Pvt.Ltd.Chennai, 2011, PP.138-150. ISBN 978-81-8371-365-8
8. *Management Practices for Environmental Sustainability* in S.Pragadeeswaran (ed) "SWOT Analysis on Management Practices of Organic Rice Farming in Kerala", 2nd International Conference Proceedings of Annamalai University, Anuragam Publications, Chennai, 2010 Price 500 PP.50-54.ISBN 9789880627236.7446-604-4

Mr. Ajith Sundaram

1. Transforming Collaborative Working in Educational Institutions with Groupware Technologies (*International Journal of Engineering Research and Technology*) Vol. 2 Issue 10, October - 2013
2. Can Social Networking Keep Students In School? A Proposal for an Ideal Social Networking Site for an Educational Institution. (*ZENITH International Journal of Business Economics & Management Research*) ISSN 2249- 8826 ZIJBERM, Vol.3 (12), December (2013)
3. Backwater Tourism has created positive impact in the foreigners mind in promoting Alleppey as a Tourist Destination -An empirical

study at Alappuzha in Kerala (International Journal of Social Science and Interdisciplinary Research) 2013 IJERTV1IS10265

4. The changing face of engineering education in Kerala -An empirical study at engineering colleges in Kerala (International Journal of Engineering Research and Technology) Vol. 1 Issue 10, December-2012 ISSN: 2278-0181

5. Campus placements in Kerala -An empirical study at the selected Engineering Colleges in Kerala (International Journal of Scientific and Research Publications) Volume 3, Issue 1, January 2013 1 ISSN 2250-3153

6. Study On Welfare Measures For Employees In A Manufacturing Company (ZENITH International Journal of Business Economics & Management Research) ISSN 2249- 8826 ZIJBEMR, Vol.4 (1), JANUARY (2014)

MCA

Ms. Lakshmi Mahesh

1. Published in “International Journal Of Computer Science And Information Technology(IJCSIT)-ISSN 0974-8385,Dec2009-Title “Impact Of Entry Behaviour On Organisational Culture Embedded With Swarm Intelligence And Cultural Algorithms”

2. Published in Jan edition of “International Journal of Research in Marketing & Finance(ISSN 2231-4334)”, Title “Association Models For Market Basket Analysis ,Customer Behaviour Analysis And Business Intelligence Solution Embedded With Apriori Concept

Ms. Anjana S. Chandran

1. Paper titled “An Innovative Technique For Authenticating The User An Experimental Result”

- International Journal of Advanced Research In Computer Science and Software Engineering(IJCSSE) (ISSN: 2277128X) .Volume3,Issue 3, pp.441-443 http://ijarcsse.com/3_March2013.php

- Journal has been indexed in Thomson Reuters, DOAJ, Global Impact Factor GIF etc

2. Anjana S.Chandran,Dr.Varghese Paul, “Application OfTDMRC Code For Natural Language Processing An Experimental Result”

- Proceedings of National Conference on Indian Language Computing (NCILC) 19th and 20th January 2013,3rd National Conference on Indian Language Computing organised by Dept. of Computer Applications, CUSAT technically sponsored by Div III, CSI

- CSI Digital Library

3. Anjana S.Chandran,Dr.Varghese Paul, “ An indepth understanding of DSA algorithm - A case study”

- International Journal of Advanced Research In Computer Science and Software Engineering(IJCSSE) (ISSN: 2277128X) .Volume3,Issue 2, pp.169-171

http://ijarcsse.com/2_February2013.php

- Journal has been indexed in Thomson Reuters, DOAJ, Global Impact Factor GIF etc

4. Anjana S.Chandran,Dr.Varghese Paul, “Experimental Results and Time Complexity Analysis of Enhanced Sorting and Searching Algorithm on Real Time Database encrypted using TDMRC Code”

- National Conference on Software Engineering (NCSOFT), held at CUSAT, May, 2010.

- Published in Contemporary trends in Software Engineering, Directorate of Public Relations and Publications, CUSAT with ISBN978-83-80095-09-7.

5. Anjana S.Chandran,Dr.Varghese Paul, “Experimental Results of Enhanced Sorting and Searching Algorithm on encrypted database using TDMRC Code”,

- International Journal of Computer Science and Information Technology IJCSIT(ISSN : 0974-8385),volume 2,Number 2,December 2009, pp.147-150

- Best Technical Award Winning Paper

- “Insight’09”, organised by CCSIT, University of Calicut and NIMIT, Pongam, November, 2009.

6. Anjana S.Chandran,Dr.Varghese Paul, “Enhanced Sorting and Searching of Real-time Database System, encrypted using TDMRC Code”

Proceedings of National Conference on Networking and Data Management Technologies, Osmania University, Hyderabad, September, 2009.

Ms. Rekha Sunny

1. Research paper “An evolutionary approach to Credit Card Fraud Detection” published in the proceedings of UGC Sponsored National

conference on Cyber Law and Cyber Forensics, ISBN: 978-81-927911-0-4, organized by Department of Computer Science, Sree Sankara VidyaPeetom College, Valayachirangara, Perumbavoor on 13th and 14th August, 2013.

2. Research paper “A Prototype of Heart Disease Risk Level Prediction Model Using An Improved Data Mining Algorithm” published in International Journal of Engineering Research & Technology (IJERT), ISSN: 2278-0181, Vol. 2 Issue 12, December – 2013

3. Participated in the National Seminar on “Trends in Computer Communication and Network Security” held at MES

Ms. Hasnath Abu

1. Two research papers were accepted at international conferences in 2010 and published in their conference proceedings.

2. International Conference on Control, Communication and Computing which was organized by the College of Engineering, Trivandrum during 18-20 Feb 2010.

3. National Conference on Computing, Communication and Technology held during 22-23 Jan 2010 in R.V. College of Engineering, Mysore Road, Bangalore.

BIOTECHNOLOGY

Dr. Salini Bhasker

1. Functional characterization of recombinant bromelain of *Ananas comosus* expressed in a prokaryotic system (2013). Molecular Biotechnology (In press)

2. Determination of B cell epitopes and Evaluation of Antigen Capture ELISA for the earlier diagnosis of CHIK Virus using anti-rCHIK E1 rabbit Antibodies (2013). Journal of Immunological methods 393, 45-52.

3. Functional and Structural Variation of Uridine Diphosphate Glycosyltransferase (UGT) gene of *Stevia rebaudiana* –UGTSr involved in the synthesis of rebaudioside A (2013). Plant Physiology & Biochemistry 63, 245-253.

4. Relative Quantification of FAD2 Gene expression and Comparative Analysis of SNPs of Indian Peanut (*Arachis hypogaea* L.) Cultivars (2013). Biosciences Biotechnology Research Asia 10(1), 403-410.

5. Functional Variation of Ascorbate Peroxidase in Black Pepper (*Piper nigrum*) Varieties during Infection of *Phytophthora capsici* (2013). Biosciences Biotechnology Research Asia 10(1), 253-260.
6. Recombinant Lactoferrin (Lf) of Vechur Cow, the Critical Breed of *Bos indicus* and the Lf Gene Variants (2012). GENE, [495 \(1\)](#): 23–28.
7. Recombinant CHIK virus E1 coat protein of 11 KDa with antigenic domains for the detection of Chikungunya (2011). Journal of Immunological Methods 372 171–176
8. Physicochemical Characterization and functional site analysis of lactoferrin gene of Vechur cow, the critical breed of *Bos Indicus* by bioinformatics approaches (2011). Bioinformation 6(7): 275-278.

Dr. Jitesh M. Narayanan

1. Jithesh M N, O.S.D. Wally, AT Critchley, D Hiltz and B Prithiviraj (2012) Analysis of seaweed extract induced transcriptome leads to identification of a negative regulator of salt tolerance in Arabidopsis. HortScience. HortScience June 2012 47:704-709.
2. Wajahat Khan, Usha P, Sowmya S, Jithesh MN, Prashanth R, Mark Hodges D, Critchley AT, Craigie JS, Norrie J and Prithiviraj B (2009) Seaweed extracts as biostimulants of plant growth and development. Journal of Plant growth Regulation, December 2009, Volume 28, Issue 4, pp 386-399

Dr. Sheeja

1. K Sheeja, G Kuttan *Andrographis paniculata* Downregulates Proinflammatory Cytokine Production and Augments Cell Mediated Immune Response in Metastatic Tumor- Bearing Mice. *Asian Pacific Journal of Cancer Prevention* 2010, 11:723-729.
2. P. Pratheeshkumar, K. Sheeja , G. Kuttan. Andrographolide induces apoptosis in B16F-10 melanoma cells by inhibiting NF-Kappa B mediated bcl-2 activation and modulating p53 induced caspase-3 gene expression. [Immunopharmacol Immunotoxicol](#). 2012, 1:143-51.

3.4.4 Provide details (if any) of

- **research awards received by the faculty**

Dr. Radha Thevannoor, Principal, SSTM was awarded the title of Research Fellow of the Oxford Institute of Population Ageing. She has also been awarded the Pfizer prize for Aging, Japan.

M.Sc (Biotechnology)

Dr. Salini Bhasker

Women Scientist Scheme Award 2011-2014 – Department of Science & Technology, Govt of India

- **recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally**

MBA

Ms. Daly Poulouse:

Qualified UGC-NET with 65% aggregate marks in June 2013.

MCA

Ms. Lakshmi Mahesh:

Completed M.B.A for IGNOU, Qualified NET exam in Management

Ms. Rekha Sunny:

1. Secured M.Tech. Degree in Computer Science and Information Systems from Mahatma Gandhi University, Kottayam
2. Served the role as Additional Examiner for MS Dissertation, BITS Pilani on the topic “Intelligent Knowledge Management System”

- **incentives given to faculty for receiving state, national and international recognitions for research contributions.**

MCA

Ms. Lakshmi Mahesh:

Received cash award for clearing NET exam

- **Number of publications listed in International Database (for Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)**

M.Sc (Biotechnology)

Dr. Salini Bhasker

7 International Publications listed in PUBMED of NCBI

1 – Full text in Pubmed Central

21 EST submissions in NCBI – gene data bank

37 Gene Accessions in NCBI

Dr. Jitesh M Narayanan : 11

3.5 Consultancy

SCMS Centre of Research, Consultancy and Training (SCRCT) are the research, consultancy and training division of SCMS Group. It started its operations in the year 2003 and has a separate Head, ably assisted by a team of experienced professionals. The centre undertakes research studies, market surveys, feasibility studies, management consultancy and human resource development and training. SCRCT is a consultant to Asian Development Bank for South Asia Region. Notable consultancy includes Micro Finance, Gender And Poverty (a multi-country study on Research and Training on Micro Finance), Kerala State Financial Enterprises (Refresher Programme for Senior Managers and Assistant Managers customized to their requirements) and Traffic Improvement in Kochi City (a detailed engineering and logistics survey in 2010 to recommended possible measures for alleviating the perpetual and acute problem of traffic congestion in Kochi City).

3.5.1 Give details of the systems and strategies for establishing institute-industry interface? NIL

3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized? NIL

3.5.3 How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services? NIL

**3.5.4 List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.
NIL**

3.5.5 What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for institutional development? NIL

3.6 Extension Activities and Institutional Social Responsibility (ISR)

3.6.1 How does the institution promote institution-neighbourhood- community network and student engagement,

contributing to good citizenship, service orientation and holistic development of students?

The institution promotes the student engagement in the institution-neighborhood-community network by way of following programmes:

1. Social Service Day: A one day visit and service by student groups at various charitable/ social institutions in and around Ernakulam district. Students are encouraged to interact with the inmates, to be of some service to them and thereby develop a positive service oriented attitude towards the society and its weaker sections.

2. SCMS social initiative “PARIVARTHANA”: A month long student driven program wherein student of the institution visit over a hundred schools in and around Ernakulam district, giving entertainment cum educative performances empowering the student’s to face the various challenges posed by the society. Social relevant themes like Prevention of Drug Abuse, Promotion of Personal hygiene, Being safe on the internet/ Social media, Safe use of mobile phones, Traffic rules and Road Safety, Importance of obeying law and following rules, etc are chosen every year as the theme around which the Parivarthana program is designed and performed benefiting over 30,000 students each year.

3. Mini Project: As part of the academic assessment students are encouraged to take up project work seeking understand the social issues or problems faced by the weaker sections and to come up with managerial solutions beneficial to the society. Some of the mini project assignments taken up by the institution are

- Value stream mapping to develop de-bottlenecking solutions to the patient registration process at the following hospitals during 2013

- I. Karothukuzhi hospital Aluva

- II. Sunrise hospital Kakkanad

- 4. The institution had actively rendered its support to the Kerala Government, the Kerala state industrial development corporation for the conduct of the “Emerging Kerala, Biennial Global Connect” initiative from 12th September to 14th September 2012 at the Hotel Le-meridien.

3.6.2 What is the Institutional mechanism to track students’ involvement in various social movements / activities which promote citizenship roles?

The involvement of students in various social activities is built into the institutional curriculum (Over and above the academic requirement prescribed by the University). The students are required to take up

assignments of social relevance and also related to their subject of study. At the end of the study, they submit a report on the activities taken up by them and make a presentation in front of a panel of experts. The evaluation and the feedback from the experts guide the students and act as motivation to take up further such initiatives.

3.6.3 How does the institution solicit stakeholder perception on the overall performance and quality of the institution?

The institution solicits the stakeholder perception on the overall performance and quality of institution through formal and informal means like

Student formal feedback: The institution has a very systematic free and fair means of seeking the feedback from the students. The student feedback is sought every six months, wherein the all the round performance of the institution is evaluated by the students.

Apart from the formal feedback the feedback is also taken informally during the student counseling sessions. Parents are also encouraged to call on the institution or visit the institution and express their views about the performance of the institution.

3.6.4 How does the institution plan and organize its extension and outreach programmes? Providing the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students.

Major outreach programme planned and organized by the institution is the “Parivarthana” a social initiative by the students supported and promoted by the institution.

Details of planning and implementation of Parivarthana:

Parivarthana programme is scheduled each year from the 2nd of October (The Gandhi Jayanthi Day to the 1st of November (The Kerala day). The Parivarthana theme is selected each year based on the suggestions from the students and also from the feedback/ suggestions from the head of institutions of the schools visited as part of Parivarthana the previous year. All the 120 students of MBA are grouped into roughly 12 groups. The groups hold discussion and each group present a one hour programme based entirely on the socially relevant theme chosen for the year. A panel of experts both from within the institution and outside selects the best ideas from the groups and a master programme is developed. Each group rigorously practice for the programme and give 2 performances each day either in English or in local language based on the comfort level of the students in the visiting schools.

Budgetary details of Parivarthana from 2010, 2011, 2012 and 2013 are as follows

Year	Rs.
2010-11	81738
2011-12	196352
2012-13	474104
2013-14	172040

Impact: The program creates an impact on the students attending the programme and also on the students performing the programme. The impact on the student audience is taken from them in the form of feedback taken immediately after the programme.

The impact on the performing students can also be gauged from the feedback from them

3.6.5 How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International agencies?

Participation of extension activities of the institution is part of the academic activity of a student actively supervised by the faculty, thus the participation of the faculty and the students is in a way voluntary and compulsory in the institution

3.6.6 Give details on social surveys, research or extension work (if any) undertaken by the college to ensure social justice and empower students from under-privileged and vulnerable sections of society?

Students are encouraged to participate in social surveys and extension activities by involving them in data collection and data analysis stage (Refer 2.6.7 and 3.6.1).

Social justice is a value enshrined in the Institutional Vision statement and the various policies, guide the institution and its administrators to ensure social justice and inclusive empowerment of all the sections of the society. A few examples to quote are

1. Admission purely based on merit and only merit.
2. Tuition fee waiver to deserving students.
3. Additional coaching and academic guidance to students who are weak.
4. Language labs to improve the English language usage and communication skills of students not privileged to undergo schooling in better schools.

3.6.7 Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students' academic learning experience and specify the values and skills inculcated

The extension activities organized by the institution all have dual objectives. On one side the institution, through its extension activities, intends to foster a positive influence on the society of which it is a part, and on the other side it aims to develop social awareness among the students, making them socially responsible professionals.

Social initiatives and extension activities that are perceived as valuable by the society and those that meet the dual objectives are only taken up by the institution for implementation. Institution plays a major role in the selection of such social projects and the students do the execution right from the design to its delivery, thus creating value to both the society and the students.

Examples of a few such initiatives taken up by the institution over the past years are

Conduct of Youth awareness programmes on issues like

1. Aids awareness
2. Prevention of drug abuse
3. Misuse of technology and mobile phones
4. How be safe on internet
5. Programme of health and hygiene for adolescents
6. Road safety awareness programmes

3.6.8 How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?

Most of the initiatives of SSTM are directed at the student community at large. The institution believes in the power of the children to influence their parents to bring about positive changes in the society.

Some of the initiatives that encourage community participation in the activities of the organization are

The children along with their teachers and parents from various schools in and around Ernakulam participated in

1. Aids awareness run organized on 28th November 2010 from Ernakulam Durbar hall ground to the Ernakulam marine drive

2. A walkathon organized on 1st November 2011 at Durbar hall ground on the theme “ Prevention of Drug abuse” and for sensitization of need for early detection of breast cancer.

3.6.9 Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.

1. Indian Medical Association: For aids awareness campaigns, Prevention of drug abuse, Promotion of health and hygiene among adolescents, Early detection and cure of Breast cancer.

2. The Regional Transport Office: On the various road safety awareness campaigns.

3. The Kerala Police: On the “Friends of police “campaigns, Awareness campaigns on the importance of abiding law and promoting good citizenship.

4. The Kerala State Industrial Corporation, Government of Kerala: “Emerging Kerala, the Biennial Global connect” Programme.

5. Hospitals like Sunrise hospital Kakkanad, Lakeshore hospital Maradu: To conduct drive to sensitize mothers on the importance of the early detection of breast cancer and facilitate mammography tests.

3.6.10 Give details of awards received by the institution for extension activities and/contributions to the social/community development during the last four years.

The contribution made by the students in the conduct of the “Emerging Kerala, The Biennial connect 2012” was acknowledged by the Kerala Government and the Industries department with a letter of recognition issued by the Chief Minister Shri Oomen Chandy.

3.7 Collaboration

3.7.1 How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives - collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.

MBA:

NIL

M.Sc (Biotechnology)

The institute promotes collaboration with other research institutions for extending research facilities. For example, as the part of the DST

funded project we made collaboration with Amala Institute of Medical Sciences, Thrichur for radioactive labeled studies. Dr. Jose Jacob, Head of Biochemistry department, Amala institute of Medical Sciences, Thrissur has agreed to have collaboration with the institution in doing the radio labeled glucose uptake assay. Since they have the license from BRIT, Mumbai for using radioisotopes, the institution can utilize their facility for procuring labeled glucose and scintillation counting.

3.7.2 Provide details on the MoUs/collaborative arrangements (if any) with institutions of national importance/other universities/ industries/Corporate (Corporate entities) etc. and how they have contributed to the development of the institution.

MBA:

A MoU was signed with Infrastructure Kerala Limited (INKEL)

M.Sc (Biotechnology)

MOUs were made for

“Early Diagnosis of Chikungunya virus using recombinant antigen – A diagnostic kit for chikungunya fever” with UBIO-Biotechnology Systems Pvt Ltd, Kinfra-HI Tech park, Kalamassery

“Antidiabetic natural sweetener” – The processing technique of a natural sweetener –Stevioside from Stevia rebaudiana – with Dhathri Ayurveda Pvt. Ltd, Cochin

Coconut Neera – Unfermented coconut Neera produced by modified processing protocol – Discussions with My Home Foods, PVT, LTD, Cochin is progressing

3.7.3 Give details (if any) on the industry-institution-community interactions that have contributed to the establishment / creation/up-gradation of academic facilities, student and staff support,infrastructure facilities of the institution viz. laboratories / library/ new technology /placement services etc.

MBA:

The institute organized ‘Leadership training programme for the Coconut Producers’ Society (CPS)’ for the Coconut Development Board. The Board has offered internships and jobs for students who have completed their MBA to join the CPS for a mutually benefitting partnership.

M.Sc (biotechnology)

NIL

3.7.4 Highlighting the names of eminent scientists/participants who contributed to the events, provide details of national and international conferences organized by the college during the last four years.

MBA: Please refer 3.6.1

M.Sc (Biotechnology)

- i. The institute has organized a National workshop on Molecular Genomics on 16th April to 1st May 2008. All the participants from national institutes and universities got on-hand experience in handling molecular biology experiments.
- ii. SIBBR&D organized a two day International conference in Biomaterials, Artificial Organs & Tissue Engineering (ICBAT) from February 28th to March 1st, 2010 in collaboration with Society for Tissue Engineering & Regenerative Medicine (STERMI) & Society for Biomaterials & Artificial Organs India (SBAOI)

Participants of Technical sessions:

Prof. Alok. R. Ray, IIT, New Delhi

Prof. Yoshiyuki, Osaka City University, Japan

Dr. R. Jayakumar, Nanoscience Division, Amrita Institute of Medical Science, Cochin

Dr. G.S. Bhuvaneswar, Head, BMT Wing, SCTIMST, Thiruvananthapuram

Dr. Easwer H.V, Neurosugeon, SCTIMST, Thiruvananthapuram

Dr.A. Jayakrishnan, Vice- Chancellor, University of Kerala

Dr.K Mohandas, Vice Chancellor, Kerala University of Health & Allied Sciences, Trichur.

Dr. Ramachandran Thekkedath, Vice Chancellor, CUSAT, Cochin

Dr. T.S. Sampath Kumar, IIT, Madras

Dr. Narendar Bhojak, Bikaner, Rajasthan

Dr. T.S.N. Sankara Narayanan, NML, Chennai

Dr. P.R.S. Warriar, Pankaja Kasthuri College of Science & Technology, TVM

Dr. C.P. Sharma, BMT Wing, SCTIMST, TVM

Dr. Pratima Ray, AIMS, New Delhi

Prof. Dinesh Desai, Head, L.D, Engineering College
 Dr. Santhikumaran Nair, Director & Dean, Amrita Institute of Medical Science, Cochin
 Dr. Michael Gelinsky, Dresden University of Technology, Germany
 Dr. Vishwa P. Srivastava, College of Biomedical Engineering, Mumbai
 Dr. Prabha. D. Nair, BMT Wing, SCTIMST, TVM
 Dr. P.B. Seshagiri, IISc, Bangalore
 Dr. C.S. Poullose, CUSAT, Cochin
 Dr. T.V.Kumari, BMT Wing, SCTIMST, TVM
 Dr. Deepa Ghosh, Relience Life Science, Mumbai

3.7.5 How many of the linkages/collaborations have actually resulted in formal MoUs and agreements? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/or facilitated -

- a) Curriculum development/enrichment: NIL
- b) Internship/ On-the-job training: NIL
- c) Summer placement: NIL
- d) Faculty exchange and professional development: NIL
- e) Research

MBA: NIL

M.Sc (Biotechnology):

a. Collaborative researches with Coconut Development Board, Govt. of India– Three projects were sanctioned and three MoUs were made. The details are as follows.

- i). Development of Low Fat Nutritionally Rich Delicious Fresh Tender Coconut Cream
- ii). Designing a Hygienic Harvesting process and an appropriate processing technology for sustaining the quality of Coconut Neera as a nutritive drink. 2013-2015
- iii). Evaluation of Coconut Embryonic Tissue - Haustorium for the Production of Value Added Products with respect to its Nutritional, Therapeutic and other Biological Properties.

b. Collaborative research with Department of Science & Technology, Govt. of India – One project was sanctioned and one MoU was made. The project title is as follows:

Regulation of the expression of Insulin receptor (INSR) and glucose transporter (glut4) genes in response to stevioside as an antidiabetic

agent in normal and insulin sensitive L6E9 myoblast and T3-L1 preadipocytes

f) **Consultancy:** NIL

g) **Extension:** NIL

h) **Publication**

MBA: NIL

M.Sc (Biotechnology)

Research collaboration was made between EI Metropaulis Laboratory, Cochin for molecular diagnosis of Chikungunya viral disease. But no MoU was made. A joint publication in international Journal was published. The details are as follows:

Recombinant CHIK virus E1 coat protein of 11 KDa with antigenic domains for the detection of Chikungunya. Journal of Immunological Methods, 372 (2011) 171–176

Krishna Kammara Yathi^a, Julia Mary Joseph^a, Salini Bhasker^a, Ramesh Kumar^b, Mohankumar Chinnamma^{a,*}

^a SCMS Institute of Bioscience & Biotechnology Research & Development, Management House, South Kalamassery, Cochin, Kerala, India, PIN- 682033, Phone: 91-484-2556315, Fax- 91-484-2540482, Email: mohankumar@scmsgroup.org

^bEI Lab Metropolis Clinical Laboratory, Cochin, Kerala, India, PIN-682018.

i) **Student Placement**

MBA: NIL

M.Sc (Biotechnology):

Collaborative research with Coconut Development Board, Govt. of India– The following student placements were made in the institute

- i). **Sooraj Babu.S** (2009 Batch M.Sc Molecular Biology & Genetic Engineering) - Research Fellow, Coconut Development Board Project, SCMS Institute of Bioscience & Biotechnology Research & Development, Cochin. June 1st 2012 –September 27th 2012
- ii). **Arya Nair** (2009 Batch M.Sc Microbiology) - Research Fellow, Coconut Development Board Project, SCMS Institute of Bioscience & Biotechnology Research & Development, Cochin. June 1st 2012 – July 13th 2012
- iii). **Anju Nanda Kumar** (Ph.D Scholar, 2009-2013, Anna University,

- Chennai) - Research Fellow, Coconut Development Board Project, SCMS Institute of Bioscience & Biotechnology Research & Development, Cochin. July 26th 2012-April 15th 2013
- iv). **Shalini S Kumar** – (M.Sc 2010, Gene Technology)- Research Fellow, Coconut Development Board Project, SCMS Institute of Bioscience & Biotechnology Research & Development, Cochin. February 11th 2013 – May 4th 2013
 - v). **Divyaa Sreekumar** (2010 batch M.Sc) – Research Fellow, Coconut Development Board Project, SCMS Institute of Bioscience & Biotechnology Research & Development, Cochin. May 2nd 2013 – present
 - vi). **Nisha Pankaj** (2010 batch)- Research Fellow, SCMS Institute of Bioscience & Biotechnology Research & Development, Cochin. June 17th 2013 –February 10th 2014
 - vii). **Sona A.S** (2010 batch M.Sc) - Research Fellow, Coconut Development Board Project, SCMS Institute of Bioscience & Biotechnology Research & Development, Cochin. August 1st 2013 – present
 - viii). **Malavika B.H** (2010 batch M.Sc) - Research Fellow, Coconut Development Board Project, SCMS Institute of Bioscience & Biotechnology Research & Development, Cochin. August 1st 2013 – present
 - ix). **Anisha S.** (Ph.D Scholar, Anna University Chennai, 2009-2013). Research Fellow, Coconut Development Board Project, SCMS Institute of Bioscience & Biotechnology Research & Development, Cochin. August 1st 2013 – present
 - x). **Harish. M** (Ph.D Scholar, Anna University Chennai 2009-2013) - Research Fellow, Coconut Development Board Project, SCMS Institute of Bioscience & Biotechnology Research & Development, Cochin. August 1st 2013 – present
 - xi). **Rajesh. M.D** (Ph.D Scholar, Anna University Chennai 2009-2013) - Research Fellow, Coconut Development Board Project, SCMS Institute of Bioscience & Biotechnology Research & Development, Cochin. August 1st 2013 – present
 - xii). **Sarath.S** (2013 batch B.Sc) – Field Assistant, Coconut Development Board Project, SCMS Institute of Bioscience & Biotechnology Research & Development, Cochin. August 5th 2013-present
 - xiii). **Renna Ann Raju (2010 batch M.Sc)** - Research Fellow, Coconut Development Board Project, SCMS Institute of Bioscience & Biotechnology Research & Development, Cochin. February 17th

2014 - present

- j) **Twinning programmes:** NIL
- k) **Introduction of new courses:** NIL
- l) **Student exchange:** NIL
- m) **Any other**

3.7.6 Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/ collaborations.

MBA: NIL

M.Sc Biotechnology:

The institute has a system of proper planning and implementation in the marketing of the research products and the processing techniques developed by the research group. As a collaborative research programme with technology Mission, Coconut Development Board, Govt. of India, the research group of the institute has developed a low fat tender coconut cream and an MOU was signed for marketing the product. In par with the government policies the institute is outsourcing the man power and enlighten them innovative concepts about their traditional procedures and provide them appropriate training scientifically.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

4.1.1 What is the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?

The infrastructure facility of the institution is enhanced/created by the management from time to time. Any enhancements to be made are reported by the office to the Manager- Maintenance, who then carries out the required work. Repair work is reported by the office to the concerned technicians for action. When the enhancement is a major one to be carried out, the office submits a requisition to the Principal, who then passes an order to the purchase manager for further action. The management executes the infrastructural improvement on priority basis.

4.1.2 Detail the facilities available for

a) Curricular and co-curricular activities – classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, Animal house, specialized facilities and equipment for teaching, learning and research etc.

b) Extra –curricular activities – sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, Public speaking, communication skills development, yoga, health and hygiene etc.

a) Curricular and extracurricular activities –

Classrooms: The institution has 21 classrooms in total, out of which 8 are fitted with air-conditioners.

Technology enabled learning spaces: The institution has 4 computer labs and 1 language lab. All the classrooms have LCD projectors, computers, laptops and internet facility. The library is computerized and digitalized with MOODLE facility.

Seminar halls: The institution has 1 AC seminar hall and two other seminar halls. All these halls have LCD projectors and white board.

Tutorial spaces: The classrooms are used as tutorial spaces.

Laboratories: The biotechnology department has a well equipped lab which includes latest equipments for major research.

Botanical garden: NIL

Animal house: One animal house with rabbits for experiments

Specialized facilities and equipment for teaching: The faculty have access to internet on their individual PCs in the department. They have access to MOODLE for supporting their teaching. They make use of the LCD facility for teaching. They have access to microphone and speakers in every classroom to address the students in the classroom.

Learning and research: The institution has 1 research room for scholars pursuing Ph.D which is attached to the Library. The biotechnology department has all the latest equipments for major research.

b) Extra –curricular activities –

Sports: The institution has provided for sports facility for students. There is a basket ball court and a volleyball court. There is a store-room to safely store sports equipments.

Outdoor and indoor games: The College has badminton, volley ball, hockey, hand ball and basketball as outdoor games. The indoor games provided by the college are carroms, chess and table tennis, which are separately facilitated for boys and girls.

Gymnasium: There is a well equipped gymnasium and fitness centre in the campus for the benefit of the students and staff which is manned by two personal trainers.

Yoga: Yoga classes are conducted in the space provided at the gymnasium for students and faculty

Auditorium: There is a centralized auditorium with AC, LCD, generator and sound system.

NSS: There is one room kept for NSS activities.

Public speaking: The seminar halls are used for public speaking.

Cultural activities: An open-air auditorium which can seat around 600 students is provided for cultural activities

Communication skills development: A fully computerized and well equipped language lab enables the students to master language skills.

Health and hygiene: Necessary medicines including first –aid are kept in departments. Besides, the college utilizes the services of nearby hospitals such as KIMS, Sunrise and Ernakulam Medical Centre in allopathic treatment in emergencies. There are adequate numbers of toilets for boys and girls maintained by housekeeping staff.

4.1.3 How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed/augmented and the amount spent during the last four years (Enclose the Master Plan of the Institution / campus and indicate the existing physical infrastructure and the future planned expansions if any).

(Master plan enclosed in the Annexure)

The Institution has adequate number of classrooms as per the master plan. New enhancements are made to existing infrastructure when needed by the management. The seminar halls are used for seminars and conducting examinations. Computer labs are used for demonstration classes as well as regular practice sessions. The

Language lab is utilized by students to improve their language skills. To keep up with the mental and physical well being of students, the playing facility is utilized by students after class hours.

Existing Physical Facility

1. Class rooms - 21
2. Labs - 1
3. Computer labs - 5
4. Language lab -1
5. Seminar halls - 3
6. Department libraries- 4
7. Common faculty rooms -4
8. Departments-4
9. Generators- 1
10. EPABX with 3 lines
11. Research Centres-2
12. Room for NSS
13. Store-3
14. Record room, store room-1
15. Room for Exam Cell -1
16. Canteen-1
17. Reprography-2
18. Gym-1
19. Common room for teaching and non-teaching staff-1
20. Drinking water facility-2
21. Gardens-2
22. Car/ Two Wheeler parking-2
23. Hostel for Boys -3
24. Out door Badminton Court -1
25. Basketball court - 1
26. Guest House
27. ATM - 2
28. Open Auditorium

☐ ☐ The amount spent on infrastructure augmentation during the past two years is presented in the following table:

New infrastructure facilities introduced	Amount spent
ETP Plant	Rs. 11,94,564
Truss fabrication	Rs. 2,26,325
Roofing – truss work	Rs. 3,96,325
Clading work	Rs. 4,80,680
Truss work	Rs. 3,73,490

4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

The institution does not have students with physical disabilities.

4.1.5 Give details on the residential facility and various provisions available within them:

- **Hostel Facility – Accommodation available**
- **Recreational facilities, gymnasium, yoga center, etc.**
- **Computer facility including access to internet in hostel**
- **Facilities for medical emergencies**
- **Library facility in the hostels**
- **Internet and Wi-Fi facility**
- **Recreational facility-common room with audio-visual equipments**
- **Available residential facility for the staff and occupancy**
Constant supply of safe drinking water
- **Security**

Hostel facility: The institution has 3 boys' hostels and 1 girls' hostel (in campus)

Recreational facilities, gymnasium, yoga center, etc: The inmates make use of the gymnasium and yoga facility of the institution.

Computer facility including access to internet in hostel: The hostels are provided with computers with access to internet and Wi-Fi facility.

Facilities for medical emergencies: The hostel wardens maintain first-aid facility for the benefit of the inmates. Apart from this, the institution has tie-ups with three hospitals for treatment – Sunrise Hospital, KIMS and Ernakulam Medical Centre.

Library facility in the hostels: The hostels do not have libraries. But the inmates are permitted to use the Institution library from 8am to 8am. The students have access to Proquest and EBSCO online

Internet and Wi-Fi facility: The inmates are provided with internet and Wi-Fi facility in the hostels.

Recreational facility-common room with audio-visual equipments: Televisions are provided in the common rooms of the hostels

Available residential facility for the staff and occupancy: At present no staff have availed the facility.

Constant supply of safe drinking water: Water purifiers are installed in the hostels for constant supply of safe drinking water.

Security: The hostels are provided with professional guards as security.

4.1.6 What are the provisions made available to students and staff in terms of health care on the campus and off the campus?

The Institution had provided for first-aid facility in each department.

A sick room is provided for both students and faculty.

The Institution has tie-ups with 3 hospitals – KIMS, Ernakulam Medical Centre and Sunrise hospital for treatment

4.1.7 Give details of the Common Facilities available on the campus –spaces for special units like IQAC, Grievance Redressal unit, Women’s Cell, Counselling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc

The common facilities available on the campus are the following:

1. Separate spaces for Placement cell and NSS.
2. Common room
3. Gym and yoga centre
4. Seminar halls
5. Canteen
6. Playground
7. Parking facility
8. Open air auditorium

4.2 Library as a Learning Resource

4.2.1 Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?

MBA and MCA:

Yes, the library consists of advisory committee of Director, librarians and Finance Manager.

Initiatives being implemented:

1. Shifting of library to a different floor to accommodate more books and reading space.
2. Purchase of books and subscribing to new journals.

M.Sc Biotechnology and B.Com:

Yes. The Committee consists of the Principal, HOD and Manager. The committee reviews the rules and regulations of the library from time to time and modifies them for the benefit of the users. As both

the courses are relatively new, the committee gives suggestions for the improved functioning of the Library.

4.2.2 Provide details of the following:

* Total area of the library (in Sq. Mts.)

MBA: 221 sq mtrs

MCA: 184.8 sq mtrs

M.Sc Biotechnology and B.Com: 222 sq mtrs

* Total seating capacity:

MBA: 120

MCA: 60

M.Sc Biotechnology and B.Com: 50

* Working hours (on working days, on holidays, before examination days, during examination days, during vacation)

MBA: 9 am to 5 pm

MCA: 8 am to 4 pm.

M.Sc Biotechnology and B.Com: 9 am to 5 pm.

* Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)

MBA: Sitting layout for students - 10 tables with 6 chairs, Library counter for circulation of books, Journal Rack, Newspaper rack, PC with Printer for browsing and taking print out, and a telephone. A table with 4 chairs for Research scholars arranged at the right end of the library.

MCA: Sitting layout for students 8 tables with 60 chairs, Library counter for circulation of books, Journal Rack, Newspaper rack, 12 open book rack and around 9 book shelves

M.Sc Biotechnology and B.Com: The library has 6 tables and 36 chairs. There are 13 book shelves (7 for M.Sc and 6 for B.Com) arranged close to the library wall. The tables and chairs are arranged in the center. There are 2 Journal racks – one for M.Sc and the other for B.Com. There is one newspaper rack. The librarian's desk is arranged near the door with a PC and printer. There is a photocopier machine for the use of students

4.2.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.

The Principal circulates book catalogs to the faculty. The faculty selects needed books and sends the same catalogues to the Librarian. The faculty may also recommend books found on the internet. On receiving the request from faculty, the Librarian prepares purchase request and sends in to the Principal. On sanctioning the same Purchase request is handed over to the Purchase officer. The purchase officer then selects the book distributor who gives the maximum discount and places the purchase order with them. For purchase of journals, the selected journal list with the prices is passed on to the Accounts Section who prepares the Demand Draft and hands them over to the Librarian. It is then the Librarian places order for Journals.

MBA

Library holdings	Year -1 2010		Year – 2 2011		Year – 3 2012		Year – 4 2013	
	Number	Total Cost	Number	Total Cost	Number	Total Cost	Number	Total Cost
Text books	567	167769	701	216842	670	210058	569	221543
Reference Books	136	62589	38	17460	24	10698	39	24520
Journals/ Periodicals	117	191140	120	196550	108	135281	114	151065
e-resources	4650	375144	4650	350000	4650	350000	4650	200550
Any other (specify)								

MCA:

Library holdings	Year -1 2010		Year – 2 2011		Year – 3 2012		Year – 4 2013	
	Number	Total Cost	Number	Total Cost	Number	Total Cost	Number	Total Cost
Text books	164	55203	170	64757	100	28650	60	22203

Reference Books	100	34003	149	40000	159	47202	65	24020
Journals/ Periodicals	31	23363	30	23539	33	29643	30	24549
e-resources	0	0	0	0	0	0	0	0
Any other (specify)								

M.Sc (Biotechnology) and B.Com

Library holdings	2009-10		2010-11		2011-12		2012-13	
	Number	Total Cost	Number	Total Cost	Number	Total Cost	Number	Total Cost
Text books	53	100574	70	94087	500	184121	256	91255
Reference Books	10	43999	10	55056	20	59517	15	6886
Journals/ Periodicals	11	17250	11	17250	30	32064	33	33254
e-resources	40	16780	40	16780	40	16780	40	16780
Any other (specify)								

4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

* OPAC:

The facility to use the Online Public Access Catalogue has been provided in the library. The facility provides for Title, articles, journals, keyword search

* Electronic Resource Management package for e-journals: Delnet, Proquest, EBSCO

* Federated searching tools to search articles in multiple databases: Delnet, Proquest, EBSCO, Google search

* Library Website: NIL

* In-house/remote access to e-publications: All computers in the

institution have access to internet and e-publications In the MBA library there are 5 systems and in the B. Com Library there are 5 systems kept with internet facility and e-publications.

- * Library automation: The libraries are fully automated.
- * Total number of computers for public access: 13
- * Total numbers of printers for public access: 1
- * Internet band width/ speed: 10 mbps
- * Institutional Repository:

The research articles of the faculty and research scholars, project works of students including PhD and M Phil theses are available in the library of the institution.

- * Content management system for e-learning: MOODLE is provided in the institution.
- * Participation in Resource sharing networks/consortia (like Inflibnet): Delnet

4.2.5 Provide details on the following items:

- * Average number of walk-ins: 240 (MBA: 80), MCA: 60, M.Sc Biotechnology and B.Com: 100)
- * Average number of books issued/returned: 185 (MBA: 85, MCA: 50, M.Sc Biotechnology and B.Com:50)
- * Ratio of library books to students enrolled: MBA: 5:1, MCA: 5:1, M.Sc Biotechnology and B.Com:12:1
- * Average number of books added during last three years: 1915 (MBA: 680, MCA: 400, M.Sc Biotechnology and B.Com:835)
- * Average number of login to opac (OPAC): 140 (MBA: 80, MCA: 60, M.Sc Biotechnology and B.Com:NIL)
- * Average number of login to e-resources: General access taken for institution.
- * Average number of e-resources downloaded/printed: 63 (MBA: 40, MCA: 20, M.Sc Biotechnology and B.Com:3).
- * Number of information literacy trainings organized: 2 (MBA: 1, MCA:1, M.Sc Biotechnology and B.Com: NIL)
- * Details of “weeding out” of books and other materials

Magazines and periodicals such as The week, India today, Frontline, Outlook, Economist, Capital Market, Dalal Street, Health Action, and IT magazines are given to the old newspaper collecting and selling agents.

4.2.6 Give details of the specialized services provided by the library

- * Manuscripts: NIL

- * Reference: General books
- * Reprography: Yes
- * ILL (Inter Library Loan Service): MBA: Yes, MCA: No, M.Sc Biotechnology and B.Com: No, since the subjects are not interdisciplinary.
- * Information deployment and notification (Information Deployment and Notification): This facility is provided for all the libraries
- * Download: This facility is provided in all the libraries.
- * Printing: This facility is provided in the MBA and M.Sc Biotechnology and B.Com libraries.
- * Reading list/ Bibliography compilation: This facility is provided in M.Sc Biotechnology and B.Com library.
- * In-house/remote access to e-resources: All computers have access to e-resources.
- * User Orientation and awareness: Conducted for first semester students every year
- * Assistance in searching Databases: This is made available on request.
- INFLIBNET/IUC facilities: NIL

4.2.7 Enumerate on the support provided by the Library staff to the students and teachers of the college.

MBA:

Library offers individualized service to assist students, faculty, researchers and staff in locating the required information, or information sources available within the library or by searching Internet. Information regarding the new arrivals of the titles is displayed on the Notice Board. Library staff at the circulation desk and in the reading area is available to help readers to,

1. discover the rich collection of reading materials.
2. identify and use electronic and print reference tools.
3. formulate information search strategies.
4. locate information in the library and elsewhere.
5. Answer specific information questions.

MCA:

Library offers individualized service to assist students, faculty, researchers and staff in locating the required information available within the library, or by searching Internet. Information regarding the new arrivals of the titles is displayed on the notice board. Also helps the students and the teachers to locate the resources in the form of CD-

ROMs, journals, e-journals, magazines, complete reference books, etc., along with the text books and reference books

M.Sc Biotechnology and B.Com:

The services provided are:

1. Helping students and faculty in the use of library materials.
2. Help to locate books and other materials.
3. Answer queries raised by the user.

4.2.8 What are the special facilities offered by the library to the visually/physically challenged persons? Give details.

NIL

4.2.9 Does the library get the feedback from its users? If yes, how is it analyzed and used for improving the library services. (What strategies are deployed by the Library to collect feedback from users? How is the feedback analyzed and used for further improvement of the library services?)

Yes. Feedback is received by the Principal on the functioning of the library. The Principal conveys the same to the librarians who then have to suggest ways to improve the library services.

4.3 IT Infrastructure

4.3.1. Give details on the computing facility available (hardware and software) at the institution.

Number of computers with Configuration (provide actual number with exact configuration of each available system):

MBA lab:

1. Pentium dual core 1.6 Ghz/1GB/80GB HDD – 35 nos.
2. Pentium dual core 3 Ghz/2GB/250GB HDD – 56 nos

MCA lab:

1. Pentium dual core 2Ghz/1GB/80GB HDD – 55 nos
2. Pentium dual core 3 Ghz/2GB/250GB HDD- 23nos

MCA hardware lab:

1. Pentium dual core 2Ghz/1GB/80GB HDD – 22 nos

M.Sc (Biotechnology):

Pentium 4 2.4 Ghz/1GB/80 GB HDD – 14 nos

B.Com:

Pentium 4 2.4 Ghz/1GB/80 GB HDD – 22 nos

Computer-student ratio: 1:2

Standalone facility: Language lab

LAN facility: All machines in the lab are networked.

Wifi facility: Provided in the hostels

Licensed software: Microsoft campus license, SPSS

Number of nodes: 191 nos.

4.3.2 Detail on the computer and internet facility made available to the faculty and students on the campus and off-campus?

Two leased line connections of 10 MBPS each catering to students and hostels are wi-fi enabled. Internet facility is available in all labs which are working from 8 am to 8 pm on weekdays and from 9 am to 5 pm on Sundays and other holidays.

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

The upgradations are done every year after assessing the changes in the syllabus. The required hardware and software is procured at least a month before the beginning of a semester.

4.3.4 Provide details on the provision made in the annual budget for procurement, upgradation, deployment and maintenance of the computers and their accessories in the institution (Year wise for last four years)

1. Microsoft campus license agreement has been renewed each year which provides the institution to use all Microsoft products.
2. An additional 10 MBPS line was procured last year to provide better connectivity to the students.
3. Ninety machines were replaced / added to accommodate the new software requirements in the year 2012.

4.3.5 How does the institution facilitate extensive use of ICT

resources including development and use of computer-aided teaching/ learning materials by its staff and students?

All classrooms are provided with LCD projectors and Net connectivity. The institution uses MOODLE software to communicate course details and share information related to classroom sessions. Online evaluation components of the Internal assessments are also conducted with the help of MOODLE.

The institution also subscribes to online libraries such as Proquest and EBSCO which are open to the students and faculty.

4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching - learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher

The computers in the lab and classrooms are used for on-line learning. Classrooms are provided with LCD projectors. The teachers train the students to use and collect information from the e-learning resources such as Proquest and EBSCO. The students use the on-line learning resources to prepare notes, write assignments, conduct seminars and collect data for projects. The students conduct their seminars using Power Point presentations. The teachers use as well as encourage the students to use LCD projectors, on-line resources and Power Point Presentations to facilitate teaching, thus placing the student at the centre of the teaching-learning process. For MBA and B.Com, all theory subjects have seminars which are conducted using LCD projectors.

4.3.7 Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?

No.

4.4 Maintenance of Campus Facilities

4.4.1 How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during last four years)?

Sr . n o.	Maintenance and upkeep of	Amount utilised			
		2009- 10	2010- 11	2011- 12	2012- 13
a.	Building	18.85	35.60	25.75	36.27
b.	Furniture	3.05	8.15	18.38	18.88
c.	Equipment	27.60	9.58	17.78	6.81
d d.	Computers Computers	2.5	21.67	21.09	47.94
e.	Vehicles	Nil	Nil	Nil	Nil
f.	Any other	Nil	Nil	Nil	Nil

4.4.3 How and with what frequency does the institute take up calibration and other precision measures for the equipment/instruments?

Calibration of lab equipments and accuracy and precision measures are conducted annually during the vacation with the help of expert technicians.

4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?

Generators are provided for the whole institution. The computer labs are supplied with UPS for back-up. Special care is given to the upkeep of sensitive equipments, lab equipments, LCD projectors, water purifiers etc. Annual maintenance and timely servicing of equipments ensure their upkeep.

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1 STUDENT MENTORING AND SUPPORT

5.1.1 Does the institution publish its updated prospectus/handbook annually? If ‘yes’, what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

MBA

The institute publishes [a] Prospectus, and [b] Manual of Policies

[a] Prospectus: It is issued every year. It is targeted towards prospective students for the course. It provides an overview regarding the institution and the modalities for the conduct of the course. The following information is included:

- [i] Management Profile
- [ii] Courses offered by the Institute
- [iii] Overview of the Institute [its Vision, Mission, Objectives and Commitment]
- [iv] Details regarding the Campus [location, accessibility etc.]
- [v] Facilities Available [library, hostel, canteen]
- [vi] Teaching Methodology [focus on skill development in communication, inter-personal, analytical and negotiation, empathy, self-confidence etc.]
- [vii] Course Overview
- [viii] Eligibility Criteria and Admission Process, including additional procedures for students having obtained degree from universities other than MG University to which the institute is affiliated to.
- [ix] Co-curricular and Extra-Curricular Activities
- [x] Subject List for the Course
- [xi] Areas of Specialization Offered
- [xi] Conduct of Internal Assessment and External Examinations
- [xii] Grades for Pass, Attendance Rules
- [xiii] Interfaces with Industry and Placements
- [xiv] Counseling, Mentoring, PDPs
- [xv] Anti-Ragging Rules
- [xvi] Rules and Regulations regarding class timings, fee, refund etc.
- [xvii] Legal Jurisdiction
- [xviii] Faculty Details
- [xiv] Application Procedures
- [xv] Mandatory Disclosure

[b] Manual of Policies: The manual is published and handed over to the students by the institute. It specifies the mode of Assessment and Evaluation procedures of the course. It details the conduct of internal assessments, model examinations, Semester-end University examinations, pass and grades, examination rules and regulations etc.

B.Com:

Yes. Prospectus/ Handbook is published regularly. It is through the Handbook that the student gets the overview of the college and they

come to know about their evaluation pattern. The Rules and Regulations to be followed in the Institution and also about the various committees and councils present in the institution. They can also understand about the facilities which are also available at the institution and the pedagogy to be followed.

MCA and M.Sc (BIOTECHNOLOGY):

Prospectus and Manual of policies are published and given to the students by the Institute. It specifies the mode of teaching and learning, rules and regulations and various extracurricular activities.

5.1.2 Specify the type, number and amount of institutional scholarships / freeships given to the students during the last four years and whether the financial aid was available and disbursed on time?

MBA

A student is provided full scholarship even with hostel facilities.

M.Sc (Biotechnology)

The students who scored more than 70% marks in their graduation are admitted to the post graduation course in the institute with an institutional scholarship of 30% reduction in the semester fees. All the students admitted in the last batch got the benefit of the scholarship

B.Com

All students are sent by the government and students coming on merit are provided 50% scholarship.

5.1.3 What percentage of students receives financial assistance from state government, central government and other national agencies?

M.Sc (Biotechnology):

None, since the institution is in the self-financing sector.

5.1.4 What are the specific support services/facilities available for

- **Students from SC/ST, OBC and economically weaker sections: NIL**
- **Students with physical disabilities: NIL**
- **Overseas students : NIL**
- **Students to participate in various competitions/National and International**

MBA:

Interested students are guided and trained on the various rounds in Management Fests. All expenses are paid in advance and vouchered against original bills. A channel of communication is established between the faculty-in-charge and the participating students till the completion of each assignment.

MCA:

Participated in technical fest conducted by various colleges like Depaul-Angamaly, KMM College-Thirikkakara, St Joseph College of Engineering and Technology-Pala, Rajagiri College of Social Sciences, Toc-H Engineering College etc. Students participated and developed the software under IBM's Great Mind challenge

M.Sc (Biotechnology):

All the students were encouraged to participate in Paper & Poster presentation at national and international seminars – 8 students secured best paper awards so far

- **Medical assistance to students: health centre, health insurance etc.**

The institution has a Hospital Tie Up with KIMS Hospital, Ernakulam Medical Centre and Sunrise Hospital for any medical support

- **Organizing coaching classes for competitive exams**

MBA:

MBA students are trained in the fourth semester for Banking Entrance, Probationary exam, etc.

B.Com:

The institution makes arrangements for the students to be prepared for CPT Exam. Classes are conducted regularly. The interested students regularly participate in it. Proper guidance is provided to the students.

- **Skill development (spoken English, computer literacy, etc.,)**

MBA:

MBA students have regular soft skill development classes conducted under different titles everyday from 3 pm to 5 pm. Improving computer literacy skill is done in the first semester itself as part of induction. Later statistics is taught through MS Excel.

MCA: Language lab

B.Com:

The institution provides Soft Skill Hours for the students for their improvement in English Language both for communication and for daily use. The subject is organized through a session plan. The institution plans to make it a Certificate Add on Course in the near future. The preparations for the same are ongoing.

- **Support for “slow learners”**

MBA

Additional session, peer-partnership. Apart from personal attention given to slow learners during free hours, slow learners are also free to meet faculty members between 4:15 to 5 pm on all working days.

M.Sc (Biotechnology):

“Slow learners” are asked to write assignments and improve their understanding of subjects.

The Students who are found to be a bit weak in catching up with the other students are advised to sit after class hours for remedial classes. They are also asked to submit a notebook regularly with answers written for the questions allotted by the faculty.

- **Exposures of students to other institution of higher learning/ corporate/business house etc.**

MBA:

1. The institute organizes a weekly Institute-industry interaction (III) with prominent personalities from the corporate world interacting with the students and sharing their experiences. Apart from this, the institute mandates that students undertake a minor organization study and a major project at a reputed company outside their hometown to encourage self-reliance and familiarize them with the corporate way of life. The students have also volunteered at the ‘Emerging Kerala Meet’ in 2012.

2. Students are taken for seminars conducted by Kerala Management Associations along with faculty members.

MCA:

Guest lectures are arranged when industry experts interact with the students on the latest developments and projects.

M.Sc (BIOTECHNOLOGY):

Exposures of students are done through visits to Institutions of higher learning like NIIST, TVM Kerala.

B.Com:

The Students are taken for Industrial Visits in order to understand the working of the Industry and know working pattern of different departments present in the Industry. The Third Semester Students were taken for Industrial Visit in 3 Different Sectors as 3 Different batches to Modern Bread, Jeevan TV and Metro News (Evening Daily).

The Third Semester Students were taken to Oberon Mall for a Survey conducted by Decathlon, Sports India. The Study was done as a preparatory Step to the opening of the Decathlon Sports Good Super market at Kalamassery.

- **Publication of student magazines:** NIL

5.1.5 Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.

1. The institution has an active entrepreneurial cell. Weekly meetings, seminars are organized for the benefit of students wishing to start a new enterprise. Institution also sponsors students to participate and present their ideas at the state and national level new business venture competitions.
2. The institution supports the students even after they pass out of the institution in various activities connected with starting a new venture like
3. Preparing the business plan
4. Help in forecasting the cash flows.
5. Provided recommendations and referring them to prospective venture capitalist or other financial institutions.
6. Provide library resources and other facilities in the institution to do research on the entrepreneurial ideas.
7. SSTM promotes the entrepreneurial skills of the students. The student driven activities of the institution often gives entrepreneurial awakening to the students. Shikhar, the annual inter-collegiate competition hosted by SSTM is one such occasion, where students take ownership of the event and conducts the programme as one would

conduct the business. Besides, this gives an opportunity for the students to learn the multifaceted elements of business like Marketing, HR, and Finance.

8. IMLP – Integrated Management Learning Programme is a student – driven programme that is conducted every week. The programme focuses on building the managerial skills of the students in highly creative ways. The programme also helps build the entrepreneurial skills of the students by fostering lateral thinking, creative decision making and managerial outlook. The students find the learnings from the programmes very relevant when they start their professional life, which is acknowledged by the alumni of the institution.

9. Entrepreneurship Development Cell – this is an initiative that helps the students in identifying ideas worth developing. The cell conducts trainings and programmes to widen the scope of more entrepreneurship happening here.

10. III – Industry Institution Interface – brings industry experts who have seen the entrepreneurial world outside to interact with the students thereby improving their understanding and igniting the entrepreneurial spark in them.

11. As part of Services Marketing course, students are made to create their own ‘innovative’ service concepts and develop a service blueprint based on it. At the end of the presentation, students are more confident and have established a conceptual base to start an entrepreneurial venture of their own.

MCA

1. Students will be undertaking an organization study and submit the report based on their visit. Entrepreneurial skills are developed by motivating the students to become a member of incubator cell of Technopark. The Management and Technical fest “SHIKHAR” conducted during Jan3, 4th of 2014, includes the competition for Best apps for mobile phones to motivate and appreciate the creativity skills among the students.

2. There was collaboration with Technopark incubation cell to improve the learning part. The students had registered in this cell and seminars were taken by experts from Technopark.

M.Sc (BIOTECHNOLOGY):

The institute facilitates skill based support in the subject domain by providing independent research project implementation that is focused on job relevancy. The outcome of these projects is in the form of a

thesis. Students have been able to get jobs in research institutions like Regional Cancer Centre.

5.1.6 Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co-curricular activities such as sports, games, Quiz competitions, debate and discussions, cultural activities etc.

Extra-curricular and co-curricular activities form an integral part of studentship in the institution. The strategies and policies adopted to promote the student participation are:

1. Select and train the students under a faculty for the management festivals conducted by reputed institutions within and outside state. As part of encouraging maximum participation in these events, all the expenses for the participation are borne by the institution while students get to take away all prize money.
2. The institution has a policy of celebrating cultural festivals like Onam, Christmas etc during which the students are placed in various groups that compete in cultural and sporting events as part of the celebrations. Floral arrangement competition, Cake making, Folk dance and songs competition, tug of war, Oriyadi (breaking the pot blindfolded) etc are some of the competitions held that promote extra-curricular and co-curricular activities among the students.
3. Every year, during January- February, the institution conducts a Sports day. To encourage active participation, the competitions are held over a period of 2-3 weeks at the convenience of the students.
4. The college also has a well equipped gymnasium facility conveniently inside the campus.
5. Yoga classes are made part of the academic time table and the students are adviced to make it part of their daily life.
6. The institution also has a basket ball court and a volley ball court which the students make use of in the evenings and they are encouraged to make use of them.

- **additional academic support, flexibility in examinations**

The students who participate in any of these programmes are given On Duty permission and any internal examinations conducted on these days would be rescheduled for them.

- **special dietary requirements, sports uniform and materials**

The scope of active involvement and participation in sports and games are limited in the management education scenario. The annual sports

and games events conducted by the institution are the only such occasions. During the events, the students are given special uniforms which make them feel part of the event.

•
any other

1. Shikhar (management fest by SCMS group), Parivarthana-A Student Social Initiative (SSI) initiative of SCMS, ASTRA activities (group activity by MCA department students) are taken up by the students with enthusiasm.
2. Academic Support programs such as extra software which are not given as mandatory papers by the university are taught. Faculty taught ASP, C#, Python, HTML, OpenGL, Flash 8.0. Students were able to do projects under faculty's supervision.
3. Every year a foundation course is taught to the junior batch on the fundamentals of computer science and PC hardware Lab.
4. Sport uniforms are provided by the institution.

M.Sc (Biotechnology):

1. Students were encouraged for inter collegial and University level competitions in paper presentations
2. Students were encouraged for interdepartmental cultural competitions

B. Com:

1. The students are sent for various inter collegiate competitions for debate, quiz competitions, speech, best manager practices and also for dance competitions.
2. The students have a prescribed uniform pattern which they are supposed to wear regularly to college. The internal examinations are fixed in meeting and the dates are displayed in the notice board. The exams are conducted as per the timetable fixed.

5.1.7 Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR- NET, UGC-NET, SLET, GATE / CAT / GRE / TOFEL / GMAT / Central /State services, Defense, Civil Services, etc.

MBA

1. Coaching given for Bank selection tests for the students interested in

joining banks. A few banks are coming to the campus and well in advance the students are provided with study materials and mock interviews are conducted to equip them for the selection process.

2. UGC NET qualified students in Batch 6, 7 and 8.

MCA:

1. As a part of Personality Development Program, Aptitude test coaching class has been given to students.

2. Coaching for competitive exams by experts like Time Coaching centre are provided to the students in view of helping them to prepare well for exams.

M.Sc (BIOTECHNOLOGY):

2 Students – UGC NET qualified

3 Students – IELTS qualified

5.1.8 What type of counselling services are made available to the students (academic, personal, career, psycho-social etc?)

MBA

1. The institution has an active Career Guidance and Placement cell that takes care of the career requirements of the students. The functions of the Placement cell includes

a. Help the students to choose suitable careers based on their aptitude and inclinations.

b. Arrange various interactive sessions with experts from various industries, creating awareness to the various career options and the academic and personality traits needed to be successful in those careers.

2. The institution conducts full-fledged Personality development programmes, PDP for short, equipping the students to face the rigors of placement and also be successful later in their life. These PDP are conducted by professionals hired by the institution every year

3. Academic support and guidance Services to students – The institution has, as faculty, people with both Industrial experience and academic brilliance, whose knowledge and expertise are used to guide the students through various forum like the finance forum, marketing forum systems and operations forum etc. These specialization based forum activities are coordinated by the appropriate faculty member's act as both academic guidance as well as career guidance centers where students discuss and seek guidance.

4. Psycho-social and personal guidance: The institution has set up counseling groups of around 10 students each in a group, that meet for

around 2 hours every week under the guidance of one faculty member. These counseling groups discuss common problems or personal issues and collectively seek and take advice and support on various problems faced by the group members. Group activities, motivational talks, Games etc too are organized by the counseling groups that help in boosting the self image and determination of the group members.

5. The institution also recommends expert counseling advice to those students who need it as suggested by the faculty mentors.

MCA:

Mentoring- There is mentoring session but concentration is given on improving the students' English speaking / writing skill, thereby improving their confidence. Counselling is given to students on a personal basis alone, when they approach faculty with their issues.

M.Sc (Biotechnology):

Academic, Personal and career guidance is being provided by the faculty mentor

B.Com:

A Class Teacher is in charge of each class of the Course and the students are free to approach the class teachers with their grievances and they can also approach any other faculties with their problems. All the faculties provide the students with the maximum support they can. They are also given with career guidance classes. When classes are taken, faculty also explains to them, about the enough number of opportunities which are available to the students according to the subject matter. The faculties also encourage the students to talk to them freely about anything and help them to develop in their personal as well as overall development.

5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students? If 'yes', detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).

MBA:

Yes, the institution gives a lot of importance to building a successful career for the students. The institution has a fully operation career and placement department which coordinates all the activities related to

career development. The activities of the Career Guidance and placement Cell include

1. Conducting various tests that help the students to identify and understand their personality traits, aptitude and inclinations.
2. Organize various talks and workshops by experts from the industry and scientific community that would benefit the students in making the right career choice based on the outcomes of the above tests.
3. Facilitating the placement process by communicating with companies, inviting them to the campus and facilitating the recruitment of the students by them.

Apart from the activities of the placement cell, the institution also has various fora like the HR forum, Finance Forum, Marketing forum and the Systems/Operations forum, which organizes various programmes that focus on developing specific career oriented skills in that function.

MCA:

1. Yes. There is a placement cell which helps students in placement. Regular personality development programs are conducted for all students to help in this. Interview specific coaching is provided on a need basis by arranging external training institutes in this or internal training by faculty members. External training is given by reputed institutes like TIME.

M.Sc (Biotechnology):

Even though, no campus interview is held for the placement, 50% of the first batch and 65% of the second batch of pass out students get placed in R&D institutes.

B.Com:

Yes. The students are provided with the enough number of opportunities in career. The first batch is yet to sit in the placement interview or test.

5.1.10 Does the institution have a student grievance redressal cell? If yes, list (if any) the grievances reported and redressed during the last four years.

There is a grievance redressal cell which is headed by the Principal of the Institution.

5.1.11.What are the institutional provisions for resolving

issues pertaining to sexual harassment?

The grievance cell handles sexual harassment issues as well

5.1.12 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

. There exists an anti-ragging committee for the institution. No cases of ragging have been reported so far. Anti-ragging directives of AICTE are sent to every student via mail when they join. Toll free Anti-ragging members are put on the notice board permanently.

5.1.13 Enumerate the welfare schemes made available to students by the institution.

1. Welfare schemes available to the students
2. Well furnished hostel accommodation and canteen facility.
3. Well equipped gymnasium.
4. Yoga classes
5. A basketball court, a volley ball court and open ground.
6. Adequate number of toilets, Student sick room in every building.
7. Tie up with local hospitals for better attention to the medical needs of the students and for faster response to medical emergencies.
8. Guest house facility to house the guests.
9. A fully furnished and well equipped library with convenient working hours.
10. Wi-Fi and internet connectivity in the campus and in all the hostels.

5.1.14: Does the institution have a registered Alumni Association? If 'Yes', what are its activities and major contributions for institutional, academic and infrastructure development?

Yes, the institution has a registered alumni association. The activities of the association include

1. Organizing Yearly meetings at various locations inside and outside India.
2. Invite the alumni to provide guidance and motivation to the students.
3. Develop close association among the alumni members all over the globe.
4. Financial support.
5. Event sponsorship
6. Awards / reward.
7. Placement leads
8. Support the newcomer in the office

9. Invited lectures
10. Visiting faculty

5.2 Student Progression

5.2.1 Providing the percentage of students progressing to higher education or employment (for the last four batches) highlight the trends observed.

Student progression	MBA %	MCA %	M.Sc Biotechnology %
UG to PG	Nil	Nil	Nil
PG to M.Phil.	Data not available	Data not available	Data not available
PG to Ph.D.	Data not available	Data not available	20%
Employed <ul style="list-style-type: none"> • Campus selection • Other than campus recruitment 	57.92%	25% 55%	13 students 63%

5.2.2 Provide details of the programme wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated by the university)? Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the Colleges of the affiliating university within the city/district.

Course	2010-12	2009 - 2011	2008-2010	2007-2009
MBA	80.5%	58.82%	65.2%	96.66%
MCA	80.39%	70.45%	78.57%	90.24%
M.Sc Biotechnology	100%	100%		

5.2.3 How does the institution facilitate student progression to higher level of education and/or towards employment?

The faculty encourages the students to take up employment after graduation. Throughout their stay in the institution, the faculty trains

the students in various aspects leading to employment. Soft skill development, writing resumes, group discussions, updating current affairs, doing live projects for companies, preparation for competitive exams, attending special lectures, interacting with industry experts, taking part in socially relevant activities of the institution, are some of the regular activities for students to prepare them for placements.

5.2.4 Enumerate the special support provided to students who are at risk of failure and drop out?

Student failure and drop out is a potential risk that the institution faces, though the intensity and magnitude is very less, in terms of absolute numbers of drop-outs and failures that actually happen. The magnitude of the impact is complicated by the fact that the intake of students into the course happens from diverse backgrounds. Such students may develop feelings of less self-confidence which may cause poor performance, abstinence from taking examinations, and eventually dropping out of the course.

The institute has developed broad guidelines on how these issues can be tackled. The guidelines are based on the following pillars:

One: Early detection of students prone to failure and dropping out

Two: Preventive measures to ensure that students does not fall into the category of failed or dropped out

Three: Remedial measures to ensure that students that eventually fail or drop out are turned around to complete the course

Early detection includes the following:

1. Continuous monitoring of individual student activity, attitude and commitment in and out of the class
2. Evaluation of student performance in internal assessment
3. Extension of student participation on co-curricular and extracurricular activities
4. Absenteeism of student

Preventive measures include the following:

1. Counselling activities by the respective faculty mentor
2. Encouraging peer-group activities in learning and other activities
3. Additional individual sessions on subjects in which the student is weak and poorly performing
4. Intimations sent from office to the parents of the students regarding potent of failure of the student
5. Meetings with the parents with the authorities and concerned faculty

Remedial measures include the following:

1. Attaching the student to a particular faculty for completion of internal assessment [where the student has not cleared internals in a particular semester] during the period of the subsequent batch
2. Special sessions on subjects [where the student has not cleared the University conducted end-term examinations] by concerned faculty to enable the student to take examinations in the subsequent year
3. Recommending counselling sessions by professional counselors to help the students with acute need, which may be decided to be beyond the capacity levels of faculty
4. Intense counselling by faculty members to help the student overcome the fear of taking university examinations, learning a particular subject, and completing the course.

5.3 Student Participation and Activities

5.3.1 List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.

MBA:

The annual calendar of the institute makes provisions for the following range of student activities:

Sports Day: The students of SCMS take to sports in true sportsman spirit in January every year with a host of in-house sporting activities. A range of sporting events ranging from indoor events like Table tennis, Caroms, badminton and chess and outdoor games like basket ball, handball, football and cricket are hosted at the campus. An athletics meet is also organized as a part of this event.

Onam and Christmas celebrations: Both celebrations are very colorful replete with performances by faculty, staff and even the housekeeping employees, apart from the regular competitions for students. Lunch is provided free for the entire campus on these days.

Shikhar: This Inter-collegiate Management Fest is one of the key student-driven activities in the campus where the planning, organizing and management skills of students are put to the test. Students spearhead all activities in the run-up to this event right from inviting sponsorships to chalking out the itinerary and designing the rounds. The fest normally registers active participation and very tough competition from colleges across the country. However Rajagiri Centre for Business Studies took away the Overall championship crown on the previous two occasions.

Parivarthana: This social responsibility initiative of the institute aims at apprising the youth about various social issues concerning the society, through reaching out to the school-going student community of Ernakulam district. The students with support from the faculty take the onus of driving the entire exercise forward through well rehearsed practice and careful execution. Executing this program year –on-year empowering the entire student group of SCMS is no easy task.

OBT and PDPs: Students are acclimatized to the corporate way of life through rigorous Personality-Development Programs focusing on areas as diverse as Grooming, Soft skills development, Group dynamics and Career planning. The students must also mandatorily participate in an Out-Bound-Training Program under the ambit of Kalpyso Adventures Company.

MCA:

The institute has basket ball court, gym, Yoga classes provided in the campus. Students are encouraged to use these facilities after 4 pm.

An annual competition as a sports meet is also held every year where the students are divided into groups and are encouraged to participate in different competitions with full spirit. Prizes are also distributed during the Annual Sports meet.

Students are encouraged to participate in different cultural activities during the Onam Celebrations. Every year during the festival of Onam the institution have two days prior to Onam holidays being selected as the Onam Celebration days. Various competition including different songs /dance forms from all over India are conducted during these days. Prizes are distributed by the end of the session.

During the Christmas celebration the institution includes different competition such as Card making, Mistletoe designing, Cake decoration, X-Mas Carole etc to be held at the campus. Prizes are distributed by the end of the session.

B.Com

The students are given opportunities to participate in the Inter Collegiate Events conducted by the various colleges and also they participate in the M. G. University Festivals both for Sports as well as Cultural Events.

The Students have participated in Inter Collegiate Commerce Fest “Zeitgeist 2013” dated 07.03.2013 organized by St. Teresa’s College, Ernakulam in the Event Crisis Management and won prizes.

The Students have participated in various debate competitions and also in Speech Competition organized by Sacred Heart College, Thevara.

The Students have participated in Cultural Events conducted by Chinmaya Vidyalaya. Third prize was received by a student for Speech Competition.

The Students represented our college in Inter Collegiate Events of St. Alberts College and Amritha School of Arts and Science.

Students have also participated in M.G. University Inter Collegiate Youth Festival.

Students were also provided with the opportunity of participating in the Sports Week organised by the SCMS Group for the past two years and they have won prize for Badminton

5.3.2 Furnish the details of major student achievements in co- curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. for the previous four years.

MBA:

Awards won by the STUDENTS in the Institute during the year 2012 - 2014

1. Gravitas 2012 (Vellore Engineering College) - Won 3rd prize in Finance Game
2. Tantra 2012 (Macfast,Thiruvalla) - Won 1st prize in Marketing Game
3. KarmaAnta 2012 (Vimal Jyothi Institute of Management) - Won Overall championship, Won 1st prize in HR Game, 1st prize in Corporate Walk
4. Mangalam College of Engineering (Mahasangram 2012) - won 1st Prize Corp Walk, 3rd Prize Finance Game
5. Xlencia 2012 (Bharat Mata Institute of Management) - Corp Walk 2nd Prize, Finance 3rd Prize
6. Saintgits Institute of Management (SIMTHESIS 5.0) - 1st Prize HR Game, 1st Prize Marketing
7. Business Plan Competition at Marthoma College, Perumbavoor - Won 1st Prize

8. TOC H Institute of Science and Technology (DENOVO 2013) - Won 2nd Prize in Finance Game
9. School of Management Studies, University of Calicut (TITANOMACHY 2013) - Won overall Championship, 2nd in Marketing, 1st in HR Game
10. SJCET School of Management, Pala (Sargasadhana 2013) - 2nd in Best Manager Event, Won 1st Prize in Finance, 2nd Prize in Marketing, 2nd Prize in HR, 2nd Prize in Treasure Hunt
11. Saintgits Institute of Management (SIMTHESIS 6.0, 2013) - Won 1st Prize HR Game, 2nd in Marketing, 2nd in Finance Game
12. Rajagiri Centre for Business Studies (INFLORE 2013) - Won overall Championship, Won first prize in Finance Game, Won Second Prize in Marketing Game, Won 1st Prize in Best Manager Event
13. COM ARENA 7.0 (St. Thomas College, Palai) Won Overall championship, Won 1st prize in Best Management Team, Won 1st prize in Best Manager

MCA:

The Institution has been sending students for Paper Presentation at different zonal/ university/ National level – the details of which are given below:

1. **Ms Shilpa Prabhath** and **Ms Anjana Gopinath** have participated and won **First** and **Second** Prizes respectively for the event **Exponer** (Paper Presentation) in **INTERFACE – 2010**, national level IT Festival conducted jointly by Computer Science Students Association and School of Computer Sciences, Mahatma Gandhi University, held at University Campus- Kottayam, from 17th to 19th December 2010.
2. MCA semester 4 students attended **National Student Convention 2010** Conducted by **Computer Society of India** at Mar Baselios College of Engineering And Technology, Thiruvananthapuram. **Mr. Sanoop M.S. Won first prize** in event “Workshop in Mobile Application Development” conducted by **Forum Nokia**.
3. MCA Semester 2 students participated in IT fest “**Takshak 2010**” conducted by **M.A . College, Kothamangalam** on 17-18 September 2010. The students **Ms. Meghana Mohan Nair, Ms. Deepa Britto and Ms. Reema Justine bagged the first prize** worth Rs 4000/- in the event “Word Hunt”. Where as **Mr. Edwin Joy and Mr. Jithu K.R. got the second prize** worth Rs 3000/- in the event “Surf and Slide”. The MCA team reached finals of the most of the events.

4. The students of MCA Batch 5 participated in **25th National Students Convention of Computer Society of India. This event was been conducted in association with Kumaraguru College of Technology, Coimbatore on 24th and 25th Sept 2009. Two papers were presented at the event details of which are:**

(i) **Title : Point with your Eyes** by Sanoop M S and Abhijith Radhakrishnan.

(ii). **Title : WEBSITE** by Neeraj Unni and Sreejith P R

B.Com:

The Commerce Department is a young department as it was established only in 2012. The students were given the opportunity to participate in the MG University Youth Festival held at Kottayam last year, though they did not get any prizes.

5.3.3 How does the college seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?

MBA:

The college has a very active placement cell which constantly sends updates to the students and all concerned stakeholders about forthcoming placements, company profiles and also placement updates. Last year 43 companies visited the campus for MBA students, out of which 59 students were placed. In 2011-12, around 45 companies visited out of which 75 students stood placed. This year's drive has just commenced and is gaining momentum.

MCA:

An Exit Feedback from the students is taken verbally while the Project viva is conducted. This is done by the faculty who conducts the viva. Later the experiences are shared among the faculty members during the Faculty meeting, where necessary steps are taken to improve the method of teaching/learning.

B.Com:

Twice Feedback from Students is taken regarding the Faculty and the manner in which the subject was handled. One is at the mid of the semester and the other at the completion of the semester. It is a criterion for the evaluation of the faculties and the suggestions from the side of the students for the correction steps needed to be adopted by the

faculty.

The Students are also provided with their evaluated exam sheets on time and are provided with the correction steps and methods which are to be adopted by them in the future course.

The parents of the students are called in for Open House twice during a semester in order to discuss the progress of their wards.

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

MBA: Nil

MCA:

Online Blog, magazines are being introduced to the students from first semester onwards. There are students who already are using blogs.

B.Com: Nil

5.3.5 Does the college have a Student Council or any similar body? Give details on its selection, constitution, activities and funding.

The institution has a student union formed as a result of an election in the parliamentary mode. The Constitution is as follows:

The Chairman	Mr. Anuroop Prakash P
Vice Chairman	Mr. Jijo Abraham Thomas
General Secretary	Mr. Thomas Simon Mukalel
University Councillor	Mr.Nair Vivek Gopalchandran
The Editor of the College Magazine	Ms. P Madhavi Balagopal
The Art Club Secretary	Ms. Litty Lazar
Class Representatives	Mr. Tushar Unni, Ms. Reshma Babu, Mr. Jerin Baby
Lady Representative	Ms. Neenu Thomas

The student union organizes social initiatives, intercollegiate meet, cultural meet and other student initiatives. The union activities are funded by the management from the fee amount.

5.3.6 Give details of various academic and administrative bodies

that have student representatives on them.

MBA:

The institute has students on various administrative bodies like Hostel committee, Mess Committee, Placement Cell etc. Their role is largely supportive in these areas.

MCA:

Association Of Science Technology And Research Activity (ASTRA) is an initiative taken up by MCA students in 2010. As part of ASTRA the students had activities held on Thursdays such as Expert speak on software Development Community, Free and Open Source Software etc. There was an active participation from the student side towards ASTRA.

B.Com

Every Year a Class Representative is selected for each Class. He/ she represent the whole class and the matters to be communicated to the whole class are communicated to the Class Representative.

5.3.7 How does the institution network and collaborate with the Alumni and former faculty of the Institution.

MBA:

The institute fosters a cordial relationship with alumni by dedicatedly conducting alumni chapters at various hubs like Bangalore, Calcutta, Mumbai, Delhi, Chennai and even in Dubai, in addition to the meet held every year at the campus itself. These meets consistently register good participation year on year. Alumni are also invited to deliver talks at the institute and to interact with the existing student clientele. The network is also kept alive through the Alumni Facebook page. Some of the alumni turn into mentors for the students and even support them technically and financially in conducting various student-driven activities in the campus.

MCA:

There is an Alumni Association at MCA department headed by the Director (MCA). Whenever there is an Alumni meet happening the alumni are informed, who are residents /working nearby the venue of the Alumni meet. The meet happens quite often and the MCA alumni participated at Dubai and Chennai function. Alumni meet is a family get together usually followed by a lunch/dinner.

B.Com: Nil

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1 State the vision and mission of the Institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.?

VISION

To be a centre of excellence for providing quality education in management, commerce, humanities, technology, bio-science and bio-technology and committed to help its stake holders achieve a holistic development.

MISSION

To enable and equip aspiring younger generation through the best of teaching and learning opportunities to enhance knowledge and understanding in their chosen fields of study, to discover full potential in technical and managerial competencies, to nurture and promote creativity and innovation to develop a new generation of entrepreneurs and to imbibe human values through relevant programmes in research, extension and community involvement.

In pursuit of our "Vision" and "Mission" SSTM aims to provide its various stake holders the following:

1. To evolve in the long term into a centre of excellence in providing quality education in chosen fields.
2. To discover full potential and managerial competencies of the students.
3. To promote creativity and innovation to develop a new generation of entrepreneurs.
4. To achieve holistic development of stakeholders through extension and community involvement.
5. To imbibe human values in all activities.
6. To promote research.

6.1.2 What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

The quality policy is framed by Top Management and is implemented through the Principal and faculty who are also actively involved in the design and finalization of various action plans for implementation.

6.1.3 What is the involvement of the leadership in ensuring :

- the policy statements and action plans for fulfillment of the stated mission**
- formulation of action plans for all operations and incorporation of the same into the institutional strategic plan**
- Interaction with stakeholders**
- Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders**
- Reinforcing the culture of excellence**
- Champion organizational change**

The teaching and learning objectives are mainly achieved through course plans approved by the Director. The faculty members are actively involved in the design and formulation of the course plan in their respective specialization. The evaluation, counseling, mentoring, conducting remedial sessions for weaker students and organizing project works are also undertaken in close co-ordination with the faculty and staff.

- Broad action plans for major operational activities are incorporated in various manuals such as Manual of Policies, Project Manuals, and Instructions for counseling and mentoring etc. Revisions and modifications are periodically carried out to deal with emerging requirements and also based on discussions among faculty. These action plans and the related operational instructions are eventually integrated into the Institutional Strategic plan.

- There are structured periodical interactions with all the stake holders. The students and parents are jointly addressed at the time of induction. Interactions on one on one basis are arranged with students and parents facing problems or difficulties. The Director addresses the students in class rooms at regular intervals. Monthly faculty meetings are held where discussions take place on agenda items. Suggestions from faculty are actively called for and taken up for consideration. Open door policy is adopted for faculty members to interact with the top Management.

Alumni meetings are regularly held at different locations and their suggestions are taken into proper account and are followed up.

Industry Institute Interactions are frequently held. Community outreach programmes namely Parivarthana are undertaken as a structured exercise over fixed schedules.

- Policy formulations are revised and modified on an ongoing basis based on need analysis, research inputs and consultations with the stake holders. The suggestions received from them in their interactions are often adopted. Data collected from the outside agencies including academic institutions are also used for making appropriate changes in the policies.
- SSTM and its parent group SCMS are known for its adherence to quality and excellence. The quality parameters are subjected to ISO audit and closely monitored by IQAC. The quality audit helps in reinforcing the culture of excellence. Further the quality concerns are emphasized in interactions with the stake holders by the top management and in all communications within the organization. Deficiencies if any are conveyed either in appropriate gatherings or in one to one meetings. Peer level corrections are also encouraged. For achieving excellence in academic performance, University results are analyzed and collective efforts are taken by faculty and staff for desired improvements, wherever required.
- Transformational exercises for organizational change are attempted at the corporate level and whenever such efforts are initiated full support is extended by the management, faculty and staff.

6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

Monitoring and follow up is done by the Principal with the support of the Heads of Divisions. This is carried out through periodical review of various action plans as well as in one to one meetings with the concerned coordinators

6.1.5 Give details of the academic leadership provided to the faculty by the top management?

Top management is supportive of the faculty and always appreciates their good performance. For new faculty, induction training in which proper guidance and handholding is provided. Regular faculty improvement/ enrichment programmes are organized. Research and other scholarly activities are encouraged and funded projects with faculty involvement are actively scouted for. Reward and recognition for achievements and additional qualifications are extended. Participation in national and international seminars as well as paper presentations is encouraged.

6.1.6 How does the college groom leadership at various levels?

Faculty with good potential for leadership are identified during academic sessions, group activities and interactions, and are entrusted with specific role functions in important academic and administrative activities. They are constantly encouraged and appreciated for better performance.

6.1.7 How does the college delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?

Adequate delegation and flexibility in operation is provided to Heads of Divisions for operational efficiency, and also as part of a decentralized administrative system.

6.1.8 Does the college promote a culture of participative management? If 'yes', indicate the levels of participative management.

Participative management is practiced at all levels of administration. With an open door policy in communication with top management and by actively seeking suggestions from various levels during interactions, everybody in the organization is offered a chance to contribute for the governance system.

6.2 Strategy Development and Deployment

6.2.1 Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

Yes. The institution has a quality policy which is developed over the years through a process of periodically reviewing and incorporating necessary refinements. After the evolution and adoption of a firm policy, ISO certification on quality was achieved in the year 2011 from RINA Italy. The adherence to quality norms in our entire range of activities is consistently emphasized through corporate messages, internal communications addressed to all stake holders. Since the quality certification, the policy is being reviewed as part of the mandatory review exercises undertaken by certification agencies.

6.2.2 Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

The institution's perspective plan for development is systematic enhancement of capabilities in teaching and research with the objective of achieving a deemed university status with global presence.

The aspects considered for inclusion are:

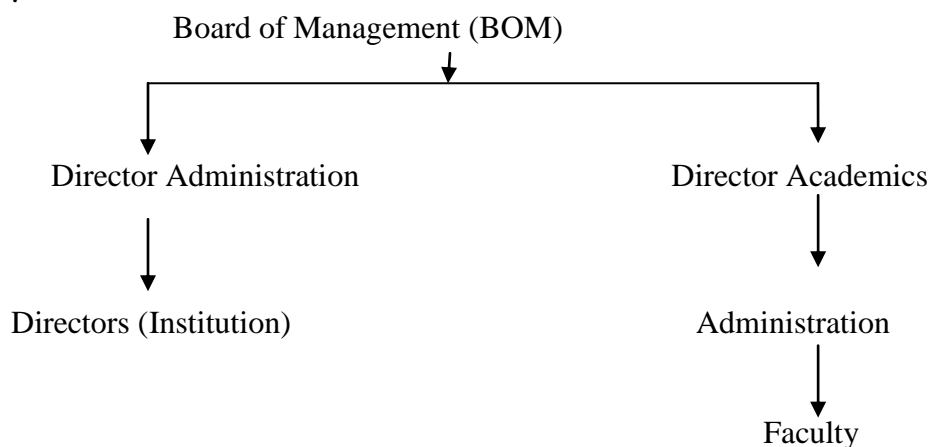
Enriching the existing programmes by incorporating value added courses and certificate programmes.

Adding new programmes and courses in undergraduate and post graduate levels.

Expanding and diversifying by adding related and integrated programmes.

Setting up new institutions for diverse programs, augmenting research facilities and establishing new research centres.

6.2.3 Describe the internal organizational structure and decision making processes.



Policy decisions are formulated and taken at Board of Management (BOM) level and implementation at next level.

6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following

• Teaching & Learning

Preparing for various accreditations and bringing about requisite improvement and changes to obtain national and international accreditation.

Recruitment of quality faculty and continuous faculty improvement programmes.

• Research & Development

Providing world class facilities for classroom and on line learning, library and personality development programmes.

- **Community engagement**

University Research centre is established with all necessary facilities. Faculty is incentivized to undertake research by granting research leave and also sharing of consultancy charges for funded projects

- **Human resource management**

The institution has well defined HR policies incorporating progressive and transparent approach systems and procedures for recruitment, training, career progression and employee benefits.

- **Industry interaction**

Industry Institute Interaction is an important component of our academic programme. Interactive sessions with industry representatives are arranged every week. Students and faculty undertake visits in a planned way.

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

Periodical interactions with parents and alumni are structured at different intervals institution-wise and the feed- back is reported to the top Management. The Directors in Corporate Office who are also members of the Board of Management constantly interact with the Heads of Institutions and gather information and feedback. There is a system of obtaining student feedback at stipulated intervals which is also shared and discussed at the top level.

6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

Faculty involvement is encouraged by conducting open forum where faculty views and suggestions are invited and followed up. The significant contributions of faculty in leading research and service areas are recognized and rewarded through the annual faculty appraisal process also.

6.2.7 Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions

- . Ensuring dominant role for students in organizing Parivarthana and Annual Cultural Fest Programmes with correspondingly diminishing role for the faculty during the current year which was implemented.
2. Identifying better talents for providing Personality Development Programmes which was implemented after vigorous search and scrutiny of applicants in the field

6.2.8 Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If ‘yes’, what are the efforts made by the institution in obtaining autonomy?

Although the institution is seriously aspiring and endeavoring for autonomy status the University guidelines as of now do not consider self financing institutions in Kerala for the autonomy status.

6.2.9 How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder relationship?

The institution pursues an open door policy in addressing complaints and maintains a Grievance Cell mainly to redress students’ grievances. Serious issues and complaints received are discussed at the BOM Meetings.

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?

A few court cases have been filed in the past against charging liquidated damages for withdrawal from the course after the commencement of classes. The Court by and large has upheld the stand taken by the Institution in such matters.

6.2.11 Does the Institution have a mechanism for analyzing student feedback on institutional performance? If ‘yes’, what was the outcome and response of the institution to such an effort?

There is a system to obtain student’s feedback twice in a term, although the focus is on teaching and learning, students also comment on Institutional facilities which are duly taken note of and acted upon. Mentoring system facilitates feedback on Institutional performance; students can offer suggestions and make requests through their

mentors. Alumnae feedback is also taken when they visit the campus. The impact has been improvement in facilities to students

6.3 Faculty Empowerment Strategies

6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non teaching staff?

The teaching and non teaching staff attends various types of faculty/self development programmes and faculty enrichment programmes and participates in Management Development programs which help them to improve their professional and networking skills. A few of the important activities which the Institution initiates and the staff participates are listed below:

- Out bound training at selected locations
- Workshops conducted by faculty as well as outside trainers.
- On the job training – Understudy
- Attending seminars and workshops.
- Participation in various forums and committees.

Training is provided for adoption and use of technology in teaching – Learning management system. (MOODLE and SPSS)

- Organizing Institute Industry Interface
- Mentoring students
- Guiding of project work of students and visiting company guides
- Faculty encouraged to upgrade qualification to PhD
- Faculty encouraged being research guides
- Publication in refereed journals are encouraged
- Paper presentations

6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

In curriculum related activities, academic freedom is enjoyed by the faculty. They actively participate and support the curriculum development, delivery, and assessment within the overall framework of the program approved by the University. Appropriate teaching methodology is adopted by the faculty to achieve the results in line with the objectives of the Institution.

New faculty members are formally introduced to other faculty members both through intra mail and in person by HR Department. They are given orientation during their first week of joining in order to get accustomed to the duties assigned and the professional growth expected of them. Junior faculty undergoes on the Job training as understudy to

tone up their teaching and delivery skills and also to familiarize with the organizational culture and objectives. Key Academic and Administrative personnel provide an overview of the total functioning of the Institution.

The faculty handbook containing the service conditions and the rules and regulations of the Institution is provided to each faculty member. The new faculty members have sessions with the Directors to understand the program structure and academic procedures. The student's manual of policy is made available to familiarize themselves with academic policies, schedule and related subjects.

Information about the books / journals available in the library related to their respective courses is provided.

Delivery of the course as mentioned in the curriculum planner is monitored by the Director while the course is in progress. Midterm and End term evaluation for each faculty is administered and insights drawn from the feedback and evaluation are used for further improvement of teaching.

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

The institution has an annual performance appraisal which specifies that faculty member completes the self evaluation and continues through the evaluation of the Director.

Annual performance appraisal of faculty member is done every year in the month of April to review the performance during the previous year. The faculty member should be able to justify himself/ herself the multiple activities such as activities related to research and scholarly activities, service activities like service to students, Institution, profession, peers and community, Administrative activities like support to Director, Institution and Teaching.

6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

This formal performance evaluation assesses the improvement of the individual professional performance and personal development.

The appraisal by the faculty and Director is face to face. During the appraisal student feedback is also shared by the concerned faculty.

Faculty development programs, advanced training, participation in seminars are planned for the faculty members based on the remarks of the Director's evaluation of performance.

6.3.5 What are the welfare schemes available for teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

Faculty and staff members are provided with welfare facilities such as excellent canteen, family get together, reservation in admission to eligible wards of employees and concession/fee waiver for meritorious students.

Faculty who opt for doctoral programmes are sanctioned PhD leave with pay as well as course work leave. Leave of absence for a continuous period is also sanctioned to undertake full time Ph D program. In deserving cases stipend/ sponsorship is provided.

Travelling Allowance rules are structured in such a way that faculty members belonging to different designations and grade are eligible for benefits commensurate with their position.

Office computers with internet connectivity are also provided for their personal and professional development.

6.3.6 What are the measures taken by the Institution for attracting and retaining eminent faculty?

Systematic efforts are made to recruit the best talent, having post graduate degree in management or related areas with additional professional qualifications, teaching and relevant Industry experience. The institution hires people having wide range of experience at different levels in variety of organizations comprising of private and public sectors ,cooperative and joint sectors IT field and other business enterprise. Diverse talent is attracted through media advertisements across the country and also through referrals by existing faculty.

The Institution provides a congenial work environment to maintain harmony among the faculty and staff members. Infrastructure is provided with all amenities in the class rooms enabling the right teaching ambience for the faculty. The education support system having a well stocked library with extensive collection of books, magazines, DVDs .access to business and management digital resources like Pro Quest and DELNET provide ample opportunities for professional excellence and self development. In house magazine and journals are regularly published which enjoy high peer level

recognition and esteem and also serve as a forum to reflect and portray the creativity and contributions of faculty.

The Institute also follows an open door communication policy. Faculty meetings are conducted periodically to enhance the satisfaction level of the faculty and to receive their views and feedback for further improvements.

Basic compensation is offered as per the University Grants Commission. Higher compensation is fixed on merit with adequate mark up for individual attributes, additional qualifications and other related experiences.

Career path for faculty is well defined with provisions for upward movement in the academic ladder. Based on performance appraisal “Good Performers” are given handsome interim increase in their salary. Additional increments are also given for deserving faculty, members with excellent teaching, research and publication records.

The aforesaid features provide a work environment that is comparable and competitive in terms of compensation, research, teaching, service and career development to ensure faculty retention. The significant number of personnel with long and continuing service with the Institution is indicative of the professional and personal satisfaction of the faculty and staff.

6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

1. Financial planning and budgeting for institutional infrastructure in the short term.
2. Internal audit of financial operation by an external agency
3. Efficient utilization of resources. Resources are allocated based on the budget and also on a case to case basis (purely management controlled).
4. Efficient collection of receipts within pre-scheduled dates. Fines are levied for late fees.
5. Conducting statutory audits on a yearly basis by an external agency
7. Variance analysis: Budgeted vs Actual, with an objective of taking preventive measures against overshooting the budget.

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

1. Concurrent / Internal audit is conducted by an external organisation.

2. It is done concurrently and internal audit report is submitted to the management.
3. Internal audit report is reviewed and corrective and preventive action is taken.
4. Last internal audit report is for January 2014.

Institutional mechanisms for External audit:

1. External audit is conducted in two parts: April – September and October – March. April to September audit is completed before March and October to March audit is completed by July. The financial statements are filed with the Income Tax department by September every year.
2. The last external audit was completed on 31.03.2013.

6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.

Major sources of Institutional receipts:

1. Fee receipts from students.
2. Income from research and consultancy from MBA and M.Sc Biotechnology
3. Interest on fixed deposits with banks

Mechanism for managing deficit:

1. Overdraft from State Bank of India and Union Bank of India on a need basis.
2. Demand loan against Fixed deposits with State Bank of India and Union Bank of India on a need basis

6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

1. Research and consultancy
2. Utilization as per budget
3. Effective control mechanism through close monitoring for utilization of resources as budgeted
4. Variance analysis: Budgeted vs Actual, with an objective of taking preventive measures against overshooting the budget.

6.5 Internal Quality Assurance System (IQAS)

6.5.1 Internal Quality Assurance Cell (IQAC)

a. Has the institution established an Internal Quality Assurance Cell (IQAC)? If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?

Yes. The institutional policy with regard to quality assurance aims at continually improving the effectiveness of the quality Management System of SSTM through imparting quality education to the students using excellent infrastructure, teaching and training of employees. The contribution of the quality policy has been seen in high pass percentage in exams, high rate of placements of students in world class companies and students winning overall winners' trophy at many management fests organized by other colleges.

b. How many decisions of the IQAC have been approved by the management / authorities for implementation and how many of them were actually implemented?

The following initiatives of IQAC were implemented

1. Each faculty has to publish atleast an article in a year.
2. Soft skill activities have been organized in the afternoon hours in the time table.
3. The quality policy has been displayed in prominent places inside the campus.
4. Additional books have been added to the library for the convenience of the students.

c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.

Yes. The IQAC has external members on its committee. They are Mr. Madhu T K, HR Manager, Hi-builds Coatings, Mr. Latheef P M A, social activist, and Ms. Anu Antony, Alumni representative. Mr. Madhu T K stressed the need for an internal MIS for the Institution.

d. How do students and alumni contribute to the effective functioning of the IQAC?

The IQAC has an alumni representative and a student representative in the committee. The student representative stressed that the performance culture of the institution has to be maintained at the current level. The alumni representative shared their concern for including job oriented soft skill training for students in the Institution

e. How does the IQAC communicate and engage staff from different constituents of the institution?

All the departments are represented in the IQAC. Additionally there are representatives of the employer, alumni, nearby community and students in the committee. All the decisions of the IQAC are discussed in the management meeting and then communicated to all faculty members by circulars.

6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If 'yes', give details on its operationalisation.

Quality assurance of the academic and administrative activities of the institution is monitored by the ISO.

Academic activities:

1. The institution follows the academic calendar made by the Mahatma Gandhi University, Kottayam at the beginning of the academic year.
2. Each course of SSTM adheres to the academic calendar made by the University.
3. Each faculty prepares semester-wise Course Plan of their subject and gets it approved by the Director.
4. The course plan shows the schedule of tests, assignments, presentations and exams in advance so that there is enough time for revision.
5. Lecture classes missed by the faculty on account of leave are compensated by taking classed on first, third and fifth Saturdays of a month.
6. Student's performance is monitored through the tests, assignments, presentations and attendance.
7. The internal marks are published on the notice board and those students who scored less marks are monitored by their mentors for improvement. Parents are also informed about their ward's performance.

Administrative activities:

1. The Principal is the administrative head of the institution.
2. The Board of Management consisting of all Directors is the chief decision making body of the institution.
3. The administration of each department/course is carried out by the office consisting of Manager (Admin), Secretary to the Principal and

Office Assistants.

The Principal and the Manager (Admin) monitor quality assurance of the institution by integrating the academic and administrative framework effectively.

6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If ‘yes’, give details enumerating its impact.

Yes. The institution has conducted the following training programmes for the faculty for the effective implementation of the quality assurance procedures:

1. Workshop for preparing the Course Plan
2. Coaching in Excel and Powerpoint.
3. Training for using Proquest and EBSCO.
4. Training for librarians to use library automation software/package.

All the above measures have helped the faculty and non teaching staff to streamline their activities and be effective in teaching and documentation.

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If ‘yes’, how are the outcomes used to improve the institutional activities?

An internal audit of all the departments is conducted once every 6 months. All the departments, libraries and offices are subjected to the audit by a team of internal auditors. Suggestions for improvement are prepared in the form of a report and submitted to the Management review meeting. The outcomes used to improve the institutional activities are as follows:

1. Attending seminars/conferences and presenting papers.
2. Academic publication and editing of books.
3. Subscription to journals, magazines and e-journals.
4. Student mentoring processes.
5. Improving Corporate Student Initiatives.
6. Introduction of Add-on courses.
7. Innovative methods in teaching.
8. Starting of new courses.

6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?

The institution takes great efforts in assuring quality of all its processes and activities. Feedback from students, parents, alumni and employers help in evaluating the effectiveness of implementation of all the courses. The internal quality assurance procedures have been vetted by the external quality assurance agency namely RINA, Italy which also monitors the departments to ensure that the procedures are being followed. All the departments follow the procedures required by the regulatory authority namely the University.

6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

The institutional mechanisms for continuously reviewing the teaching learning processes are

1. Course Plan preparation:

The teaching learning process is preceded by the preparation of Course Plan. A systematic Course Plan is to be made by each faculty handling a subject indicating objectives, topics, tests, assignments, presentations/seminars, quizzes and projects. This course plan is discussed with the Principal whose suggestions are also included into the revised plan. Once the semester begins, the course plan is discussed in the class in detail. This helps the students to have an overview of the subject and expectations from the students. The flow of topics and assessments is carried out as per the Course Plan.

2. Continuous internal assessment:

A direct mechanism to review teaching-learning process is the Internal assessment system in the institution. As part of this, tests, assignments, presentations/seminars, projects, quizzes are organized for the students at regular intervals. The faculty evaluates the assessments within a specified time and the marks are submitted to the office. The office publishes the marks on the notice board. The students can raise queries on the internal marks with the Principal within two weeks of publishing. After that the marks are submitted to the University. Through this internal assessment, students' gradual progress in academics can be reviewed by the institution.

3. Faculty feedback:

Twice in a semester faculty feedback is taken from the students by the office. The students evaluate the faculty on quality of teaching, assessment and regularity through an online feedback system. The report of this feedback is submitted to the Principal who in turn

communicates the same to the faculty. Through this feedback, the faculty gets to know the extent of acceptability among the students by their teaching, assessment and regularity.

4. Student mentoring:

Every faculty is allotted ten students for counselling and mentoring. Through these processes, the students' concerns regarding learning, progress, feedback and personal difficulties are redressed by the mentors. This process helps the mentors to gauge the impact of teaching learning on each of their mentees.

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

The quality assurance policies, mechanisms and outcomes of the institution are communicated to internal stakeholders through the manual of policies. The quality policy, mission and vision statements of the institution are displayed prominently at various places on the campus. The quality assurance policies are communicated to the external stakeholders through the institution's website, open house meetings and the extension activities of the institution.

CRITERIA VII: INNOVATIONS AND BEST PRACTICES

7.1 Environment Consciousness

7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?

The institution does not perform a Green audit. Efforts are made to keep the campus eco-friendly to the extent possible. As the land does not support tap-rooting trees, lawns have been created extensively intermitted by flowering bushes.

7.1.2 What are the initiatives taken by the college to make the campus eco-friendly?

- Energy conservation: All efforts are made to conserve electricity used in the campus. During lunch breaks, use of lights and air conditioners are switched off.
- Use of renewable energy: Nil
- Water harvesting: Rain water harvesting is done and routed to the well in the campus.

- Check dam construction: Nil
- Efforts for Carbon neutrality: Nil
- Plantation: Nil
- Hazardous waste management: Nil
- e-waste management: Nil

7.2 Innovations

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

MBA

1. As part of the two year program a new approach to the course plan is made by including business dailies into the curriculum. Business knowledge is an exceptional blend of practical business world and class room. The composition of the subject is in such a way that it gel very well with the regular subjects. The class is divided into different sectors like , marketing, automobile, telecom agriculture, IT, finance, Economy etc. and the news in the dallies are discussed sector wise. Presentation concept is also discussed. Students are able to understand the practical application of the theory, ensuring a holistic appreciation of the subject.
2. Students are sent for branch experience for the subject of Bank Management to get a feel of what is happening in the Bank branches. They observe the various activities and make a presentation about it. It has turned to be a good learning experience
3. The Out Bound Training Experience happening every year in the high ranges of Munnar in adverse living conditions in “Tents” in biting cold for learning of various management lessons practically gives a wonderful opportunity to understand each and every student.
4. In order to keep the classes not limited to text book learning, students were sent for a rural market visit (which was undertaken while they were on their project). Each student was given a product category They visited rural markets, interacted with the shopkeepers and discussed about the customer preference of brands in their selected product category. They came back with insights of rural marketing, hitherto unknown to them. They presented the same along with photographs taken at these locations. Fake brands in the same product category were identified and photographed as well.

5. After having learned Rural Marketing, the students were asked to identify a brand and re-brand the same in the rural marketing scenario keeping in mind the sentiments of the rural market. This was a learning experience for the students.
6. Instead of limiting the learning of concepts like leadership, attitude, personality, transaction analysis to the text books, students had a introspection on their own individual attributes when they were subjected to renowned tests to analyze their personality, attitude, ego state, leadership skill etc.
7. The students identified a corporate leader of their choice and extrapolated the theories of leadership on to them. They identified their leadership styles and critically analysed the leaders.

MCA:

1. Classes are taken with the help of Powepoint Presentation.
2. Online test are conducted
3. As a part of projects given in Graphics lab, students were able to bring their imagination into life. They were given different topics and they were asked to do animation based on them. Through story telling using animation students could come out with their idea in a true manner. They submitted animated short movies as a part of this, which was evaluated after that.
4. Surprise Test is conducted as it improves the grasping power of the student as he/she is aware of the topic.
5. Open Book test is conducted to make the students read the text.

M.Sc (Biotechnology)

New Method of Assessment of Student Assignments. In the new method, students were first allowed to select an appropriate topic in consultation with the mentor as earlier from a good journal. Then they were asked to collect enough reference papers related to the topic of selection. The student should then discuss with the mentor for finalizing the areas or heads under the selected topic. After that the students were asked to submit a hand written draft of the assignment. The mentor will correct the hand written draft and will ask to student to make appropriate changes and prepare the final assignment. The department will conduct a short test paper for 5 marks with duration of 30 minutes based on the assignment for assessment purpose. The score of the student will be taken for internal assessment.

B.Com:

The practice of remedial coaching was implemented to identify the slow learners and to provide the necessary assistance to bring them to the desired level of performance. Additional time and faculty assistance is provided during the forenoon and afternoon sessions. The area of weakness of each student in curriculum related courses are identified. The grade secured in each course and their level of performance in each class is assessed to identify the weak students. The areas in the relevant curriculum where they find more difficulty are given more importance in the remedial teaching.

7.3: Best Practices

7.3.1 Elaborate on any two best practices which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.

Best Practice 1:

- 1. Title of the Practice:** Parivarthana – Be the change you want to see
- 2. Goal:** ‘Parivarthana’ is a social responsibility initiative of SCMS which aims at creating a wave of awareness among school students in Ernakulam district about social issues that concern them directly through entertaining yet thought-provoking performance using MBA students as influencers.
- 3. The Context:** The biggest challenge is in coming up with a script for the program which has to be riveting and entertaining to the school-going community (that too cutting across all social, economic and regional backgrounds) and yet successful in delivering key content. Other challenges include training the teams, liaising with various school managements and managing the expenses.
- 4. The Practice:** A theme is chosen as part of Parivarthana each year. The entire batch of students from MBA are divided into various groups of 10 members each and then sent to schools in the district to propagate the chosen ‘social message’ in the prescribed format. The students present the 1 hour program and collect written feedback from the school community on the quality of the experience and the learnings.
- 5. Evidence of Success:** The program which was initiated in 2011 has already covered 45000 students across 120 plus schools. There has been an increase in the number of schools year on year from 83 in 2011 to 100 plus in 2013.
- 6. Problems Encountered and Resources Required:**

Financial: The students were transported to the various schools in tempos hired by the college. Teams which had back-to-back sessions in schools were also provided with lunch kits and refreshments, the costs of which had to be borne by the college.

Human: The Human resource being the backbone of the program, students and faculty needed to be spared on the earmarked dates. This involved lots of manpower planning and scheduling at the institutions end.

Material: Coming up with a script for the program which has to be riveting and entertaining to the school-going community (that too cutting across all social, economic and regional backgrounds) and yet successful in delivering key content was a challenge.

Best Practice 2:

1. Title of the Practice: New Method of Student Seminar Assessment

2. Goal: To improve the quality of the seminar pattern followed by the students.

3. The Context: The pattern followed by the students earlier is non competitive and just for the sake of completing their turn and for many of the students it was not at all an effective presentation. In this context the institute decided to innovate the standard of seminar presentations.

4. The Practice: Seminar presentations on topics assigned from the scientific literature or on subjects related to a current research project are an integral part of the course curriculum. The efforts made by the institute were quite clearly reciprocated by the students by greater willingness to actively participate in their own learning process.

- I. A clearly written abstract of the seminar will be submitted by the student three days before the seminar to the seminar coordinator and the it will be displayed on the departmental notice board for the reference all students and faculty members
- II. An innovation found particularly useful by the faculty was the feedback evaluation of the seminar presentation.
- III. Besides the name of the speaker, topic, the faculty have included the following criteria for the evaluation purpose.
 - a) Selection of topic
 - b) Literature review
 - c) Presentation skill
 - d) Objectives of the talk
 - e) Novelty of methodology
 - f) Effectiveness of discussion

- IV. For each of the above mentioned criterion, three grade points were given as – poor/average/fair.
- V. The student who scores an overall three ‘poor’ grade will be asked to retake the seminar on another date after better preparation.
- VI. If the student score less than 3 ‘poor’ and ‘fair’ and ‘average’ for most of the criterion, the student is considered as “pass”.
- VII. It further gives a student an opportunity to communicate and respond to an audience.

5. Evidence of Success: Students begin to show better performance during the seminar sessions. All of them were able to get the “pass” score during seminars. Communication skill of the students increased. Moreover awareness on the need for presenting scientific data confidently is developed among students.

6. Problems Encountered and Resources Required

There are no problems encountered for achieving this objective. The seminar coordinator takes the charge of printing and distributing evaluation form during seminar sessions. The forms were collected after seminars and further assessment were made during faculty meeting for determining the score of the student.

E. Evaluative Report of the Departments

Master of Business Administration

1. **Name of the department:** Maser of Business Administration
2. **Year of Establishment:** 2003
3. **Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):** Master of Business Administration / PG
4. **Names of Interdisciplinary courses and the departments/units involved:** Nil
5. **Annual/ semester/choice based credit system (programme wise):** Semester
6. **Participation of the department in the courses offered by other departments:** Nil
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** Nil
8. **Details of courses/programmes discontinued (if any) with reasons:** Nil
9. **Number of Teaching posts**

	Sanctioned	Filled
Professors	1	1
Associate Professors	6	6
Asst. Professors	8	8

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr. Radha Thevennoor	M.Com., MBA., Ph.D	Professor	Human Resource Management	18 years teaching experience	Nil
Dr. Susan Abraham	MBA, M.Phil, Ph.D	Associate Professor	Human Resource Management	2 years Industry + 17 years teaching	1 (Guiding at present)
Dr. Poornima Narayan R	MA, M.Phil, Ph.D	Associate Professor	Economics	13 years teaching experience	Nil
Dr. Makesh K G	M. Com, Ph.D	Associate Professor	Commerce	9 years teaching experience	1 (Guiding at present)
Anand Sasikumar	BE, MBA, MS (Canada)	Assistant Professor	Management	4 years industry + 4 years teaching	Nil
Vilas Nair	PGDM	Assistant Professor	Marketing	9 years industry + 5 years teaching	Nil
Dr. Mary Fatima Cross	MA, M.Phil, Ph.D	Associate Professor	English	30 years teaching experience	Nil
Daly Poullose	B. Tech, MBA	Assistant Professor	Management	4 years industry + 4.5 years teaching	Nil
Santhosh S	BE (Chem), A.C.M.A	Associate Professor	Management	25 years industry + 4 years teaching	Nil

Jose A V	M.Com, LL.B, CAIIB, EMBA, PGP (XLRI)	Associate Professor	Finance and Banking	25 Years industry + 3 years teaching	Nil
Megha Michael	BA, MBA	Assistant Professor	Management	6 months industry + 4 years teaching	Nil
Jayakrishnan S	B.Sc, PGDM (RM)	Assistant Professor	Marketing management	2 years industry + 3 years teaching	Nil
Dr. Andez George	MBA, Ph.D	Assistant Professor	Management	5 years	Nil
Ajith Sundaram	B. Tech, MBA, MS (UK)	Assistant Professor	Management	4 years industry + 3.5 years teaching	Nil
Balakrishnan Unny Raghavan	MBA, B.Tech (Mec)	Assistant Professor	Systems, Management	7 years industry + 6 months teaching	Nil

11. List of senior visiting faculty

1. Prof. K.J. Poullose, Professor, SCMS Cochin School of Business
2. Prof. R.T.R Varma, Professor, SCMS Cochin School of Business
3. Ms. Shyla Krishnakumar, Manager – HR, SCMS Corporate Office.
4. Dr. Deepa Pillai, Associate Professor, SCMS Cochin School of Business
5. Prof. Sreekumar Pillai, Professor, SCMS Cochin School of Business
6. Prof V. Rajagopal, Professor, SCMS Cochin School of Business
7. Adv. Diya C. R, Advocate
8. Lt.Commdr (Rtd). Shalini Nandwani, Associate Professor, SCMS Cochin School of Business
9. Dr. C. K Rajan, Professor, SCMS Cochin School of Business
10. Prof. V. Srinivasan, Professor, SCMS Cochin School of Business
11. Dr. I. Suresh Mallaya, Professor, SCMS Cochin School of Business
12. Mr. Justin Joy, Assistant Professor, SCMS Cochin School of Business

13. Dr. Sengottuvelu, Associate Professor, SCMS Cochin School of Business

14. Dr. Jayasri, Associate Professor, SCMS Cochin School of Business

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 16%

13. Student -Teacher Ratio (programme wise): 1:15

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: 5

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.

Ph.D : 6

M.Phil: 2

PG: 15

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received : 2

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:

ICSSR has funded a project titled 'Developing a profile of short duration migrant labourers in Ernakulam District'. A total of Rs. 5 lakhs has been received as grant.

18. Research Centre /facility recognized by the University: Yes, the Department is recognized by the Mahatma Gandhi University for offering Ph.D in Management

19. Publications:

* **a) Publication per faculty**

Dr. Makesh K G

1. 'Liquidity Risk Management in Banks: Gap Analysis of Federal Bank and CBoP', Professional Banker, ICFAI University, February 2009; ISSN 0972-5156.

2. 'Union Budget 2009-10: A Showdown on Economic and Political Exigencies', ICFAI Reader, ICFAI University, June 2009; ISSN 0972-5091

3. 'IPRs for Ensuring Competitiveness in Indian MSME Sector: Challenges & Opportunities', South Asian Business Review, Birla Institute of Management & Technology, Noida, June 2009; ISSN 0974-5939
4. 'Credit Risk Disclosures by Banks: The Market Discipline Pillar of Basel II Accord', Fortune Journal of International Management, Fortune Institute of International Business, New Delhi, July-December, 2010; ISSN 09973-0079
5. 'Agricultural Sector in India: Concerns on Performance and Sustainability', South Asian Business Review, Birla Institute of Management and Technology, Noida, January, 2011; ISSN 0974-5939
6. 'From Traditional to Behavioural Finance: Explaining Behaviour of Stock Markets and Investors', SCOUR, Vol. 5, No. 1, Jan.-June, 2011, Journal of Institute of Productivity and Management, New Delhi; ISSN 0973-6123
7. 'Mergers and its Impact on Competition in Banking Sector: A Theoretical Perspective on International Experiences', PCTE Journal of Business Management, Volume 8, Issue 2, July-December 2011; ISSN 0973-4066
8. 'SHGs Organised by NGOs: Towards Empowering Rural Women in Kerala', International Journal of Management Review, May 2012, ISSN: 2277 -5803
9. 'Self Help Groups and Micro-Finance Through Bank Linkage: A Study of Coastal Women Community In Kerala', Shiv Shakti International Journal in Multidisciplinary and Academic Research, Vol.1, No. 3, Sep.- Oct. 2012; ISSN 2278 – 5973
10. 'Explaining Stock Prices and Investor Behaviour: An Anthology of Traditional Finance Approaches and its Fallacies', International Academic Research Journal of Business and Management, Vol. No. 1, Issue No. 4, Sep. 2012; ISSN 227-1287
11. 'Rural Women Empowerment Through SHGs: A Study on Effect of Group and Member Profiles on Empowerment in Kerala', *International Journal of Social Science Tomorrow*, Vol. 1, Issue. 8, October 2012; ISSN 2277-6168
12. 'Empowering Rural Women in Kerala: A Study of the Role of SHGs', International Journal of Sociology and Anthropology, Vol. 4, No. 9, Nov. 2012, pp. 270-280; ISSN 2006-988
13. 'Impact of FIIs on Corporate Dividend Policy in India', Paripex - Indian Journal of Research, Vol. 2 Issue 5, May 2013; ISSN 2250 – 1991

14. 'Seasonality in Emerging Economies: Evidences From Indian Stock Market', International Journal of Financial Management, Publishing India Group, Vol.3, Issue 2, July 2013

Dr. Susan Abraham

1. 'Influence of Personality on the selection of Career Management Strategies' (BIFT's Journal of International Management and Research, April – June 2009).
2. 'Prominence of Higher Order Needs: An Indian IT Sector Experience' (Vilakshan XIMB Journal of Management, September, 2009).
3. "Development of an employee engagement programme on the basis of employee satisfaction survey" (Journal of Economic Development, Management, IT, Finance and Marketing, GSMI New York, March 2012).
4. "Job Satisfaction as an antecedent to employee engagement" (SIES Journal of Management, Volume 8, Issue 2, September 2012).
5. "Relationship between Organisational Culture and Employee Engagement: A study" (Excel International Journal of Multidisciplinary Management Studies, Vol.3 Issue 2, February 2013).
6. "A study on sustainability and customer satisfaction" (Intercontinental Journal Of Marketing Research Review, Volume 1 Issue 5, February 2013).
7. "Human Resource Management in Successful Entrepreneurship – A Review" (International Journal of Exclusive Management Research, Vol 3 Issue 8 August 2013)

Vilas Nair

1. Published an article Titled "The survival of the fittest: Private label vs the manufacturer brand" in South Asian Journal Of Marketing And Management Research. Vol 2 issue 10, October 2012. SAJMMR (ISSN No 2249-877X).

Mr. A V Jose

1. Indian Banking – Consolidation or Financial Inclusion- Which is the priority (October 2013)
2. Asset Quality of Indian Banks – an Overview (June 2013)

Ms. Daly Poulse

1. A Case study titled "Risks and Strategies for a Build-Own-operate International Airport Project in India" has been published by IGI

Global Publishers in 2013 in the International Journal of Risk and Contingency Management(IJRCM) (ISSN:2231-5756)

2. An empirical “study of target customer perceptions about foreign participation in Higher Education in India” has been accepted for publication at Mc Stanford Journal of International Management (ISSN:2321-1652)

Dr. Andez George

1. Social Media: Technology for Relationship Marketing’ Business Sciences International Research Journal, Vol 1, Issue 2, ISSN 2321-3191(Print)

2. ‘Toy purchases through organized retail outlets in Kerala-An empirical study’ *International Journal of Research in Commerce, Economics & Management (e-journal)*, Vol No.1(2011),Issue No.8,ISSN 2231-4245

3. Modern Trends in Indian Retail Industry in T.Thiruvankadam,N.Pachanatham (eds)‘**An Overview of Organised Retail Store Selection Behaviour’**, Scitech Publications(India) Pvt.Ltd.,Chennai,2011, PP.138-150. ISBN 978-81-8371-365-8

4. Management Practices for Environmental Sustainability in S.Pragadeeswaran (ed) “**SWOT Analysis on Management Practices of Organic Rice Farming in Kerala**”,2nd International Conference Proceedings of Annamalai University, Anuragam Publications,Chennai,2010 Price 500 PP.50-54.ISBN 9789880627236

Mr. Ajith Sundaram

1. Transforming Collaborative Working in Educational Institutions with Groupware Technologies (International Journal of Engineering Research and Technology) International Journal of Engineering Research & Technology (IJERT) Vol. 2 Issue 10, October - 2013

2. Can Social Networking Keep Students In School? A Proposal for an Ideal Social Networking Site for an Educational Institution. (ZENITH International Journal of Business Economics & Management Research)ZENITH International Journal of Business Economics & Management Research ISSN 2249- 8826 ZIJBEMR, Vol.3 (12), December (2013)

3. Backwater Tourism has created positive impact in the foreigners mind in promoting Alleppey as a Tourist Destination -An empirical study at Alappuzha in Kerala (International Journal of Social Science and Interdisciplinary Research) 2013 IJERTV1IS10265

4. The changing face of engineering education in Kerala -An empirical study at engineering colleges in Kerala (International Journal of Engineering Research and Technology) International Journal of Engineering Research & Technology (IJERT) Vol. 1 Issue 10, December- 2012 ISSN: 2278-0181
5. Campus placements in Kerala -An empirical study at the selected Engineering Colleges in Kerala (International Journal of Scientific and Research Publications) International Journal of Scientific and Research Publications, Volume 3, Issue 1, January 2013 1 ISSN 2250-3153
6. Study On Welfare Measures For Employees In A Manufacturing Company (ZENITH International Journal of Business Economics & Management Research) ZENITH International Journal of Business Economics & Management Research, ISSN 2249- 8826 ZIJBEMR, Vol.4 (1), JANUARY (2014)

*** Number of papers published in peer reviewed journals (national /**

international) by faculty and students

Faculty	National	International
Dr. Makesh K G	8	6
Dr. Susan Abraham	3	4
Dr. Andez George	2	2
Vilas Nair	Nil	1
Jose A V	2	Nil
Daly	Nil	2
Ajith Sundaram	Nil	6

*** Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International**

Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

Andez George

‘Toy purchases through organized retail outlets in Kerala-An empirical study’ *International Journal of Research in Commerce, Economics & Management (e-journal)*, Vol No.1(2011),Issue No.8,ISSN 2231-4245

* **Monographs:** NIL

* **Chapter in Books**

Dr. Makesh K G

1. Impact of Self- Help Groups on Rural Women of Kerala’ in Challenges to Inclusive Growth in Emerging Economies, IIM – Ahmedabad, 2010
2. ‘CSR: A Strategic Approach for Indian Companies to Reinforce Brand Equity’, in Rethinking Corporate Social Responsibility, Macmillan Publishers India, 2011; ISBN 13: 978-0230-32310-0
3. ‘Rural Entrepreneurship through SHGs’, in Entrepreneurship: Perspectives and Strategies, Sree Venkateshwara Publications, 2013 ISBN; 978-81-923165-2-9

Mr. Vilas Nair

1. Paper on “Private Label and Consumer Perception published in Chapter form in Excel Publication ISBN 978-81-7446-927-4.
2. Paper on “Private Label and Consumer Perception published in Chapter form in Excel Publication ISBN 978-81-7446-927-4.

* **Books Edited**

Andez George

1. Modern Trends in Indian Retail Industry in T.Thiruvenkadam,N.Pachanatham (eds)‘**An Overview of Organised Retail Store Selection Behaviour**’, Scitech Publications(India) Pvt.Ltd.,Chennai,2011, PP.138-150. ISBN 978-81-8371-365-8
2. Management Practices for Environmental Sustainability in S.Pragadeeswaran (ed) “**SWOT Analysis on Management Practices of Organic Rice Farming in Kerala**”,2nd International Conference Proceedings of Annamalai University, Anuragam Publications,Chennai,2010 Price 500 PP.50-54.ISBN

9789880627236.7446-604-4

*** Books with ISBN/ISSN numbers with details of publishers**

Dr. Makesh K G

1. “Rural Women Empowerment: Initiatives through Self Help Groups’, VDM Verlag Dr. Muller, Germany, 2011; ISBN 978-3-639-33604-7
2. ‘Financial Services: A Marketing Perspective’, VDM Verlag Dr. Muller, Germany, 2011; ISBN 978-3-639-34247-5

Ms. Daly Poullose

1. Chapter titled “Tapping Emerging Market Competencies” in “Towards managerial Excellence: Challenges and Choices” by MacMillan Publishers, 2011. (ISBN: 0230-33253-6)

Dr. Andez George

1. ‘Toy Market: Changing Trends’ Proceedings of International conference on applied research in business, management, economics and finance, ISBN 9780989515009

* Citation Index: Nil

* SNIP: Nil

* SJR: Nil

* Impact factor: Nil

* h-index: Nil

20. Areas of consultancy and income generated: NIL

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards....: Nil.

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme: Nil

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: MBA 2011-13 : 100%
MBA 2010 -12: 100%

23. Awards / Recognitions received by faculty and students

Faculty:

Dr. Radha Thevannoor, Director SSTM was awarded the title of Research Fellow of the Oxford Institute of Population Ageing. She has also been awarded the Pfizer prize for Aging, Japan.

Students:

Awards won by the students in the Institute during the year 2012 - 2014

Names of awards won at National level

1. Gravitas 2012 (Vellore Engineering College)- Won 3rd prize in Finance Game
 2. Tantra 2012 (Macfast,Thiruvalla) - Won 1st prize in Marketing Game
 3. KarmaAnta 2012 (Vimal Jyothi Institute of Management)- Won Overall championship, Won 1st prize in HR Game, 1st prize in Corporate Walk
 4. Mangalam College of Engineering (Mahasangram 2012) - won 1st Prize Corp Walk, 3rd Prize Finance Game
 5. Xlencia 2012 (Bharat Mata Institute of Management) - Corp Walk 2nd Prize , Finance 3rd Prize
 6. Saintgits Institute of Management (SIMTHESIS 5.0) - 1st Prize HR Game, 1st Prize Marketing
 7. Business Plan Competition at Marthoma College, Perumbavoor - Won 1st Prize
 8. TOC H Institute of Science Technology (DENOVO 2013) - Won 2nd Prize in Finance Game
 9. School of Management Studies, University of Calicut (TITANOMACHY 2013) - Won overall Championship, 2nd in Marketing, 1st in HR Game
- Marketing Game - Midhu Menon, Litty Lazar, Athira.G, Devaki.G, HR Game - Sherin Scaria, Ardra.P, Sneha Murali, Akash Jayan, Best Manager - Megha Martha Jenny

10. SJCET School of Management, Pala (Sargasadhana 2013) - 2nd in Best Manager Event, Won 1st Prize in Finance, 2nd Prize in Marketing, 2nd Prize in HR, 2nd Prize in Treasure Hunt

Finance Game - Anoop.M.S, Arun Kartha, Nidhin.N.S, Litty Lazar, Marketing Game - Shreejith.V, Christina,Athira.G, Akash Jayan, HR Game - Ardra.P, Sherin Scaria, Ashna Serah, Midhu Mohan, Treasure Hunt - Vikas Babu, Aquin Joseph, Nikhil Reji.

11. Saintgits Institute of Management(SIMTHESIS 6.0, 2013) - Won 1st Prize HR Game, 2nd in Marketing, 2nd in Finance Game

HR Game - Ardra.P, Sherin Scaria, Nithya Gopi, Marketing Game - Christina.T.V, Shreejith Vijayan, Joy Peter, Finance Game - Nidhin.N.S, Anoop.M.S

12. Rajagiri Centre for Business Studies (INFLORE 2013) - Won overall Championship, Won first prize in Finance Game, Won Second Prize in Marketing Game, Won 1st Prize in Best Manager Event

Finance Game - Anoop.M.S, Sona Mathew, Christina.T.V, Anu.M.Nair, Marketing Game - Vishnu.G, Shreejith Vijayan, Athira.G, Joy Peter, Best Manager - Anulakshmi

13.COM ARENA 7.0 (St. Thomas College, Palai) Won Overall championship, Won 1st prize in Best Management Team, Won 1st prize in Best Manager

Best Management Team - Jerin Thomas, Nikhil Reji, Abhilash Nair, Jerin Baby, Yadhu Krishnan, VinayKrishnan, Best Manager - Nawaf Musawa

14. Astra 2014 (Amrita School of Business Kochi) - Won 2nd place in Finance Game

Finance Game - Anoop.M.S, Nidhin.N.S, Arun Kartha, T.M.Magesh

24. List of eminent academicians and scientists / visitors to the department: Nil

25. Seminars/ Conferences/Workshops organized & the source of funding

a) National: Nil

b) International: All the following conferences were funded by the Institution.

1. An international conference on Ageing Well – Managerial and Social Challenges was organized in the Month of January, 2014

2. An International conference on “Indian Financial Sector on the Global Financial Landscape” was organized on January 31 and February 01, 2014.

3. An International Conference on building customer trust (ICBCT) was organized on December 2013.

4. A two –day international conference on Cultural Diversity and Inclusion was organized on 14 and 15 February 2014.

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
MBA 2010-12	433	120	41	79	80.5%
MBA 2009 -11	480	120	45	75	58.82 %
MBA 2008 – 10	617	120	60	60	65.2%
MBA 2007-09	591	116	39	77	96.66%

*M = Male *F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
MBA 2010 - 12	100%	NIL	NIL
MBA 2009 - 11	83%	17%	NIL
MBA 2008 - 10	83%	17%	NIL
MBA 2007 - 09	100%	NIL	NIL

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? NIL

29. Student progression

Student progression	Against % enrolled
UG to PG	NIL
PG to M.Phil.	Data not available
PG to Ph.D.	Data not available
Ph.D. to Post-Doctoral	Data not available
Employed <ul style="list-style-type: none"> • Campus selection • Other than campus recruitment 	57.92% Data not available
Entrepreneurship/Self-employment	Data not available

30. Details of Infrastructural facilities

- Library: The library is well stacked with 8719 books, 116 national and international journals and 12 magazines
- Internet facilities for Staff & Students: All computers are having internet facility
- Class rooms with ICT facility: 7 classrooms have internet connected computer and wall mounted LCD projectors, audio systems and white board with markers.
- Laboratories: The computer lab has 91 computers, HP laser Printer and HP laser scanner

31. Number of students receiving financial assistance from college, university,

Government or other agencies: One student is receiving financial assistance from the institution.

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts:

Details of Institute Industry Interface (III)

2009

<u>Sl No:</u>	<u>Date</u>	<u>Name</u>	<u>Designation</u>	<u>Subject of Presentation:</u>
1	21/1	Mr.Jayson	Research	Nano Technology- A

	2/20 09	Paulose	Fellow,harvard University,USA	birds eye view
2	25/1 1/20 09	Mr.Vivek Varma	Senior Vice President,Public affairs	Retailing strategy of Starbucks
			Starbucks Coffee Company,USA	
3	25/1 1/20 09	Dheepinder Kapany	Business Head,Reliance Time out.	Creating the store excitement with Visual Merchandising.
4	25/1 1/20 09	Ms.Lara Varma	Sr: manager Starbucks Coffee Co: USA	My experiences at Starbucks Coffee Company.
5	13/1 1/20 09	Mr.Vijayan and IAS	Dept of Local self Government	"Decentralisation experience of Kerala."
			Government of Kerala	
6	11/1 1/20 09	Mr.Thomas Kadavan	General Manager(HR and administration)	Role of HR in the emerging economies.
			AVT Natural Products	
7	11/1 1/20 09	Mr.Ranjith Thampi	Regional Manager HR, Bharti Axa Life	Challenges of HR in the present scenario.
8	4/11 /200 9	Mr.Venugo pal C. Govind	Managing Partner, Varma &Varma	The Role of Ethics in Financial Management
			associates	
9	4/11 /200 9	Mr.Hari Kumar	Assistant Vice President,Axis Bank	The role of Banks in a period of recession.
1 0	16/1 0/20 09	Dr.S.Arava muthan	Project Director,Moon Impact Mission,	Managing the Chandrayan project at V.S.S.C.
			V.S.S.C.	
1 1	24/9 /200 9	Mr.P.C.Syri ac IAS	Former Chairman Rubber Board and Director	Asean Free Trade agreement- A Frank review.
			Federal Bank.	

1 2	18/9 /200 9	Mr.V.Tilak	Investment advisor,J.M.Financial Services	Exchange Traded Funds
1 3	26/8 /200 9	Prof. N.S.Ramas wamy	Former Director ,IIM Bangalore	Leadership in Management.
1 4	20/7 /200 9	Dr.Vinod P.Veedu	Senior Engineer, Nano Technology	Wonders of Nano Technology
			Oceanit Laboratories,hawai,U SA	

2010

<u>Date</u>	<u>Name</u>	<u>Designation</u>	<u>Subject of Presentation:</u>
29/12 /2010	Mr.Praveen Kamath	Global Talent Head, WIPRO ,Bangalore.	"Competency mapping – Knowledge management and outsourcing "
27/12 /2010	Mr.Rama D.Iyer	Technical Consultant, IBM Australia,Sydney.	latest trends in Information Technology.
13/12 /2010	Mr.Vijay V. Shankar	Associate Partner, IBM Global SAP,Arizona	How to prepare for a career in a global IT Company.
14/12 /2010	Mr.Ramakris hna Prasad	Technical Advocate IBM,Chennai	Employability in Multinational Corporations.
14/12 /2010	Mr.Jagjit Singh	Technical Advocate IBM,Bangalore.	Career in Global IT Companies.
15/11 /2010	Mr.Ambali	Principal Engineer, Civil Aviation Authority of Australia	Aeronautical Industry and regulatory environment in aviation sector.
15/11	Ms.Suchithra	Founder Director Sanskriti	Building Bridges.

/2010	Narayan	Resource Center	
6/10/2010	Dr P.S.S.thampi	Dep Director (Publicity), Spices Board,Kochi	Various initiatives undertaken by Spices Board for increasing spices trade.
17/9/2010	Mr.Nelvin Joseph	CEO Artin Dynamics	
	Mr.Bobby vargheese	CEO SE-Mentor Solutions	Spoke on their personal success stories.
15/9/2010	Venugopal C.Govind	Managing Partner ,Varma and Varma Chartered Accountants	Global Challenges and modern trends in the field of Finance, banking and insurance
14/9/2010	Mr.Paulson Kurian	Head HR,Aditya Birla Retail.	Overview of the HR practices in Indian Retail Industry.
8/9/2010	Mr.Ajayan Gopinathan	Directors, 'The Philosophers Stone' advertising	New trends in advertising and Brand building
	Mr.Rajan Krishnan	agency	
4/9/2010	Dr.Arun Abraham Elias	Director(MBA) Victoria management School,	Decision making in Business
		New Zealand	
8/8/2010	Mr.V.Sathya narayanan	Senior Partner,Varma and varma Chartered	"Value of Values"
		accountants,President of KMA	
29/4/2010	Mr.S.Satyana than	Regional sales manager, ITC	Role of salesman in the supply chain.
29/04/2010	Mr.K.P.Suresh Kumar	Former asst: V.P, Bajaj Alliance General Insurance	Personal selling in insurance industry
22/04	Mr.Alex	MD Hedge Equities.	The Stock Market

/2010	K.babu		in India.
25/3/ 2010	Mr.Ganesh Iyer	Associate Manager HR,Appollo Tyres	Restructuring the Human resource
24/3/ 2010	Ms.Cleo Pascal	Associate Fellow of Energy ,Environment, & Development programme,Royal institute of international affairs U.K.	Copenhagen Climate summit
16/3/ 2010	Dr.Raj Khandekhar	Prof of Management,Metropolitan state College Of Denver.	management perspective in a developing Economy.
12/3/ 2010	Dr.K.A.Rathe esh	MD of Kerala State cashew development Corpn	Practices and challenges in Commodity Marketing
12/3/ 2010	Mr.Tommy Joseph	Lead marketing & sales, Harrisons Malayalam	Practices and challenges in Commodity Marketing

2011

<u>Name</u>	<u>Designation</u>	<u>Subject of Presentation:</u>
Mr.K.M ohan Pillai	Vice President sales,Africa and the Middle east,Kraft Foods PLC.	Succeeding at the point of sales.
Ms.Cleo Pascal	Associate Fellow of Energy ,Environment, & Development programme,Royal institute of international affairs U.K.	Climate Change
Mr.Senil Vadakka n	Regional Representative (South) C.I.M.A.	Building up a career in Management
		Accounting
Mr.S.V.	Director Talent,Delloitte	"H.R. Principles for managerial

Nadhan	Consulting India	
		development.'
Mr.Mahesh Vyas	MD and CEO, Center for Monitoring Indian	Role of business in an emerging
	Economy(CMIE).	environment
Mr.Nadheem Muhammad	National Head(H.R.), Make a Difference	Presentation on the N.G.O.'Make a
		Difference.'
Mr.Roshan K.Menon.	Vice President(Commercial),Bini Zinc	Managing the future of Business.
	Limited.	
Mr.Nagesh Rajanna	Senior Vice President (Sales & Distribution)	Telecom-What Next?
	Reliance Communication	
Mr.S.Radhakrishnan	Former Chairman and CEO,Tamilnadu	"Broadening Horizons"
	Mercantile Bank.	
Mr.K.B. Gopalakrishnan	CFO, SFO Technologies.	Infrastructure and project financing.
Mr.Vikram Chandra sekhar	Brand Manager , Mr.Butlers Ltd	Conducted a Panel survey on their new
Mr.Sunil Kumar	Head sales and marketing Mr.Butlers Ltd	products on batch 18 PGDM students.
Mr. Hariharan	Zonal Head- S.B.I Mutual , Bangalore.	Scope of Security market in India -
		Value of proper financial Planning
Mr.Gerald	CEO Muthoot Vehicle and Asset Finance	Role of NBFC in Indian Financial system.

K.John		
Dr.P.K. Abraham	Chief Editor, Veekshanam	
Dr.(Mrs.)Kala Baby Thottam	Sr.Refractive Surgeon, Lotus Eye Care Hospital	Lasik surgery, its advantages over spectacles and contact lenses and its procedures
Mr.Vijay Sreenivasan	Deputy General Manager (Credits), Vodafone, Bangalore	
Capt.K. C.Syriac	Executive Director, Kerala Management Association	Future of defense-based industries and the role of SMEs therein
Ms.Shalini Gopalakrishnan	Washington, USA	Corporate Governance
Dr Johannes Fritsch and Mrs Angelika Fritsch	Germany	Culture, Demography and Language of Germany
Mr Nobe Paul, Mr Cedric	Vice President, Axis Bank	Stock Marketing in Kerala
Mr Ajai Kumar	Zonal Head-Operations, Hindustan Coca Cola Beverages Pvt Ltd	Emerging distribution challenges faced by the Consumer products companies in India
Mr Brian Tellis	President Events & Entertainment Management Association of India	Event Management Association Kerala
Mr.V.Venugopal	General Manager (Legal) , Harrisons Malayalam Ltd	The legal side of managing property in India

Ms Sanne Maria Linnes and Ms Maria Evelina	creativity researchers and speakers from Department of Human and Economic Geography, University of Gothenburg, Sweden	Personal Sustainability
Ms Gunjan Agarwal and Mr Bijoy Suri	E-Squared Communication Consulting	Social Media and Marketing'
Dr.T.P.S unil Kumar	Consultant Eye Surgeon, Dr.Sunil's Eye World, Kochi	The do's and dont's of proper eye care in student life
Mr.Shibu Philip, Mr Babu Joseph, Mr.Sreenivasan	Business Head, Manager H.R ,Retail Design Manager LULU International Shopping Mall Pvt Ltd,Kochi	Setting up the biggest mall in Asia
Dr Subramania Swamy		Corruption on high places
Mr. K.N.Shastri	Managing Director of New Allied Tours and Travels,Kochi	The Role of Tourism in Kerala's Economy
Mr.Praveen Kamath	Global Talent Head, WIPRO ,Bangalore.	"Competency mapping - Knowledge
		management and outsourcing "
Mr.Ram a D.Iyer	Technical Consultant, IBM Australia,Sydney.	latest trends in Information Technology.
Mr.Vijay V. Shankar	Associate Partner, IBM Global SAP,Arizona	How to prepare for a career in a global
	U.S.A.	IT Company.
Mr.Ram akrishna	Technical Advocate IBM,Chennai	Employability in Multinational Corporations.

Prasad		
Mr.Jaggi t Singh	Technical Advocate IBM,Bangalore.	Career in Global IT Companies.
Mr.Amb ali	Principal Engineer, Civil Aviation Authority	Aeronautical Industry and regulatory
	of Australia	environment in aviation sector.
Ms.Such ithra Narayan	Founder Director Sanskriti Resource Center	Building Bridges.
Dr P.S.S.th ampi	Dep Director (Publicity), Spices Board,Kochi	Various initiatives undertaken by Spices Board for increasing spices trade.
Mr.Nelv in Joseph	CEO Artin Dynamics	
Mr.Bob by varghees e	CEO SE-Mentor Solutions	Spoke on their personal success stories.
Venugo pal C.Govin d	Managing Partner ,Varma and Varma Chartered Accountants	Global Challenges and modern trends in the field of Finance,banking and insurance
Mr.Paul son Kurian	Head HR,Aditya Birla Retail.	Overview of the HR practices in Indian Retail Industry.
Mr.Ajay an Gopinat han	Directors, 'The Philosophers Stone' advertising	New trends in advertising and Brand building
Mr.Raja n Krishna n	agency	
Dr.Arun Abraha m Elias	Director(MBA) Victoria management School,	Decision making in Business
	New Zealand	
Mr.V.Sa thyanara	Senior Partner,Varma and varma Chartered	"Value of Values"

yanan		
	accountants,President of KMA	
Mr.S.Satyanathan	Regional sales manager, ITC	Role of salesman in the supply chain.
Mr.K.P. Suresh Kumar	Former asst: V.P, Bajaj Alliance General Insurance	Personal selling in insurance industry
Mr.Alex K.babu	MD Hedge Equities.	The Stock Market in India.
Mr.Ganesh Iyer	Associate Manager HR,Appollo Tyres	Restructuring the Human resource
Ms.Cleo Pascal	Associate Fellow of Energy ,Environment,	Copenhagen Climate summit
	& Development programme,Royal institute	
	of international affairs U.K.	
Dr.Raj Khandekar	Prof of Management,Metropolitan state College	management perspective in a developing Economy.
	Of Denver.	
Dr.K.A. Ratheesh	MD of Kerala State cashew development Corpn	Practices and challenges in Commodity Marketing
Mr.Tommy Joseph	Lead marketing & sales, Harrisons Malayalam	Practices and challenges in Commodity Marketing
Mr.Jayson Paulose	Research Fellow,harvard University,USA	Nano Technology- A birds eye view
Mr.Vivek Varma	Senior Vice President,Public affairs Starbucks Coffee Company,USA	Retailing strategy of Starbucks
Dheepinder Kapany	Business Head,Reliance Time out.	Creating the store excitement with Visual Merchandising.
Ms.Lara Varma	Sr: manager Starbucks Coffee Co: USA	My experinces at Starbucks Coffeee Company.

Mr.Vijayanand IAS	Dept of Local self Government	"Decentralisation experience of Kerala."
	Government of Kerala	
Mr.Thomas Kadavan	General Manager(HR and administration)	Role of HR in the emerging economies.
	AVT Natural Products	
Mr.Ranjith Thampi	Regional Manager HR, Bharti Axa Life	Challenges of HR in the present scenario.
Mr.Venugopal C. Govind	Managing Partner, Varma &Varma	The Role of Ethics in Financial Management
	associates	
Mr.Hari Kumar	Assistant Vice President,Axis Bank	The role of Banks in aperiod of recession.
Dr.S.Aravamuthan	Project Director,Moon Impact Mission,	Managing the Chandrayan project at V.S.S.C.
	V.S.S.C.	
Mr.P.C. Syriac IAS	Former Chairman Rubber Board and Director	Asean Free Trade agreement-A Frank review.
	Federal Bank.	
Mr.V.Tilak	Investment advisor,J.M.Financial Services	Exchange Traded Funds
Prof. N.S.Ramaswamy	Former Director ,IIM Bangalore	Leadership in Management .
Dr.Vinod P.Veedu	Senior Engineer, Nano Technology	Wonders of Nano Technology
	Oceanit Laboratories,hawaii,USA	

2012

<u>Date</u>	<u>Name</u>	<u>Designation</u>	<u>Subject of Presentation:</u>
5/1/ 2012	Ms Gunjan Agarwal and Mr Bijoy Suri	E-Squared Communication Consulting	Social Media and Marketing'
11/1 /2012	Dr.T.P.Sunil Kumar	Consultant Eye Surgeon, Dr.Sunil's Eye World, Kochi	The do's and dont's of proper eye care in student life
18/1 /2012	Mr.Shibu Philip, Mr Babu Joseph, Mr.Sreenivasan	Business Head, Manager H.R ,Retail Design Manager LULU International Shopping Mall Pvt Ltd,Kochi	Setting up the biggest mall in Asia
6/3/ 2012	Dr Subramania Swamy	Chairman, Board of Governors, SCMS and former Union Minister for Commerce, Law and Justice	Corruption on high places
14/3 /2012	Mr. K.N.Shastry	Managing Director of New Allied Tours and Travels,Kochi	The Role of Tourism in Kerala's Economy
16/3 /2012	Mr Anil Kannat	Head-Global Business Services, French multinational company FCI	'Preparing for a career in a multinational company
9/4/ 2012	Dr Sebastian Paul	Former MP	In the wake of 21 day old Newspaper strike "Right to Know"
2/5/ 2012	Dr Ramesh Babu	Managing Director of Business Intelligence Ltd, Daffodils Communications and P.M. Rice Mills	Experiences of an Entrepreneur
9/5/ 2012	Dr.Alex K.Abraham	President -Marketing, AVT Natural Products Ltd	International Marketing
17/5 /2012	Dr Ajith Prabhu	Joint Director, Kerala State Council for Science, Technology and Environmental	Intellectual Property Rights'
29/6	Dr.Ravikum	Head of Road Safety Division,	Road to Safety and

/201 2	ar	NATPAC, TVM	Security
	Mr.Upendra Narayanan	Director, Indian Institute of road safety & Traffic management expert, National highway authority of India	
	Mr.Adarshkumar.G.Nair	Motor Vehicle Inspector	
25/7 /201 2	Mr Suresh Balakrishnan	CEO, Brand Program Network	
19/9 /201 2	Mr Rajeev Mukundan,	Head of Sales & Solutions, TCS.	Chips n Nuts - Systems and Operations
21/9 /201 2	Mr Venugopal C Govind,	Managing Partner Varma & Varma	Finisse - Finance Forum
	Mr M.K.Ram Naryanan,	AVP, SBI Mutual Funds	
	Mr Manoj Govind,	Training Manager, IDBI Federal Life Insurance Company	
28/9 /201 2	Mr Rajesh Nair,	Vice-President –Marketing Head, Ernest & Young	HR Forum
29/9 /201 2	Mr.P.V.Unnikrishnan Pillai,	Deputy Vice-President, Retail Assets, Zonal Head South, HDFC Bank	Marketing Grid
	Mr Asif Mohammed ,	Managing Director, Oberon Mall	
26/9 /201 2	Mr Ribu Polachirakal Tharakan,	President-Polachirakal Education & Research Foundation	
31/10/2012	Mr. Shivdas B Menon	Managing Director Sterling Group of Companies	'Entrepreneurial Experience
7/11 /201 2	Mr. Ravi Jain,	CRM of Kerala Region, National Stock Exchange (NSE)	Gold ETF

14/1 1/20 12	Mr Sai Dev	MD Steel Complex	Joint Venture
5/12 /201 2	Mr Suresh Balakrishna n	CEO Brand programming network	

33. Teaching methods adopted to improve student learning:

Lectures, case studies, assignments, mini projects, business games, presentations and quizzes are adopted to improve student learning

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

“Parivarthana” a social initiative by the students is supported and promoted by the institution. Parivarthana programme is scheduled each year from the 2nd of October (The Gandhi Jayanthi Day to the 1st of November (The Kerala day). The Parivarthana theme is selected each year based on the suggestions from the students and also from the feedback/ suggestions from the head of institutions of the schools visited as part of parivarthana the previous year. All the 120 students of MBA are grouped into roughly 12 groups. The groups hold discussion and each group present a one hour programme based entirely on the socially relevant theme chosen for the year. A panel of experts both from within the institution and outside select the best ideas from the groups and a master programme is developed. Each group rigorously practice for the programme and give 2 performances each day either in English or in local language based on the comfort level of the students in the visiting schools.

35. SWOC analysis of the department and Future plans

Strengths

1. Well qualified faculty with Ph.D qualification, varied industry, consultancy and research experience.
2. A well developed infrastructure such as ICT enabled classroom, internet enabled computer lab, and library with a wide ranging collection of books, journals and magazines.
3. The syllabus is supported by an excellent teaching methodology using a mixture of conventional and non-conventional methods.

Weakness:

1. High attrition among faculty
2. A few faculty members do not have Ph.D qualification.
3. Lack of opportunities for UGC sponsored refresher course.

Opportunities:

1. The course is in high demand as is evident in the number of placement offers received by the students.
2. SSTM is one among the few reputed b-schools existing in the State of Kerala.
3. Long years of service to the community.

Challenges:

1. Inevitable dependence on University calendar which brings in uncertainty to student progression.
2. Erratic syllabus improvement making the syllabus redundant.
3. Developing the students to meet the ever increasing corporate needs.

Master of Computer Applications

- 1. Name of the department: MCA**
- 2. Year of Establishment: 2005**
- 3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : PG – Master of Computer Applications**
- 4. Names of Interdisciplinary courses and the departments/units involved: NA**
- 5. Annual/ semester/choice based credit system (programme wise) :**
Semester System
- 6. Participation of the department in the courses offered by other departments: NA**
- 7. Courses in collaboration with other universities, industries, foreign institutions, etc. –** Some add-on courses like Agile Computing , IBM websphere and MS share point etc. by experts from the Industry
- 8. Details of courses/programmes discontinued (if any) with reasons - Nil**
- 9. Number of Teaching posts**

	Sanctioned	Filled
Professors	2	2
Associate Professors	1	1
Asst. Professors	9	9

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the
Dr. Indu Nair	MCA, Ph.D.	Professor, Director	HCI	20	Nil
Dr. Sherin Mariam	M.Sc., M.Phil., Ph.	Professor, Vice-	Mathematics	24	Nil
Ms Hasnath	B Tech, MS	Asst. Professor	Software Engg	6	Nil
Ms Praveena	MCA, MBA	Asst. Professor	MIS	10	Nil
Mr Praveen S	MCA, MBA	Asst. Professor	DBMS	12	Nil
Ms Betsy T	MCA	Asst. Professor	MCA	10	Nil
Ms Anjana S	MCA	Asst. Professor	Networks	10	Nil
Ms J M Lakshmi A,	B.com.,M.C.A,	Asst. Professor	Data Mining	11	Nil
Ms Rekha Sunny T	MCA, M Tech	Asst. Professor	MCA	7	Nil
Ms Anupama	MCA	Asst. Professor	MCA	2	Nil
Mr Blessan P	MCA	Asst. Professor	MCA	4	Nil

11. List of senior visiting faculty: Nil

12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: NIL

13. Student -Teacher Ratio (programme wise): 10:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled

Academic support staff (technical) : 2 , Administrative staff : 2

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.

Ph.D : 2 , PG : 9

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received – Nil

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received : Nil

18. Research Centre /facility recognized by the University : Nil

19. Publications:

List Of Publications Books And Book Chapters

By Dr.SHERIN MARIAM ALEX, Vice –Principal & Professor

1. Engineering Mathematics by Sherin Mariam Alex, B. Zahir Hussain and D.J.Prabhakaran.Copyright @2008 Published by Dorling Kindersley (India) Pvt.Ltd. ISBN : 81-317-0445-9.

2. Applied Mathematics-I : As per the first – year engineering syllabus of University of Mumbai by Sherin Mariam Alex and et...al. Copyright @2012 Published by Dorling Kindersley (India) Pvt. Ltd. ISBN : 978-81-317-6617-0.

3. Engineering Mathematics – IV, Second edition by Sherin Mariam Alex and et...al. Copyright @2011 Published by Dorling Kindersley (India) Pvt. Ltd. ISBN : 978-81-317-5875-5.

NAME OF FACULTY	TITLE	JOURNAL	VOL/ISSUE
PUBLICATIONS IN JOURNAL (2009 - 2010)			
Ms J M Lakshmi Mahesh	Impact of Entry Behaviour on Organisational Culture Embedded with Swarm Intelligence and Cultural	International Journal of Computer Science and Information Technology (IJCSIT)	Volume 2, No. 2, December - 2009, pp. 95 - 99

	Algorithms		
Ms Anjana S Chandran	Experimental Results of Enhanced Sorting and Searching Algorithm on Encrypted Database using TDMRC Code	International Journal of Computer Science and Information Technology (IJCSIT)	Volume 2, No. 2, December - 2009 pp. 147 -150

2011 - 2012

Dr. Indu Nair	Analysis of Recent Studies Undertaken for Assessing Acceptance of Technology among Teachers using TAM	International Journal of Computer Applications (0975 - 8887)	Volume 32 - No.8, October 2011
Dr. InduNair	Using Technology Acceptance Model to assess teachers' attitude towards use of	International Journal of Computer Applications (0975 - 8887)	Volume 42 - No.2, March 2012

	technology as teaching tool : A SEM Approach		
Ms J M Lakshmi Mahesh	Association models for market basket analysis, customer behaviour analysis and business Intelligence solution embedded with ARIORI concept	Internation al Journal of Research in Finance & Marketing (ISSN 2231 - 5985)	Volume 2, Issue 1 January 2012

PUBLICATIONS IN JOURNAL (2012 - 2013)

DR INDUNAIR	Are ICT/Web 2.0 Tools Influencing Civic Engagemen t in Modern Democraci es? An Explorator y Analysis from India	Internation al Journal of E- Adoption,	4(4), 70- 85, October - December 2012
DR INDUNAIR	Examining teachers' intentions of using technology as teaching tool: Using	Internation al Journal of Advanced Research in Computer	Volume 2, Issue 2, February 2013

	Structural Equation Modelling	Science and Electronics Engineering (IJARCSE E))	
Ms Rekha Sunny T	A Prototype of Heart Disease Risk Level Prediction Model Using An Improved Data Mining Algorithm	International Journal of Engineering Research & Technology (IJERT) ISSN: 2278-0181	Volume 2 Issue 12, December - 2013

2013 - 2014

Ms Rekha Sunny T	A Prototype of Heart Disease Risk Level Prediction Model Using An Improved Data Mining Algorithm	International Journal of Engineering Research & Technology (IJERT) (ISSN: 2278-0181)	Volume 2 Issue 12, December - 2013
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20. Areas of consultancy and income generated: NIL

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards

Dr. Indu Nair : Member, Committee on IT@ Colleges at Higher Education Council , Trivandrum

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme : 25%

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies – 75%

23. Awards / Recognitions received by faculty and students

List of students won prizes in the IT Fests

S l N o	Batch	Name	Prize	Event
1	Batch 7 (2010 -2013)	Ms Shilpa Prabhath	First Prize	Exponer (Paper Presentation) in INTERFACE – 2010 , national level IT Festival conducted jointly by Computer Science Students Association and School of Computer Sciences , Mahatma Gandhi University, held at University Campus- Kottayam , from 17th to 19 th December 2010.
2	Batch 7 (2010 -2013)	Ms Anjana S Chandra n	Second Prize	Exponer (Paper Presentation) in INTERFACE – 2010 , national level IT Festival conducted jointly by Computer Science Students Association and School of Computer Sciences , Mahatma Gandhi University, held at University Campus- Kottayam , from 17th to 19 th December 2010.
3	Batch 6 (2009 - 2012)	Ms. Meghan a Mohan Nair , Ms. Deepa	First Prize	IT fest “Takshak 2010” conducted by M.A . College, Kothamangalam on 17-18 September 2010

		Britto and Ms. Reema Justine		
4	Batch 6 (2009 - 2012)	Mr. Edwin Joy and Mr. Jithu K.R.	Second Prize	IT fest “Takshak 2010” conducted by M.A . College, Kothamangalam on 17-18 September 2010, in the event - "Surf and Slide”
5	Batch 5 (2008 - 2011)	Mr. Sanoop M.S	First Prize	National Student Convention 2010 Conducted by Computer Society of India at Mar Baselios College of Engineering And Technology, Thiruvananthapuram in the event “ Workshop in Mobile Application Development” conducted by Forum Nokia.

24. List of eminent academicians and scientists / visitors to the department

Sl No	Name	Details of Speakers
1	Mr Varghese Cherian	Director, CoE, UST Global
2	Ms Annie Mathew	Director, Alliances and Business Development, Black Berry
3	Prof. Dr. K R Srivathsan	Director, Chinmaya Institute of Technology, Former Pro Vice Chancellor at Indira Gandhi Open University (IGNOU) - Establishing TALEEM for Education over cloud servers using Applications over Web Services
4	Dr Gladston Raj S	Head, Department of Computer Science, Govt. College, Trivandrum
5	Mr Rajnish Menon	Director - Startups, Microsoft - Azure Web Services
6	Mr Anil Menon	VP for Growth Markets, IBM
7	Mr Anand Parthasarathy	Managing Director, Online India Tech Pvt Ltd, Bangalore

8	Mr Rajeev Mukundan	TCS, Cochin
9	Prof. Ignatius Kunjumon	CUSAT, Cochin
10	Mr Manu Zacharia	Director, Information Security, Millennium IT Consultants Pvt Ltd
11	Mr Gibi Paul	CEO, BethelSoft Technologies

25. Seminars/ Conferences/Workshops organized & the source of funding

a) National : NIL

b) International:

i) International Conference on Webservices Computing (ICWSC 2011) on 14th -15th October 2011.

ii) 2nd International Conference on Webservices Computing (ICWSC 2013) on 29-30 August, 2013.

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
MCA (2010 - 2013 Batch)	124	55	22	30	78%
MCA (2011 - 2014 Batch)	113	55	26	29	
MCA (2012 - 2015 Batch)	58	48	29	18	
MCA (2013 - 2016 Batch)	35	15	7	8	

*M = Male *F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
MCA	100% from Kerala	NIL	NIL

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? NIL

29. Student progression

Student progression	Against % enrolled
UG to PG	NIL
PG to M.Phil.	Data not available
PG to Ph.D.	Data not available
Ph.D. to Post-Doctoral	Data not available
Employed • Campus selection • Other than campus recruitment	25% 55%
Entrepreneurship/Self-employment	Data not available

30. Details of Infrastructural facilities

a) Library – Books : 5284, Journal : 12, Periodicals : 23

b) Internet facilities for Staff & Students – 20 MBPS connectivity shared by staff member on their personal desktops and students on the Computers in LAN.

c) Class rooms with ICT facility

All classrooms have a Multimedia PCs and LCD Projectors

d) Laboratories

Computer Lab with 90 latest computers connected in LAN, and PC Hardware Lab with 15 kits

31. Number of students receiving financial assistance from college, university, government or other agencies – NIL

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

Personality Development Programmes (PDP) held for students

MCA Batch 9 PDP Details

Semester	Date	Programme Title	Resource Persons
Semester 1	20.11.2013 - 23.11.2013	ASHA - Aptitude, Synergy, Harmony and Achievements.	Mr M A S Menon, Cochin
Semester 1	20.11.2013 - 23.11.2013	Positive Transformation using NLP.	Mr Anil Eswaramangalam, Cochin
Semester 2	22.07.2013- 26.07.2013	Konfident' (English)	Focus Academy for Career Enhancement (FACE)

MCA Batch 8 PDP Details

Semester	Date	Programme Title	Resource Persons
Semester 1	17.08.2011 - 18.08.2011	Effective Communication	Mr. Mahesh Nazare, Inner Edge, Mumbai
Semester 1	19.08.2011 - 20.08.2011	Personal Effectiveness	Mr. Naresh Shah, Inner Edge, Mumbai
Semester II	21.08.2012 - 24.08.2012	Personal Effectiveness	Mr Jose Andrews, Skilhon, Cochin
Semester II	21.08.2012 - 24.08.2012	Interpersonal Effectiveness	Mr M A S Menon, Skilhon, Cochin

Semester III	04.03.2013 - 06.03.2013	Perceptual Orientation for Career Success	Ms Shanti, Behavioural Specialist, SEED, Chennai
Semester IV	07.10.2013 - 09.10.2013 & 25.10.2013	Aptitude Test Taking Strategies (The programme intends cover Quantitative Aptitude, Logical reasoning and English	A Team from TIME

MCA Batch 7 PDP Details

Semester	Date	Programme Title	Resource Persons
Semester I	26.07.2010 - 27.07.2010	Personal Effectiveness	Mr Naresh Shah, Mumbai
Semester I	16- 17.8.2010	Effective Communication	Mr. Mahesh Nazare, Inner Edge, Mumbai
Semester II	29.06.2011- 30.06.2011	“Transmind” ‘Treasure Yourself’ Workshops	Team of trainers from Bulwark International, Trichur
Semester II	6/7- .06.2011	Positive Imagining and Employability	Mrs. Sheela Abraham, Sneham, Cochin
Semester III	10.01.2012- 11.01.2012	ASHA	Mr. M A S Menon
Semester III	12.01.2012- 13.01.2012	Team working skills and creativity at work place	Mr Shamim Rafeek, Trainer, Winner-in-You
Semester IV	22.05.2012 - 25.05.2012	Aptitude Test taking strategies, Logical reasoning and English	A Team from TIME
Semester V	14.12.2012	Pre placement Training	Mr Abraham George, HR Consultant & Trainer

MCA Batch 6 PDP Details

Semester	Date	Programme Title	Resource Persons
Semester I	31.12..2009 - 01.01.2010	ASHA	Mr M A S Menon
Semester I	20.04.2010-21.04.2010	Personal Effectiveness	Mr Naresh Shah
Semester II	29.06.2011-30.06.2011	“Transmind” ‘Treasure Yourself’ Workshops	Team of trainers from Bulwark International, Trichur
Semester IV	20-21.04.2011	Aptitude test taking strategies	Mr. KishenKumar & Mr. Krishaswamy, Kofidence.
Semester VI	28.05.2012 - 31.05.2012	Aptitude Test taking strategies, Logical reasoning and English	A Team fom TIME

33. Teaching methods adopted to improve student learning:
Lecture, Powerpoint slides, lab sessions, Projects, animation and assignmets.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: Students take part in Parivarthana – the social initiative of the institution, to bring about awareness among school students on a variety of social topics.

35. SWOC analysis of the department and Future plans

Strengths	Weakness	Opportunity	Challenges
1. Faculty members having research orientation - Two have PhD, one has submitted thesis , One is about to submit and three are registered for PhD.	No flexibility in adding or modifying course contents in the curriculum hence unable to change with changing industry	As per the latest trends in the IT industry MCA candidates are now getting recognition and equal opportunities (vis-à-vis B.Tech). MCA as a course has always had better Software	MCA is the only post graduate programme which is of 3 years duration which often poses a deterrent for bright CS graduates and poses an

2. A motivated Student group – always willing to take up social responsibility projects and related activities	trends. So is the case with evaluation methods too hence additional projects undertaken by students in every semester doesn't get much weightage in evaluation criterion.	Engineering concept coverage than BE/B.Tech. which is being recognized once again now.	admission challenge. Getting the final results published on time affects the placement and related activities.
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Master of Science (Biotechnology)

1. **Name of the department:** M.Sc (Biotechnology)
2. **Year of establishment:** January 2007
3. **Names of programmes / courses offered (UG, PG, M.Phil., Ph.D, integrated masters; integrated Ph.D., etc.):** M.Sc
4. **Names of interdisciplinary courses and the departments/units involved:** Nil
5. **Annual/ semester/choice based credit system (programme wise):** M.Sc – semester
6. **Participation of the department in the courses offered by other departments:** Nil
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.**
M.Sc- Mahatma Gandhi University
8. **Details of courses/programmes discontinued (if any) with reasons:** Nil

9. Number of teaching posts

	sanctioned	filled
Professors	1	1
Associate Professors	1	1
Asst. Professors	5	5

10. Faculty profile with name, qualification, designation, specialization, (d.sc./d.litt./Ph.D. / m. phil. etc.)

Name	Qualification	Designation	Specialization	No. of years of experience	No. of Ph.D. students guided for the last 4 years
Dr.C.Mohankumar	M.Sc, Ph.D	Professor & Director	Biochemistry, Biotechnology, Molecular Biology, Bioprocessing	34	Total 18 Last four years- 10
Dr. Salini Bhasker	M.Sc, M.Phil, Ph.D	Associate Professor	Biochemistry Molecular biology Animal cell culture Bioinformatics	13	2
Dr.Jithesh Narayanan	M.Sc, M.Phil, Ph.D	Assistant Professor	Biotechnology, Plant molecular biology	8	

Dr. Sheeja. K	M.Sc, M.Phil, Ph.D	Assistant Professor	Biotechnology Immunology Cancer biology	5	
Dr. Anisha.S	M.Sc, Ph.D	Assistant Professor	Biochemistry, Molecular Biology, Genetic Engineering, Bioinformatics	4	
Mr. Harish. M	M.Sc, Ph.D open defense completed	Tutor	Biochemistry, Molecular Biology, Genetic Engineering, Bioinformatics	4	
Mr. Rajesh. M.d	M.Sc, Ph.D synopsis submitted	Tutor	Biochemistry, Molecular Biology, Genetic Engineering, Bioinformatics	4	

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty : Nil
13. Student -teacher ratio (programme wise): 2:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Technical staff – 7, administrative staff - 5
15. Qualifications of teaching faculty with D.Sc/ D.Litt/ Ph.D/ M.Phil / PG: 7
16. Number of faculty with ongoing projects from a) national b) international funding agencies and grants received:
Dr.C.Mohankumar – 3 projects. funded by coconut development

board, govt. of india. total grant received – rs.90 lakhs

Dr.Salini Bhasker- 1 project. funded by department of science & technology, govt. of india. grant received – rs. 26.16 lakhs

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received

Coconut Development Board, Govt. Of India. total grant received – Rs. 90 lakhs

Department of Science & Technology, Govt. Of India. grant received – 26.16 lakhs

18. Research centre /facility recognized by the university

Approved research center of Anna University of Chennai & Kerala university of health & allied sciences, Thrissur

19. Publications:

*** a) publication per faculty**

Dr.C.Mohankumar – 52
Dr.Salini Bhasker -25
Dr. Jithesh Narayanan- 18
Dr.Sheela.K-13
Anisha S -5
Harish.M-7
Rajesh M.D-3

*** number of papers published in peer reviewed journals (national /international) by faculty and students**

i. Dr.C.Mohankumar
International -11
National -12

ii. Dr.Salini Bhasker
International -7
National -5

iii. Dr. Jithesh Narayanan
International -8
National -4

iv. Dr. Sheeja.K
International -6
National -4

v. Anisha.S
International -2
National -1

vi. Harish.M
International – 3
National -1

vii. Rajesh. M.D
National - 2

*** Number of publications listed in international database
(for eg: web of science, scopus, humanities
international complete, dare database - international
social sciences directory, ebsco host, etc.)**

Publications in pubmed database

Dr.C.Mohankumar - 11

Dr.Salini Bhasker – 8

Dr.Jithesh Narayanan -4

Dr. Sheeja.K- 9

Anisha.S -2

Harish.M – 2

*** Monographs: Nil**

*** Chapter in books –**

Dr.Salini Bhasker-1, Dr. Jithesh Narayanan-1

*** Books edited**

*** Books with ISBN/ISSN numbers with details of publishers**

*** Citation index**

*** Snip**

*** Sjr**

*** impact factor**

*** h-index**

20.Areas of consultancy and income generated: Nil

21.Faculty as members in a)national committees b) international committees c) editorial boards

Dr.C.Mohankumar –

Editorial board: Member of journal of biomaterials & tissue engineering

Reviewer for journals:

International:

- i). BMC complementary and alternative medicine
- ii). Plant physiology & Biochemistry
- iii). Biologia Plantarum

National:

- i). Journal of food science & technology;
- ii). Current science;
- iii). Indian journal of experimental biology,
- iv). Indian journal of biotechnology,

22. Student projects

- a) **Percentage of students who have done in-house projects including inter departmental/programme: 100%**
- b) **Percentage of students placed for projects in organizations outside the institution i.e.in research laboratories/industry/ other**

agencies: 40%

23. Awards / recognitions received by faculty and students

- iv) **Best paper award in life science for Ms. Divyaa Sreekumar-** Swadeshi science congress organized by Swadeshi science movement at Mahatma Gandhi University, Kottayam on 6-8th november 2013
- v) **Inspire fellowship of Department of Science & Technology (2012), Govt. of India – Mr. Vishnu R, M.Sc first rank, 2009 batch**
- vi) **Best paper award in biotechnology for Ms. Anu Geethu** - novel therapeutic property of recombinant human gapdh peptide. 26th Kerala Science Congress organized by Kerala State Council For Science, Technology And Environment (KSCSTE), January 29-February 1st 2013, Trivandrum.
- vii) **Best paper award for Ms. Anisha S – International Seminar On Recent Biochemical Approaches In Therapeutics.** bactericidal effect of recombinant bovine lactoferrin proteins and peptides of vechur cow against bovine mastitis disease. Department of Biochemistry, University of Kerala, january 10th 2013.
- viii) **best paper award for Ms. Anju Nandakumar**, national conference on recent advances in nano-biotechnology-prokaryotic expression and characterization of ascorbate peroxidase, the disease resistant gene in *capsicum annum*. Gulbarga University, Karnataka. 20-21st March 2012.
- ix) **Best paper award for Ms. Krishna K. Yathi**, national conference on recent advances in nano-biotechnology. efficacy of antiserum of recombinant antigen for the rapid detection of chik virus by sandwich elisa. Gulbarga University, Karnataka. 20-21st March 2012.
- x) **Best poster presentation award – Mr. Sooraj Babu**, national conference on recent advances in nano-biotechnology comparative sequence analysis of the full coding regions of aquaporin genes and their relative gene expression in pokkali and jyothi varieties of *oryza sativa*. Gulbarga University, Karnataka. 20-21st march 2012.

24. List of eminent academicians and scientists / visitors to the department

- i). **Dr. Ananda Kumar**, Director, Institute Of Biotechnology, Angrau, Hyderabad. visited on 17-2-2014
- ii). **Dr. P. Mohankumar**, Director, Upasi, Tea Research Foundation, Coimbatore. visited on 17-2-2014
- iii). **Dr. Thakkurdas Saha, Head**, Genome Analysis Laboratory, Rubber Research Institute Of India, Rubber Board .P.O, Kottayam, visited on 20-11-2013
- iv). **Dr. Jayakumaran Nair**, Associate Professor, Department Of Biotechnology, University Of Kerala, Kariavattom, Kerala. visited on 20-11-2013
- v). **Dr.Shailaja Hittalmani**, Professor & Head, Department Of Plant Breeding & Genetics, University Of Agricultural Sciences, Gkvk, Bangalore. visited on 08-10-2013
- vi). **Dr. M. Balasundaran**, Head, Department of Environmental Biotechnology, tropical Institute of Biological science, Vellor P.O, K.K. Road, Kottayam. visited on 16-8-2013
- vii). **Dr. R.V. Omkumar**, Scientist, Neurobiology, Rajiv Gandhi Centre for Biotechnology, Poojapura, Thiruvananthapuram, Pin-695012, visited on 26-6-2013
- viii). **Mr. Puneeth kumar**, Cranes Softwares International, Bangalore. visited the institute on 11-07-2013
- ix). **Dr.A.Bijukumar**, Associate Professor, Department Of Aquatic Biology, University Of Kerala, Trivandrum. visited on 7-6-2013
- x). **Dr. P.v. Mohanan**, Head, toxicology division, Biomedical wing, SCTIMST, Poojappura, Thiruvananthapuram – 12. visited on 6-8-2012
- xi). **Dr. A. Thulaseedharan**, Deputy Director, Biotechnology division, Rubber Research Institute of India, Kottayam - 686 009, Kerala, India 1-8-2012. visited on 1-8-2012
- xii). **Mr. Jayson J Paulose**, Harvard University of Engineering & Applied Sciences, **USA**. visited the institute on 6-01-2012
- xiii). **Dr. Anil Kumar P.T**, Scientist, Department Of Tissue Culture, SCTIMST, Trivandrum. visited the institute on 24-08-2011

25. Seminars/ conferences/workshops organized & the source

of funding

a) national – 2

- i. The institute has organized a national workshop on molecular genomics on 16th April to 1st May 2008. all the participants from national institutes and universities got on-hand experience in handling molecular biology experiments.
- ii. The institute has organized a two day international conference in Biomaterials, Artificial Organs & Tissue Engineering (ICBAT) from February 28th to March 1st, 2010 in collaboration with Society For Tissue Engineering & Regenerative Medicine (STERMI) & Society For Biomaterials & Artificial Organs India (SBAOI)
- iii. This institute has collaboration with Coconut Development Board, Govt. Of India has organized a training programme for neera technicians for the hygienic harvesting process of coconut neera – 15 days from February 10th, 2014 to February 25th 2014.

b) international- Nil

26. Student profile programme/course wise:

name of the course/programme (refer question no. 4)	application s received	selected	enrolled		pass percentage
			*m	*f	
M.Sc molecular biology genetic engineering 2009-2011	15	6	3	2	100%
M.Sc molecular biology genetic engineering 2010-2012	13	11	2	9	100%
M.Sc molecular biology genetic engineering 2011-2013	15	7	2	3	

M.Sc molecular biology genetic engineering 2012-2014	20	5	-	5	
M.Sc molecular biology genetic engineering 2013-2015	12	5	-	5	

*m = male *f = female

27. Diversity of students

name of the course	% of students from the same state	% of students from other states	% of students from abroad
M.Sc molecular biology genetic engineering	100%	nil	nil

28. How many students have cleared national and state competitive examinations such as net, slet, gate, civil services, defense services, etc.? 4%

29. Student progression

Student progression	against % enrolled
UG To PG	Nil
PG to M.Phil	Nil
PG to Ph.D.	20%
Ph.D. to post-doctoral	Nil
employed <ul style="list-style-type: none"> campus selection other than campus recruitment 	63%

Entrepreneurship/self-employment	nil
----------------------------------	-----

30. Details of infrastructural facilities

a) **library:** books – 704, hardcopy journals – 10, online journals-40

b) **internet facilities for staff & students:** Full time net facility. for staff members, computer and net facility is provide at the staff room individually

c) **class rooms with ICT facility:** 1

d) **laboratories**

The institute provides the following laboratory & equipments to students major laboratories

- i). Molecular biology laboratory i
- ii). Molecular biology laboratory ii
- iii). Cell culture & tissue engineering laboratory
- iv). Biochemistry laboratory
- v). Microbiology laboratory
- vi). Bioprocessing laboratory
- vii). Plant tissue culture laboratory

31. Number of students receiving financial assistance from college, university, government or other agencies: nil

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

Special lectures were made by the following experts:

- xiv). **Dr. Ananda kumar**, Director, Institute Of Biotechnology, Angrau, Hyderabad. visited and give lecture on 17-2-2014
- xv). **Dr. P. Mohankumar**, Director, Upasi, Tea Research Foundation, Coimbatore. visited on 17-2-2014
- xvi). **Dr.Shailaja Hittalmani**, Professor & Head, Department Of Plant Breeding & Genetics, University Of Agricultural Sciences, Gkvk, Bangalore. visited on 08-10-2013
- xvii). **Mr. Puneeth Kumar**, Cranes Softwares International, Bangalore. visited the institute on 11-07-2013
- xviii). **Mr. Jayson J Paulose**, Harvard University of Engineering &

Applied Sciences, USA. visited the institute on 6-01-2012
xix). **Dr. Anil Kumar P.T**, Scientist, Department Of Tissue Culture,
SCTIMST, Trivandrum. visited the institute on 24-08-2011

33. Teaching methods adopted to improve student learning:

Depends on the nature of the course, the institute has provided all the essential audiovisual tools for inducing the interactive learning programme. So after each lecture classes, an interactive session to discuss and analyze what was taught in the class room with audiovisual evidences is maintained so that the students can interact with the faculty member successfully based on the progress of each module. During practical sessions, first a demonstration of the experiment will be given by the faculty, followed by group wise (2-3 students/group) and then individual training to students. So based on the nature of experiments, each student will get on hand experience in doing the experiments independently and meticulously.

34. Participation in institutional social responsibility (ISR) and extension activities: Nil

35.SWOC analysis of the department and future plans:

STRENGTHS

1. Well equipped laboratory facility
2. Qualified, competent and committed teaching and non teaching staff
3. External funded research facility

WEAKNESS

1. Lack of space for construction of green house, Animal house, incinerator for waste disposal
2. Lack of adequate system for the commercialization of research outcome

Opportunities

1. Establishment of training programmes for bioscience & biotechnology research
2. Establishing a state-of the-art research center
3. Molecular diagnosis of infectious diseases

4. Production of new biotech products
5. Developing new bioprocessing techniques

CHALLENGES

1. Non-availability of ambitious students in biotechnology as a professional course
2. Inadequate governmental system to support and promote biotech industry in the state

FUTURE PLANS:

Developing Post Graduate Programmes In Synthetic Genome, Certificate Course In Methods Of Genome Analysis And Proteomics

Bachelor of Commerce

1. **Name of the department:** Commerce Department
2. **Year of Establishment**
The Commerce Department was established in 2012
3. **Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)**
Our institution provides B. Com with Taxation and Computer Application as Specialisation.
4. **Names of Interdisciplinary courses and the departments/units involved**
As part of the curriculum prescribed by the M.G. University, during the 5th Semester of the B.Com Graduation, there is an option available for the students to choose any subjects from the other disciplines provided by the University. The same is titled as Open Course.
5. **Annual/ semester/choice based credit system (programme wise)**
M.G. University prescribes Choice based Course Credit Semester System for B.Com Graduation

6. Participation of the department in the courses offered by other departments

As part of the curriculum prescribed by the M.G. University, during the 5th Semester of the B.Com Graduation, there is an option available for the students to choose any subjects from the other disciplines provided by the University. The same is titled as Open Course.

7. Courses in collaboration with other universities, industries, foreign institutions, etc: Nil

8. Details of courses/programmes discontinued (if any) with reasons: Nil

9. Number of Teaching posts

Principal – 1

Professor & HOD – 1

Lecturers - 6

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students
Dr. Radha Thevannor	M. Com, MBA, Ph.D	Principal	Management	18 years teaching	NIL
Dr. Mathew Varughes	M.Com, M.Phil, Ph.D	Head of the Departme	Finance	35 Years	-
Sheeja Jose	M.Com, B.Ed, NET	Lecturer	Commerce	12 Years	-
Aasha.N.P	M.A, M.Ed	Lecturer	English	8 Years	-

Latha. K	M. Com, M. Phil, MBA	Lecturer	Commerce, MBA (Finance)	8 Years	-
A. Arsha	LLM	Lecturer	Commercial Law	2 Years	-
Celestine Robert	M.Sc	Lecturer	Statistics	1 Year	-
Divya. R	M.Com	Lecturer	Commerce	3 Months	-

11. List of senior visiting faculty

(a) Dr. Mary Fatima Cross – Soft Skills

(b) Joby Joy – Principles of Insurance

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty

The temporary faculties handle a very less number of subjects. The classes are handled mostly by the permanent faculties. Only the language subjects are given to the Temporary Faculties.

13. Student -Teacher Ratio (programme wise)

The Student – Teacher Ratio is 12 : 1

(Total Strength of Students = 96)

Total Strength of Faculties = 8

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled

The Commerce Department in total has 3 Academic Support Staff (1 Computer Assistant, 3 Office Assistants). The Department has a Manager who takes care of all the administrative activities of the College.

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.

Dr. Radha Thevannor	M. Com, MBA, Ph.D	Principal
Dr. Mathew Varughese	M.Com, M.Phil, Ph.D	Head of the Department
Sheeja Jose	M.Com, B.Ed, NET	Lecturer
Aasha.N.P	M.A, (M.Ed	Lecturer
Latha. K	M. Com, M. Phil, MBA	Lecturer
A. Arsha	LLM	Lecturer
Celestine Robert	M.Sc	Lecturer
Divya. R	M.Com	Lecturer

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: Nil

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil

18. Research Centre /facility recognized by the University: Nil

19. Publications:

*** a) Publication per faculty: Nil**

*** Number of papers published in peer reviewed journals (national /international) by faculty and students: Nil**

*** Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International**

Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

- * **Monographs:** Nil
- * **Chapter in Books:** Nil
- * **Books Edited:** Nil
- * **Books with ISBN/ISSN numbers with details of publishers:** Nil
- * **Citation Index:** Nil
- * **SNIP:** Nil
- * **SJR:** Nil
- * **Impact factor:** Nil
- * **h-index:** Nil

20. Areas of consultancy and income generated: Nil

21. Faculty as members in

a)National committees b) International Committees c) Editorial boards: NIL

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme: Nil

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: Nil

23. Awards / Recognitions received by faculty and students

The Students has participated in Inter Collegiate Commerce Fest “Zeitgeist 2013” dated 07.03.2013 organized by St. Teresa’s College, Ernakulum in the Event Crisis Management and won prizes.

Students also participated in the Inter Collegiate Elocution Competition organised by Chinmaya Vidyapeet's Debate Club. One of the Students received third prize.

24. List of eminent academicians and scientists / visitors to the department.

The Commerce Department had the following persons as Visitors on the following Days :-

For NSS Inauguration: Sabu Kuttan (NSS Coordinator), Jayakumar, Dileepkumar (Syndicate Members)

AIDS Day :Jomy Kuriakose(IRTTC Counsellor)

Aboobacker (HIV + ve Patient)

25. Seminars/ Conferences/Workshops organized & the source of funding a) National: NIL

b) International: NIL

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
B.Com 2012-15	103	24	16	43	
B.Com 2013-16	146	73	43	30	

*M = Male *F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.Com 2012-15	24	NIL	NIL
B.Com 2013-16	73	NIL	NIL

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.? Nil

29. Student progression

Student progression	Against % enrolled
UG to PG	Nil
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed <ul style="list-style-type: none"> • Campus selection • Other than campus recruitment 	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

a) Library

Total Number of Books : 716
Total Number of Journals: 13
Total Number of Periodicals: 21
Total Number of Titles added during the Year: 13

b) Internet facilities for Staff & Students

Internet Facilities are available for the Students and Staff.

The Staff individually are provided with Computers equipped with Internet Facilities.

The Students are provided with Computer Labs and in the Library also there are computers which are equipped with Internet Facility for their Reference

c) Class rooms with ICT facility - NIL

d) Laboratories - 1 Computer laboratory

31. Number of students receiving financial assistance from college, university, Government or other agencies.

Yes. The students are admitted on the basis of the Govt. Merit on the basis of the Centralised Allotment Process (CAP). 50% of the students are admitted completely on the basis of the merit. The CAP is process wherein the student has to mention their preference of college and it is on the basis of the merit and marks they secured in the 12th Std. that they get admission to the college

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts Nil

33. Teaching methods adopted to improve student learning

The Teacher's use Power Point Presentation as a medium of instruction.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: Nil

35. SWOC analysis of the department and Future plans

STRENGTHS

The Commerce Department was established in 2012. Though the department is in the initial stage of progress we have implemented many new and unique steps which are different from other colleges. The Student Teacher Ratio is 12:1. Our institution provides students with extra courses other than the University prescribed curriculum free of cost and no extra fee is levied for it. The extra courses provided at our institution are Classes for Tally, Common Proficiency Test (CPT).

The Students are also provided with enrichment courses like professionals taking classes/ sessions for them. The Senior Batch (2012-2015) had a Session on Capital Market taken by a Financial Expert from Banking Sector they also had session regarding Insurance and its Practical Applicability. The Students also had sessions on Ethics and also on Transaction Analysis. They also had a Session about the Computer Hardware. In order to develop the **Life Skills** of the students, they are provided with the Soft Skill Development Classes.

WEAKNESSES

As our Commerce Department is new and young in formation, the student intake was less, so the full seats could not be covered.

OPPORTUNITIES

The institution provides with course of **Tally** enables our students to prepare final accounts of a company or firm, prepare cash flow and fund flow statements, ratio analysis and also calculate taxes on VAT, FBT, Service tax, Custom duty, TDS, Advance tax, etc. The **CPT Classes** provides the student with the guidance to appear for the first step for the Chartered Accountancy. The Students are also provided with more than 10 Copies of Times of India so that they can refer through the newspapers regularly and be aware of the current scenario of the country.

CHALLENGES

The Off Campus Programmes offered by the University is the major challenge which our institution faces.

Annexures



All India Council for Technical Education
(A Statutory body under Ministry of HRD, Govt. of India)

7th Floor, Chandralok Building, Janpath, New Delhi- 110 001
PHONE: 23724151/52/53/54/55/56/57 FAX: 011-23724183 www.aicte-India.org

F.No. South-West/1-1493945312/2013/EOA

Date: 19-Mar-2013

To,
The Principal Secretary,
Deptt. Of education, Govt. of Kerala,
Govt. Sectt. Annexa,
Thiruvananthapuram-695001

Sub: Extension of approval for the academic year 2013-14

Ref: Application of the Institution for Extension of approval for the academic year 2013-14

Sir/Madam,

In terms of the provisions under the All India Council for Technical Education (Grant of Approvals for Technical Institutions) Regulations 2012 notified by the Council vide notification number F.No.37-3/Legal/2012 dated 27/09/2012 and norms standards, procedures and conditions prescribed by the Council from time to time, I am directed to convey the approval to

Regional Office	South-West	Application Id	1-1493945312
		Permanent Id	1-7826356
Name of the Institute	SCMS SCHOOL OF TECHNOLOGY & MANAGEMENT (MBA)	Institute Address	PRATHAP NAGAR, MUTTOM, ALUVA, COCHIN, ERNAKULAM, Kerala, 683106
Name of the Society/Trust	PRATHAP FOUNDATION FOR EDUCATION AND TRAINING	Society/Trust Address	MANAGEMENT HOUSE, SOUTH KALAMSSERY, COCHIN, ERNAKULAM, Kerala, 682033
Institute Type	Unaided - Private		

Opted for change from Women to Co-ed	No	Opted for change of name	No	Opted for change of site	No
Change from Women to Co-ed approved	Not Applicable	Change of name Approved	Not Applicable	Change of site Approved	Not Applicable

to conduct following courses with the intake indicated below for the academic year 2013-14

Application Number: 1-1493945312*

Page 1 of 3

Note: This is a Computer generated Extension of Approval Letter. No signature is required.

Letter Printed On: 20 March 2013.

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PHONE: 23724151/52/53/54/55/56/57 FAX: 011-23724183 www.aicte-india.org

Application Id: 1-1493945312			Course		Affiliating Body					
Program	Shift	Level		Full Part Time		Intake 2012-13	Intake Approved for 12-14	NRI	P/O	Foreign Collaboration
MANAGEMENT	1st Shift	POST GRADUATE	MASTERS IN BUSINESS ADMINISTRATI ON	FULL TIME	Mahatma Gandhi University , Kottayam	120	120	No	No	No

- Validity of the course details may be verified at www.aicte-india.org/departments/approvals

The above mentioned approval is subject to the condition that SCMS SCHOOL OF TECHNOLOGY & MANAGEMENT (MBA) shall follow and adhere to the Regulations, guidelines and directions issued by AICTE from time to time and the undertaking / affidavit given by the institution along with the application submitted by the institution on portal.

In case of any differences in content in this Computer generated Extension of Approval Letter, the content/information as approved by the Executive Council / General Council as available on the record of AICTE shall be final and binding.

Strict compliance of Anti-Ragging Regulation:- Approval is subject to strict compliance of provisions made in AICTE Regulation notified vide F. No. 37-3/Legal/AICTE/2009 dated July 1, 2009 for Prevention and Prohibition of Ragging in Technical Institutions. In case Institution fails to take adequate steps to Prevent Ragging or fails to act in accordance with AICTE Regulation or fails to punish perpetrators or incidents of Ragging, it will be liable to take any action as defined under clause 9(4) of the said Regulation.

(Dr. Kuncheria P. Isaac)
Member Secretary, AICTE

Copy to:

1. The Regional Officer,
All India Council for Technical Education
Health Centre Building
Bangalore University Campus
Bangalore - 560 009, Karnataka
2. The Director Of Technical Education,
Kerala
3. The Registrar,
Mahatma Gandhi University , Kottayam
4. The Principal / Director,

Application Number: 1-1493945312*

Page 2 of 3

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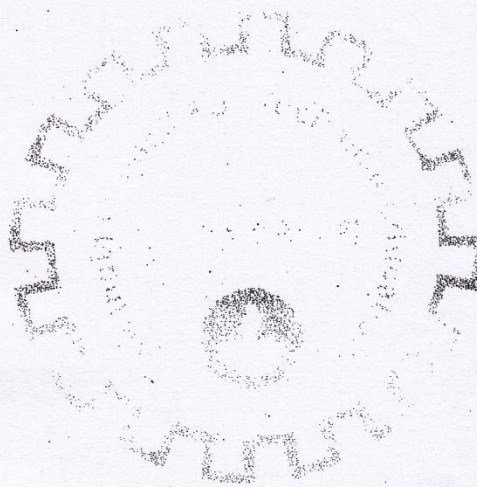


All India Council for Technical Education
(A Statutory body under Ministry of HRD, Govt. of India)

7th Floor, Chandralok Building, Janpath, New Delhi- 110 001
PHONE: 23724151/52/53/54/55/56/57 FAX: 011-23724183 www.aicte-India.org

SCMS SCHOOL OF TECHNOLOGY & MANAGEMENT (MBA)
PRATHAP NAGAR, MUTTOM ,ALUVA,
COCHIN,ERNAKULAM,
Kerala,683106

5. **The Secretary / Chairman,**
PRATHAP FOUNDATION FOR EDUCATION AND TRAINING
MANAGEMENT HOUSE, SOUTH KALAMSSERY,
COCHIN,ERNAKULAM,
Kerala,682033
6. **Guard File(AICTE)**



Application Number: 1-1493945312*

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PHONE: 23724151/52/53/54/55/56/57 FAX: 011-23724183 www.aicte-India.org

F.No. South-West/1-1501549695/2013/EOA

Date: 19-Mar-2013

To,
The Principal Secretary,
Deptt. Of education, Govt. of Kerala,
Govt. Sectt. Annexe,
Thiruvananthapuram-695001

Sub: Extension of approval for the academic year 2013-14

Ref: Application of the Institution for Extension of approval for the academic year 2013-14

Sir/Madam,

In terms of the provisions under the All India Council for Technical Education (Grant of Approvals for Technical Institutions) Regulations 2012 notified by the Council vide notification number F.No.37-3/Legal/2012 dated 27/09/2012 and norms standards, procedures and conditions prescribed by the Council from time to time, I am directed to convey the approval to

Regional Office	South-West	Application Id	1-1501549695
		Permanent Id	1-7878501
Name of the Institute	SCMS SCHOOL OF TECHNOLOGY AND MANAGEMENT (MCA)	Institute Address	SCMS CAMPUS, PRATHAP NAGAR , MUTTOM, COCHIN, ERNAKULAM, Kerala, 683106
Name of the Society/Trust	PRATHAP FOUNDATION FOR EDUCATION AND TRAINING	Society/Trust Address	MANAGEMENT HOUSE, SOUTH KALAMASSERY, COCHIN, ERNAKULAM, Kerala, 682033
Institute Type	Unaided - Private		

Opted for change from Women to Co-ed	No	Opted for change of name	No	Opted for change of site	No
Change from Women to Co-ed approved	Not Applicable	Change of name Approved	Not Applicable	Change of site Approved	Not Applicable

to conduct following courses with the intake indicated below for the academic year 2013-14

Application Number: 1-1501549695*

Page 1 of 3

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PHONE: 23724151/52/53/54/55/56/57 FAX: 011-23724183 www.aicte-india.org

Application Id: 1-1501549695			Course		Affiliating Body					
Program	Shift	Level		Full/Part Time		Intake 2012-13	Intake Approved for 13-14	NRI	PIO	Foreign Collaboration
MCA	1st Shift	POST GRADUATE	MASTERS IN COMPUTER APPLICATIONS	FULL TIME	Mahatma Gandhi University, Kottayam	60	60	No	No	No

- Validity of the course details may be verified at www.aicte-india.org/departments/approvals

The above mentioned approval is subject to the condition that SCMS SCHOOL OF TECHNOLOGY AND MANAGEMENT (MCA) shall follow and adhere to the Regulations, guidelines and directions issued by AICTE from time to time and the undertaking / affidavit given by the institution along with the application submitted by the institution on portal.

In case of any differences in content in this Computer generated Extension of Approval Letter, the content/information as approved by the Executive Council / General Council as available on the record of AICTE shall be final and binding.

Strict compliance of Anti-Ragging Regulation:- Approval is subject to strict compliance of provisions made in AICTE Regulation notified vide F. No. 37-3/Legal/AICTE/2009 dated July-1, 2009 for Prevention and Prohibition of Ragging in Technical Institutions. In case Institution fails to take adequate steps to Prevent Ragging or fails to act in accordance with AICTE Regulation or fails to punish perpetrators or incidents of Ragging, it will be liable to take any action as defined under clause 9(4) of the said Regulation.

(Dr. Kuncheria P. Isaac)

Member Secretary, AICTE

Copy to:

1. The Regional Officer,
All India Council for Technical Education
Health Centre Building
Bangalore University Campus
Bangalore - 560 009, Karnataka
2. The Director Of Technical Education,
Kerala
3. The Registrar,
Mahatma Gandhi University, Kottayam
4. The Principal / Director,

Application Number: 1-1501549695*

Page 2 of 3

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SCMS SCHOOL OF TECHNOLOGY AND MANAGEMENT (MCA)
SCMS CAMPUS, PRATHAP NAGAR , MUTTOM,
COCHIN, ERNAKULAM,
Kerala, 683106

5. The Secretary / Chairman,
PRATHAP FOUNDATION FOR EDUCATION AND TRAINING
MANAGEMENT HOUSE, SOUTH KALAMASSERY,
COCHIN, ERNAKULAM,
Kerala, 682033

6. Guard File(AICTE)



Application Number: 1-1501549695*

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